

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

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

**CFDA # 84.282M**

**PR/Award # U282M140020**

**Grants.gov Tracking#: GRANT11706831**

OMB No. , Expiration Date:

Closing Date: Jul 21, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/21/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-0617933"/>	* c. Organizational DUNS: <input type="text" value="0612597290000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="291 Broad Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Cumberland"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="RI: Rhode Island"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="02864-9998"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Network Support Headquarters"/>	Division Name: <input type="text" value="External Affairs"/>
---	---

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Jennifer"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="LoPiccolo"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director of External Affairs"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-062014-002

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

**13. Competition Identification Number:**

84-282M2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Areas Affected by the Project.Rhode Island

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Blackstone Valley Prep Mayoral Academy: Expanding Access to Public School Choice for Rhode Island Families

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,447,978.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,447,978.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

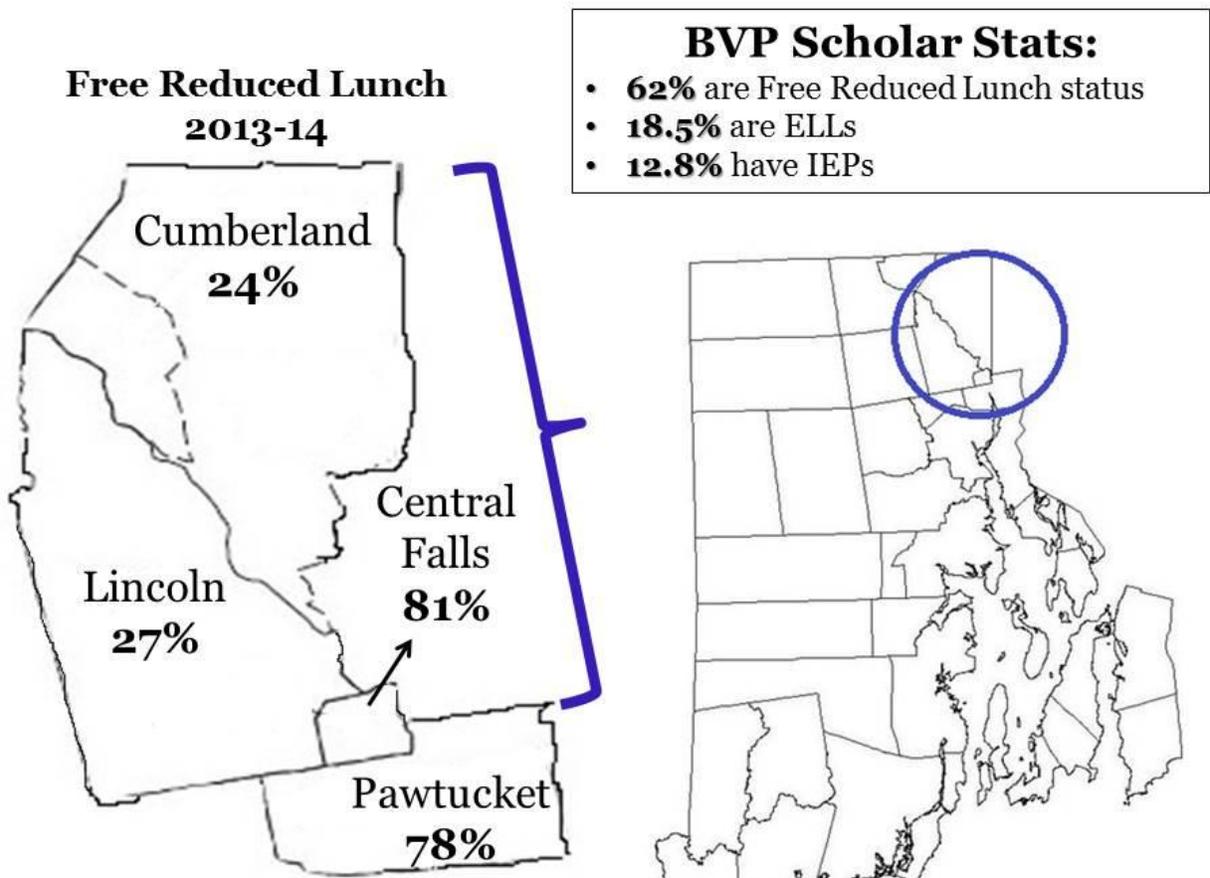
\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## Areas Affected by Blackstone Valley Prep Mayoral Academy (BVP)



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jennifer LoPiccolo</p>	<p>TITLE</p> <p>Director of External Affairs</p>
<p>APPLICANT ORGANIZATION</p> <p>Rhode Island Mayoral Academy Blackstone Valley</p>	<p>DATE SUBMITTED</p> <p>07/21/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Rhode Island Mayoral Academy Blackstone Valley

\* Street 1: 291 Broad Street    \* Street 2: \_\_\_\_\_

\* City: Cumberland    \* State: RI: Rhode Island    \* Zip: 02864

Congressional District, if known: RI-1

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Jennifer LoPiccolo

\* Name: Prefix \_\_\_\_\_ \* First Name Jennifer Middle Name \_\_\_\_\_  
\* Last Name LoPiccolo Suffix \_\_\_\_\_

Title: Director of External Affairs    Telephone No.: \_\_\_\_\_    Date: 07/21/2014

**Federal Use Only:** \_\_\_\_\_ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # U282M140020

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

GEPA Statement.Rhode Island Mayoral Academ

Add Attachment

Delete Attachment

View Attachment

Addressing Section 427 of the GEPA provision

Applicant: **Rhode Island Mayoral Academy Blackstone Valley (more commonly known as Blackstone Valley Prep Mayoral Academy or BVP)**

Project Title: **Blackstone Valley Prep Mayoral Academy: Expanding Access to Public School Choice for Rhode Island Families**

In order to ensure equitable access to all students, teachers and other beneficiaries with special needs, for all projects receiving federal funds or otherwise, Blackstone Valley Prep Mayoral Academy, will take the following steps:

1) No staff or faculty member of Rhode Island Mayoral Academy Blackstone Valley will discriminate in any way against teachers, students and other beneficiaries because of race, national origin, color, gender, disability or age.

2) In order to extend all educational offerings to students with limited English proficiency, BVP has a comprehensive strategy for English Language Learners (ELL). ELL students will be held to the same academic standards as native English speaking students. With the support of an ELL Coordinator, teachers are supported in their endeavors to provide a supportive environment that is print rich and scaffolded to the individual needs of the learner—all with a focus on structured immersion. Students are also monitored using a series of assessment tools, most notably the state-mandated ACCESS assessments by WIDA.

3) BVP Heads of Schools set a target of recruiting and hiring a multicultural and multilingual instructional staff: at least 50% will be proficient in Spanish, which is the dominant non-English language spoken in our community.

4) In order to extend all parent and family communication to those who are not English proficient, all critical materials and family communications, including letters home, monthly

newsletters, automated phone calls, emails, Town Hall meetings, parent meetings, other parent engagement activities are sent home in both English and Spanish.

5) In order to extend all educational offerings to students with special needs, BVP has developed a comprehensive strategy for students with disabilities. Students with disabilities are served in the least restrictive environment, following all federal and state regulations including IDEA and Section 504, in order to best meet the individual needs of each student in our school community.

6) All classes are adapted for students with physical disabilities. A combination of contracted service providers and full-time staff provide ongoing individualized plans for students with disabilities. 100% of P.E./health teachers are also certified in adaptive physical education.

7) The schools enroll students from four sending districts, of Central Falls, Cumberland, Lincoln, and Pawtucket, RI. According to the most recent census data collected by RI Kids Count<sup>1</sup>, taken together, these communities represent the wide range of Rhode Island's cultural, racial and socioeconomic diversity. By design, BVP has created an integrated network of high performing public charter schools where all children will be held to high expectations despite any disadvantage.

8) Each grade is staffed with excellent "highly qualified" teachers, utilizing a variety of instructional approaches as further outlined in the grant narrative, which include but are not limited to small group instruction, one-on-one tutoring, reading groups, and co-teaching, to name a few.

9) BVP teacher and staff recruitment procedures are designed to target high-quality teachers, and we encourage applications from prospective candidates who are members of

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<sup>1</sup> Data is accessible through the Kids Count Data Center. <http://datacenter.kidscount.org/> (Retrieved July 11, 2014)

traditionally under-represented groups. Our staff and teacher recruitment procedures are described more fully in our overall application.

10) Our facilities all meet the current standards of ADA-compliance, allowing ease of access for all.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Rhode Island Mayoral Academy Blackstone Valley"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jennifer"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="LoPiccolo"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director of External Affairs"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Jennifer LoPiccolo"/>	* DATE: <input style="width: 150px;" type="text" value="07/21/2014"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Abstract (CFDA 84.282M)**

**Blackstone Valley Prep Mayoral Academy: Expanding Access to Public School Choice for Rhode Island Families**

**David Lauck, Director of Finance**  
**291 Broad Street**  
**Cumberland, RI 02864**

**Project Description and Goals**

Rhode Island Mayoral Academy Blackstone Valley, more commonly referred to as Blackstone Valley Prep (BVP) Mayoral Academy, is a network of tuition-free public schools chartered by the Rhode Island Department of Education. BVP's mission is to prepare every scholar for success in college and the world beyond. Currently serving nearly 1,000 "scholars" in grades K-8, BVP offers a high quality public school choice to the families of Central Falls, Cumberland, Lincoln and Pawtucket.

BVP is requesting \$2,447,978 over five years. Grant funds will be used to expand BVP's vision for growth in RI from the current 1,000 students enrolled to allow for more than 2,500 students enrolled annually once all BVP schools reach full enrollment.

**Expected Outcomes**

BVP will accomplish this by a) expanding to seven schools by growing the three (3) current schools to scale and opening the doors to an additional four (4) schools by 2017-2018 for a total of three (3) elementary schools, and three (3) middle schools feeding into one (1) high school; and b) replicating the model of BVP's current middle and elementary schools, which have a track record of success.

**Contribution to Research, Policy or Practice**

BVP is committed to reflecting on its practice, building on its successes and positively contributing to the educational outcomes for all children by serving as a proof point for what is possible with high expectations as well as rigorous and joyful learning that provides instructional support to help every student become college and career ready. Evaluating its impact is a critical component to achieve this.

BVP is also deeply committed to building partnerships, investing stakeholders and collaborating whenever possible.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

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## **I. APPLICATION PRIORITIES**

### **Absolute Priority**

Rhode Island Mayoral Academy Blackstone Valley, more commonly referred to as Blackstone Valley Prep (BVP) Mayoral Academy, has a track record of success and experience operating and managing high-quality public charter schools, as further illustrated throughout this application.

### **Competitive Preference Priority 1-- Low-Income Demographic**

Sixty-two percent of current BVP students are eligible for the federal free-and-reduced-price meals program, far above the Rhode Island (RI) state average of 46%.

BVP currently operates three schools, with a fourth opening in August 2014 - two elementary, one middle, and a high school. The chart below provides a breakdown of students who receive free or reduced price lunch, which is an indicator of a student coming from a low-income family, as noted under the Richard B. Russell National School Lunch Act.

<b>Schools</b>	<b>Enrollment</b>	<b>FRL (#)</b>	<b>FRL (%)</b>
Elementary School 1 (ES1)	406	245	60.3
Elementary School 2 (ES2)	322	245	66.5
Middle School (MS)	334	217	65.0
High School (HS)	100	65	65.0

### **Competitive Preference Priority 3-- Promoting Diversity**

BVP is made up of an intentionally diverse community of students that come equally from two urban and two suburban regions. BVP promotes racial and ethnic diversity and avoids racial isolation in each of its three current schools. BVP has a record of, and an intent to continue taking active measures to promote racial and ethnic diversity and to avoid racial isolation.

BVP believes deeply in the importance of leveraging the intentional diversity of its school community. BVP is one of seven schools profiled as a "successful example" of an integrated charter school in research published in May 2012 by The Century Foundation in conjunction with the Poverty & Race Research Action Council (please see Other Attachments for a letter of support from the Century Foundation). The study found that socioeconomically and racially integrated schools are more likely to foster student achievement, social development and future employment. BVP intentionally accepts students from four unique sending districts, two from the traditionally higher-income suburban communities of Cumberland and Lincoln and two from the predominantly lower-income communities of Pawtucket and Central Falls. Most recently, BVP was one of 13 schools nationwide to become a member of the National Coalition of Diverse Charter Schools ([www.diversecharters.org](http://www.diversecharters.org)).

Across its network of schools, BVP's students are 2% Asian, 11% Black, 47% Hispanic, and 39% White, with a small percentage coming from other racial groups. BVP also serves students with disabilities (12.8%) and English language learners (18.5%) at a rate comparable to its surrounding districts (also illustrated in Other Attachments).

Valuing diversity is an organizational priority and a core belief shared across the network. Bringing together scholars from four neighboring communities and allowing peers across lines of difference (both racially and socioeconomically) to come together in classrooms and share in the experience of learning together is a unique feature that has been noted both nationally and locally for promoting diversity. This commitment is further illustrated by the board-level diversity goals in place, including a network-wide diversity committee tasked with measurable annual goals, as well as BVP's participation in national diversity trainings.

BVP actively conducts outreach that includes canvassing the four communities it serves, holding information sessions for prospective families, and meeting one-on-one with individuals to inform them about their choices. Furthermore, BVP values the language diversity our families bring to our larger school community. For this reason, all family communication sent home is provided in both English and Spanish, and BVP offers translations for other languages as requested at family events, including both Portuguese and Creole.

**Competitive Preference Priority 5-- Novice Applicant**

BVP is a novice applicant, which means that we (i) have never received a Replication and Expansion grant; (ii) have never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a Replication and Expansion grant; and (iii) have not had an active discretionary grant from the Federal government in the five years before the deadline date for applications for new awards under this Replication and Expansion grant competition.

**II. RESPONSES TO SELECTION CRITERIA**

**(a) Quality of the Eligible Applicant**

**MISSION-**

**Blackstone Valley Prep (BVP) Mayoral Academy** is a network of tuition-free public schools chartered by the Rhode Island Department of Education. BVP offers a high quality public school choice to the families of Central Falls, Cumberland, Lincoln and Pawtucket and currently serves nearly 1,000 “scholars” in grades K-8. A member of the [Rhode Island Mayoral Academies](#) network, BVP's mission is to prepare every scholar for success in college and the world beyond. Last year, BVP was invited to join the highly selective portfolio of the Charter

School Growth Fund<sup>1</sup> (CSGF) and BVP's high school opening in September 2014 represents the only school in Rhode Island that is a Next Generation Learning Challenges Breakthrough school (letters of support from both CSGF and Next Generation can be found in Other Attachments).<sup>2</sup>

Founded in 2009 with nine (9) staff members and 76 kindergarten students, Blackstone Valley Prep Elementary became the first mayoral academy in Rhode Island. Now in its fifth year of operation, BVP has grown to three (3) schools serving nearly 1,000 students. Growth thus far has been relatively slow and carefully calculated with a focus on program quality. BVP's early and hard-won successes, combined with the increasing demand from families in the Blackstone Valley continue to indicate the need to offer more high quality seats. In 2013, over 11,800 applications were submitted for around 1,300 open spots - not just for BVP, but for all RI public charter schools.<sup>3</sup> At BVP in 2014, there were 1,935 applications for 185 seats.

Motivated to do more, BVP will expand the vision for growth in Rhode Island and allow for more than 2,500 students to enroll annually once all BVP schools reach full enrollment. BVP will accomplish this by growing the three (3) current schools to scale and opening the doors to an additional four (4) schools by 2017-2018 for a total of three (3) elementary schools, and three (3) middle schools feeding into one (1) high school.

This level of expansion will better meet the demand within the Blackstone Valley – specifically, within the four (4) communities BVP currently serves. This means that by 2020, BVP will serve 15% of the students from the four (4) sending communities in the Blackstone Valley.

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<sup>1</sup> Charter School Growth Fund. <http://chartergrowthfund.org/our-portfolio/blackstone-valley-prep/> (Retrieved July 2014).

<sup>2</sup> Next Generation Learning. <http://nextgenlearning.org/grantee/blackstone-valley-prep-mayoral-academy> (Retrieved 2014).

<sup>3</sup> “Christine Lopes Metcalfe: Rhode Island Parents Want Choice” *GoLocalProv*. <http://www.golocalprov.com/news/christine-lobes-metcalfe-rhode-island-parents-want-choice/> (Retrieved June 2014).

## **TRACK RECORD OF RESULTS-**

Since its inception, BVP has delivered extraordinary academic results. This is evidenced by a variety of academic accolades that will be described in detail, including results in a Stanford University CREDO study and a recent study conducted by Brown University.

*(1) BVP has demonstrated success over the past three years in significantly increasing academic achievement for all students, including educationally disadvantaged students.*

In the 2011-12 school year, 100% of all BVP kindergarten students scored proficient in reading and BVP Middle School was identified as one of only three (3) commended middle schools in the state by the Rhode Island Department of Education, the highest rating possible for any school to receive. In the 2012-13 school year, scholars continued to perform at record levels on state-issued assessments. BVP Elementary School 1 was also named a commended elementary school.

This year, for the third year in a row, **BVP scholars outperformed the state averages on the New England Common Assessment Program (NECAP)**. NECAP is a state assessment used in Rhode Island to test students in grades 3-8 and grade 11 on core content knowledge. The NECAP is administered annually in October and is used for accountability purposes to test content knowledge from the previous school year. NECAP tests reading, mathematics, and writing. (Writing is assessed in grades 5, 8, and 11 only.) Scores range from 1-4, with a 3 defined as “proficient” and a 4 defined as “proficient with distinction.”

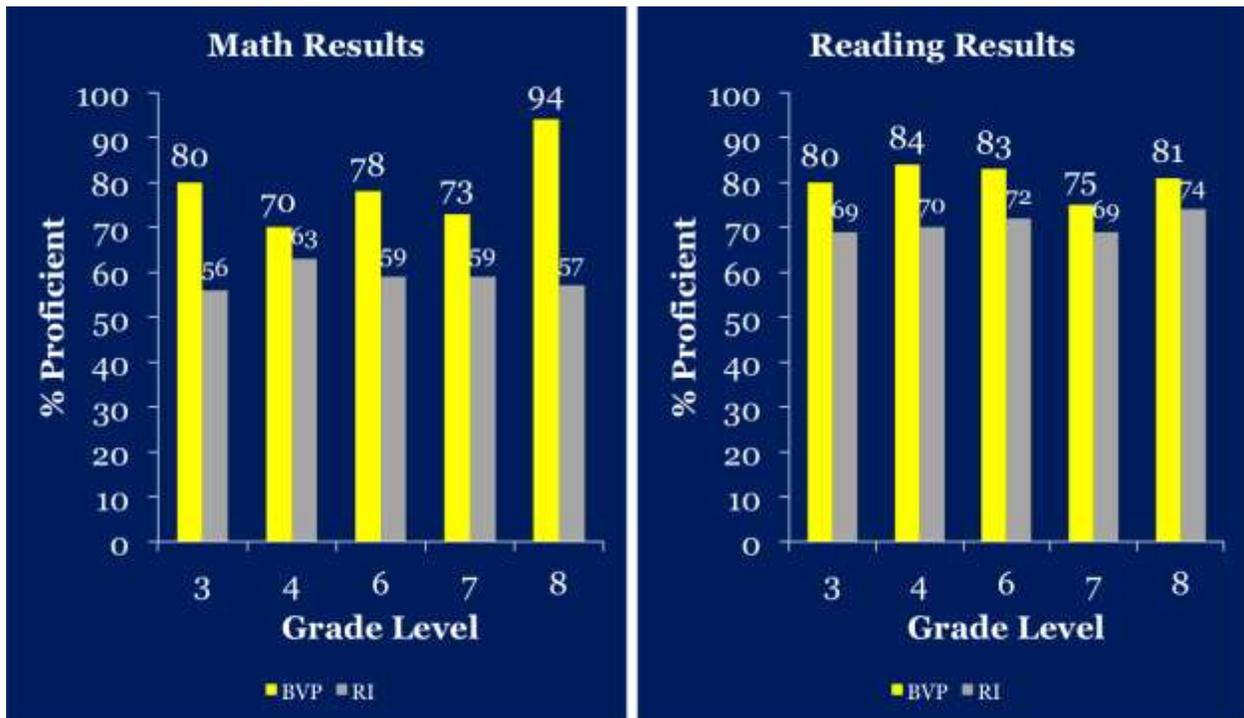
Results from the most recently released 2013 NECAP scores show that students who entered BVP in fifth grade increased their level of proficient or better in Reading from 61% to **81% in just one year.**<sup>4</sup> **Over three years, BVP has helped to almost double the percentage of**

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<sup>4</sup> Data is accessible from the NECAP Reporting website. <https://reporting.measuredprogress.org/NECAPpublicRI/> (Retrieved June 2014).

**middle school students demonstrating math proficiency.** This year in particular, **BVP students exceeded the state averages in every subject and in every grade tested by the NECAP.** BVP also had the highest percentage - 94% - of eighth grade students who were proficient or proficient with distinction in math *in the state.*

Figure 1: BVP students surpass state NECAP averages for math and reading in every grade tested.



(2) BVP has demonstrated success over the past three years in closing historic achievement gaps between subgroups of students.

In August 2013, the Latino Policy Institute at Roger Williams University issued a report that noted the Latino-White achievement gaps in RI are the highest in the country.<sup>5</sup> **Latinos at**

<sup>5</sup> Huguley, James P. “Latino Students in Rhode Island: A Review of Local and National Performances.” *A report of the Latino Policy Institute at Roger Williams University.* <http://rwu.edu/sites/default/files/downloads/lpi/lpi-education-report2013.pdf> (Retrieved June 2014).

**BVP are besting not only their statewide peers, they are exceeding the average population in almost every area.**

The data points below highlight BVP Latino students’ performance on the 2013 NECAP:

- Latino students at BVP are outperforming their peers statewide by an average of 25 points in Reading.
- Latino students at BVP are outperforming their peers statewide by an average of 37 points in Math.
- Overall, Latino students at BVP are outperforming their Latino peers statewide by an average of 30 points.
- In all but one category, BVP Latinos outperform the RI general student population.

Figure 2: In all but one category, Latino students at BVP outperform the RI *general* student population.

Grade	BVP Reading (Latino)	RI Reading (General)	Δ to State (BVP Latino vs. RI General)
3	71	69	+2
4	82	70	+12
6	81	72	+9
7	72	69	+3
8	79	74	+5
Grade	BVP Math (Latino)	RI Math (General)	Δ to State (BVP Latino vs. RI General)
3	68	56	+12
4	67	63	+4
6	72	59	+13
7	76	59	+17
8	93	57	+36
Grade	BVP Writing (Latino)	RI Writing (General)	Δ to State (BVP Latino vs. RI General)
8	55	56	-1

Additionally, BVP students who are classified as being from families with a low socioeconomic status, dramatically outperform their RI peer group. For example, **BVP’s eighth graders from a low socioeconomic status (SES) scored 53 points higher than the comparable state averages (low SES) in math.** In fact, BVP scholars from low-income families outperform the RI general population in nearly every grade and category.

Figure 3: BVP scholars from low-income families outperform the RI *general* population.

Grade	BVP Reading (Low SES)	RI Reading	Δ to State (BVP low SES vs. RI Overall)
3	76	69	+7
4	77	70	+7
6	75	72	+6
7	64	69	-5
8	76	74	+2
Grade	BVP Math (Low SES)	RI Math	Δ to State (BVP low SES vs. RI Overall)
3	71	56	+15
4	59	63	-4
6	68	59	+9
7	64	59	+5
8	94	57	+37
Grade	BVP Writing (Low SES)	RI Writing	Δ to State (BVP low SES vs. RI Overall)
8	56	56	0

Due to BVP’s relatively small program, the group sizes for students with Individualized Education Plans (IEPs) and Limited English Proficiency (LEP) is too low to be a reportable subgroup in almost every grade level.

Frequent benchmarking during the academic year in the early grades where the NECAP is not currently administered helps BVP further identify gaps and address them before they widen.

(3) *BVP has achieved results as measured by student attendance, family satisfaction and student retention.*

BVP success can be further measured by scholar attendance and survey data. Both currently support the fact that scholars and their families truly embrace BVP's focus on academic rigor paired with a joyful culture:

- BVP ended the 2013-14 school year with an average attendance rate of 97%.<sup>6</sup>
- The Rhode Island Department of Education (RIDE) surveys all public schools, including public charter schools, annually. The surveys are administered annually by RIDE and are anonymous.<sup>7</sup>
  - Survey data from the end of the 2011-12 academic year also showed that 98.4% of families would recommend BVP to other families.
  - 2012-2013 SurveyWorks data showed that 93% of BVP 5<sup>th</sup> and 6<sup>th</sup> grade scholars (compared to a statewide average of 58.7%) said their teachers think they will go to college.
  - SurveyWorks survey data from the 2013-14 academic year showed that 64% of families feel that BVP views parents as important partners.

**Additional student achievement data citing further evidence of BVP's track record of success can be found in Other Attachments.**

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<sup>6</sup> Data is accessible from Infoworks.

<http://infoworks.ride.ri.gov/school/blackstone-valley-prep-middle-school> (Retrieved June 2014).

<sup>7</sup> SurveyWorks! <http://surveyworks.ride.ri.gov/> (Retrieved July 2014).

**(b) Contribution in Assisting Educationally Disadvantaged Students**

**MEETING THE NEEDS OF BVP’S COMMUNITY-**

Over the past five years, BVP has grown from a few kindergarten classrooms serving 76 students to approximately 1,000 children in nine grades across three schools. Despite this growth, BVP, for the third year in a row, will have significant unmet demand. With an ever-increasing interest in BVP seats, it begs the question: **How can BVP ignore the indisputable evidence in these numbers that more children are in need of a high quality public school choice in the Blackstone Valley?**

The four cities and towns that BVP serves include Central Falls, Cumberland, Lincoln, and Pawtucket, which together have almost 20,000 students. All four elected mayors (town administrator in Lincoln) have shown their support for high quality school choice and as such, they have all provided a letter of support for this application (found in Other Attachments).

This chart provides demographic data to help provide additional context about the communities BVP serves.

<b>Community</b>	<b># of students K-12</b>	<b>%FRL</b>	<b>%LEP</b>	<b>%IEP</b>
<i>Central Falls</i>	2,732	86%	25%	22%
<i>Cumberland</i>	4,648	22%	2%	17%
<i>Lincoln</i>	3,238	29%	1%	14%
<i>Pawtucket</i>	8,733	75%	12%	15%

*Central Falls highlights-*

Central Falls made national headlines a few years ago when Superintendent Gallo terminated all of the teachers in the high school. While there are several areas of improvement since this significant move, the change is slow and incremental at best. For example, in 2013, the four-year graduation rate for 12th graders at Central Falls High School was 74.7% compared to 79.7% statewide. However, only 15% of 8th graders at Calcutt Middle School--a school in which 94% of students are disadvantaged--were proficient in math as demonstrated on the most recent state assessment.<sup>8</sup> It was also very recently that the city emerged from Chapter 9 (municipal) bankruptcy. Once known as the “poorest square mile” in the country, the largest employer in Central Falls is a private jail outside of government and schools.

Newly elected in 2013, Central Falls Mayor James Diossa is a member of the BVP Board of Directors. **A letter of support of this application from Mayor Diossa can be found in Other Attachments. Additionally, Dr. Frances Gallo, Superintendent of Central Falls School District, has also included her support in a letter that can also be found there.**

*Cumberland highlights-*

In direct moves to compete with BVP, Cumberland has hired a new superintendent and a high school principal, extended the school day at the high school, and shifted to full-day kindergarten since BVP’s opening.

The mayor of Cumberland, Dan McKee, is a co-founder of BVP and is the Board Chair. A letter of support of this application from Mayor McKee can be found in Other Attachments.

*Lincoln highlights-*

In general, Lincoln is a middle-to-high income suburban school district. But like many suburban districts, there are intra-district differences that are meaningful in assessing whether

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<sup>8</sup> <http://infoworks.ride.ri.gov/> (Retrieved July 2014).

appropriate opportunities are provided for all students. For example, while the student population of one Lincoln elementary school is composed of just 8% low-income students, another is nearly 40% low-income. As is too often the case, there appears to be a correlation between income level and performance on state tests, with the higher poverty school reporting lower levels of proficiency. BVP has focused its recruitment efforts to ensure that it is extending choice and opportunity to Lincoln's traditionally underserved and lowest-performing students. These recruitment efforts are resulting in more Lincoln applicants each year.

The elected Town Administrator of Lincoln, Joseph Almond, is a co-founder and the Vice Chair of BVP. **A letter of support from Town Administrator Almond can be found in Other Attachments.**

*Pawtucket highlights-*

Pawtucket is the fourth largest district in the state, and has the third highest population of low-income students. Of Pawtucket's 10 elementary schools, three are rated "warning," seven are "typical," and none are commended by the state's school accountability framework. Quality school options within the district decline as students age; both of the district's comprehensive high schools were deemed "priority" by the state – the lowest possible ranking. **A letter of support from Mayor Grebien can be found in Other Attachments.**

*Under-performance across the Blackstone Valley-*

Performance varies quite widely across the Blackstone Valley. To an extent, this may be expected: on the surface, Lincoln and Cumberland appear to be typical suburban districts; Pawtucket and Central Falls, on the other hand, are both urban districts, with significant populations of traditionally underserved students, including those from low income families, transient students, and English Language Learners. Indeed, using almost any academic

achievement metric, Central Falls and Pawtucket are failing to successfully educate their young people. Both comprehensive high schools in Pawtucket and the only high school in Central Falls are under state transformation orders because of poor student achievement.

But Cumberland and Lincoln are not high-performing districts, despite having comparably fewer challenges than the urban communities in the Blackstone Valley. Families in these districts, too, are demanding new and better educational options. Motivated by the achievement results thus far and compelled by increasingly larger waitlist numbers — particularly at kindergarten — **BVP will expand its presence to increase access to a high quality education *within the four communities it currently serves.***

#### **EXPANDING WITH QUALITY: IMPLEMENTING BVP's ACADEMIC MODEL -**

BVP's track record of academic success is a function of a lot of hard work and a commitment to a consistent academic approach across its network. In order to grow to scale with quality, every school in BVP's network will continue to incorporate the following components, more fully outlined below:

1. Strong foundational culture, diverse student body, celebration of PRIDE values.
2. Frequent assessments to drive instruction.
3. Rigorous standards-based curriculum, inclusive of the arts and physical education.
4. Consistent research-based instructional practices

##### *1. Strong foundational culture-*

A distinctively positive school culture begins with the intentional and transparent high expectations set for students and staff. By design, BVP will provide a **personalized school environment**, one in which students know each other and are known by the adults in the school. BVP schools are positive, challenging, and exciting learning environments filled with joy and

wonder. BVP students-- called “scholars”-- are college-bound; BVP constantly builds that expectation with a college theme in each classroom and through frequent college trips for even the youngest students.

BVP’s culture of care and support encourages students to do their best, celebrate success, and feel encouraged and supported when they persevere to master a challenging lesson. When students need additional support, it is provided. Additional support is part of doing whatever it takes to ensure that scholars learn and make progress. English language learners (ELLs) are provided a print rich environment and scaffolding until language acquisition is further developed.

BVP utilizes consistent school-wide behavioral systems and routines to ensure that scholars can learn in a safe and calm environment. Those systems reflect the PRIDE values of **p**erseverance, **r**espect, **i**ntegrity, **d**iscipline and **e**nthusiasm. From kindergarten on, scholars learn the meaning of these values and are held accountable for any violations. Infractions are addressed as teachable moments about BVP values.

Each school leader, staff member, and scholar is expected to practice the PRIDE values as part of daily school routines and celebrations. At each school, students’ successes are celebrated during weekly Town Hall – an integral component of the strong school culture. During this time, BVP builds its community through performances, skits, songs, chants, and recognition of student accomplishments. While the additional time, values, and programmatic structures might look and feel different at different grade levels (elementary, middle, and high school), these structures retain the same overall elements of emphasizing BVP values through performance, recognition, and celebration.

## *2. Frequent assessments to drive instruction-*

Teachers utilize a number of assessments of and for learning. On a daily basis, teachers use a number of formative assessments in their classroom to monitor learning - some as simple as a thumbs up or down for understanding. In addition, teachers use “exit tickets” at the conclusion of virtually every lesson in order to measure individual and whole class mastery of the daily objective. Unit tests and trimester exams are used as summative measures of student mastery of specific content knowledge and skill application.

As a network, BVP utilizes a number of standardized assessments in order to both measure individual student progress and to determine our effectiveness in teaching the required standards. Major elements of our assessment system can be found in Other Attachments.

BVP uses standards-based grading. In a traditional classroom setting, scholars complete tests, quizzes, or projects that cover a range of standards or learning goals. Typically, the student receives a single overall grade on the assignment and multiple assignments are averaged together to create a single overall grade for the class. Standards Based Grading does not focus on a single overall grade for an assignment, but instead focuses on how a student performed on each standard or learning goal assessed by the assignment. At the end of the course or trimester, a student receives a report that details their performance on individual goals as compared to a single overall grade.

## *3. Rigorous standards-based curriculum-*

BVP is committed to providing students with a rigorous curriculum designed to prepare them for success in college and the world beyond. BVP believes that the most important job of teachers is teaching and that they do that job best when unencumbered by excessive responsibilities beyond that. BVP’s network academic team, especially the ELA and Math

coordinators, are responsible for the creating of rigorous, standards-aligned units of study that incorporate plans for instruction. In order to make sure that there is a clear line between the written, intended curriculum and the taught curriculum, it is essential that the curriculum writers and the teachers who will deliver that instruction are on the same page regarding the essential outcomes of any given unit.

BVP believes fundamentally in rigorous mathematics, reading, writing, and science instruction for all scholars, regardless of their background. Preparing students for college and career requires:

- Rigorous mathematics instruction with Advanced Placement Calculus and/or Statistics
- Intensive explicit and embedded composition instruction
- Broad exposure to multicultural literature, informational text, and primary source documents
- Inquiry-driven scientific exploration
- Social Studies instruction rooted in the principles of world and American histories and democracy
- Smart use of technology within and outside of classroom walls

For this reason BVP supports the higher-level thinking skills emphasized by the Common Core State Standards in concert with Next Generation Science Standards, Rhode Island's Grade Span Expectations for Social Studies, and standards promulgated by the national associations for technology, physical education, the arts, and foreign language. Guided by the belief that understanding the unifying theories of mathematics, reading smart, thinking critically, and writing clearly are skills that all young people must possess, BVP has developed a curriculum

and instructional approach that efficiently helps scholars reach those levels as prescribed by the demands of college and career.

#### *4. Consistent research-based instructional practices supported by professional development-*

Standards alone are not enough. Strategic, practice-based professional development spirals through BVP's approaches to curriculum and instruction. BVP also believes that "rigor" is a beautiful and dangerous word. Rigor is not a matter of more work but better work, and true rigor in both academic and non-academic domains comes from going deep in a subject. This involves sophisticated materials, topics, and language in applications that mirror real-world settings.<sup>9</sup>

Immersing students in rigorous activities and instructional methods without regard to readiness, skills, or interests, increases achievement gaps. The most skilled scholars will take off, and others will become frustrated and shut down. It is a significant challenge to find efficient ways to accelerate students so that all can handle the rigor required by the Common Core and other adopted standards. **Differentiated and appropriate rigor is the essence of BVP's Academic Model.**

In addition to rigorous academic preparation, students must be armed with key cognitive strategies<sup>10</sup>-- the behaviors necessary for college readiness:

- Intellectual openness: curiosity, thirst for knowledge and understanding, open to constructive criticism, eager to understand the manners in which knowledge is constructed
- Inquisitiveness: active, ongoing engagement in inquiry and dialogue with the intention of gathering evidence to support or refute a hypothesis

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<sup>9</sup> "What Do You Mean by Rigor?" by Elliot Washor and Charles Mojkowski

<sup>10</sup> Redefining College Readiness, David B. Conley, 2007. Educational Policy Improvement Center.

- Analysis: the ability to select and evaluate sources of information, and generate synthesized responses from the analysis
- Reasoning, argumentation, and proof: students are able to construct well-reasoned arguments as explanation of topics or issues, and able to engage in challenging, critical discussion of a topic with confidence and efficacy
- Interpretation: students must be able to analyze competing and conflicting evidence, and weigh that evidence to form a well-reasoned position
- Precision and accuracy: students know which type of precision is appropriate to the task and subject, and is able to increase precision and accuracy through successive approximations generated from a task or process
- Problem solving: the ability to apply numerous approaches to routine problems, generating strategies to unique problems, and devise strategies for complex problems
- Cultivating perseverance, respect discipline, integrity, and enthusiasm in all students.

One of the levers of success at Blackstone Valley Prep is exemplary teaching. Great instruction involves intensive teacher planning and is ultimately student-centered. It combines thoughtful planning from standards and curriculum, creating a respectful learning environment, and strong daily instruction. BVP supports and expects from its teachers consistency in practices designed to engage students at the highest levels. Guiding much of this work is Doug Lemov's *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. All teachers receive the book and ongoing professional development in key techniques.

Finally, BVP teachers follow the tenets of backwards planning, utilize essential questions, and gradually release ownership of learning to scholars. BVP has embraced the RIDE educator evaluation model and its framework of teaching, based upon Danielson's Framework.<sup>11</sup>

*Personalization and Supporting the Next Generation of Learners-*

Every BVP high school graduate will be prepared for success in 21st century careers. This aspiration is a commitment to equip scholars for jobs that do not yet exist and an economy we can only imagine. Scholars must develop the ability to:

- think critically;
- communicate effectively;
- collaborate across lines of difference; and
- create & innovate new solutions to more complex problems (Partnership for 21st Century Skills).

These skills will be developed through rigorous Common Core-aligned curriculum and assessments; AP and pre-AP courses; World Languages, STEM, and the arts; and a mastery-based approach to learning.

BVP endeavors to prepare every scholar for success in college, and to do that we provide a **personalized learning** environment based on each scholar's unique strengths and growth areas. With the assistance of the Advisor and College Counselor, every high school scholar will develop a Personalized Learning Plan to identify a path to success that includes the scholar's interests and goals. Scholar-created **Extended Learning Opportunities (ELOs)** enrich the core curriculum and support scholars in pursuing academic passion projects. While all of this is

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<sup>11</sup> [http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/RI\\_Model\\_Teacher\\_Rubrics\\_2013.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/RI_Model_Teacher_Rubrics_2013.pdf) (Retrieved June 2014).

happening, support and enrichment are tailored to meet scholar's needs based on real time feedback and data analysis by teachers and scholars.

In the hands of effective teachers, instructional technology provides scholars with access to real-world tools and challenges that develop the skills and habits of mind necessary for success in an increasingly competitive and uncertain world. Technology at BVP supports our commitment to academic rigor and personalization by providing

- personalized learning plans for each scholar;
- powerful tools for work and collaboration (like Google Apps for Education);
- accurate and timely feedback to scholars and teachers;
- access to dynamic courseware and curricular resources;
- greater control over pacing; and
- opportunities to pursue personal interests and passion projects.

BVP has received both a planning (\$100,000) and launch grant (up to \$750,000 in matching funds) from the Next Generation Learning Challenge to launch a “breakthrough” high school that prepares students for success in the 21st century. BVP’s blended learning model is conceptually built around the creative use of **structure, technology and time** to help scholars take ownership of their learning (**please see Other Attachments for a letter of Support from the Next Generation Learning Challenge**).

#### *Beyond the BVP Classroom Walls-*

Across grade levels, BVP believes that learning extends beyond the walls of the classroom. This is evidenced at the elementary level with musical performances, connecting families with community sporting organizations, family events, and even a growing chess club. At the middle school level, and eventually the high school level, learning outside of the

classroom includes competitive athletics such as soccer, basketball, and cross-country, along with co-curricular activities including community service, Latin dance, and science clubs, to name a few.

### **BVP SERVES EDUCATIONALLY DISADVANTAGED STUDENTS-**

BVP's academic program complies with all requirements and regulations as set forth by federal law and the Rhode Island Department of Education and is structured to serve all students, especially students with IEPs, 504s, ELLs and those in the Response to Intervention (RTI) Process. BVP prides itself on its commitment to serving as a proof point for raising the level of education for *all* students. In fact, local media has taken an interest in BVP's model, as highlighted by an article penned by Julia Steiny entitled, "A Charter School That Educates ALL Kids" which she wrote after visiting BVP.<sup>12</sup>

#### *Special Education-*

BVP provides special education services to students with disabilities in the least restrictive environment (LRE), in accordance with the Individuals with Disabilities Education Act. BVP's inclusive philosophy is present in all classrooms, where academic rigor is evident, and every student is able to access curricular content in general education classrooms while getting the supports they may need.

BVP strives to meet every student's need by providing academic and behavioral interventions in general education, engaging families in the educational process, and understanding the cultural and socioeconomic differences that exist in its diverse student population. BVP conducts universal screenings to identify students in need of additional

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<sup>12</sup> <http://www.golocalprov.com/news/julia-steiny-a-charter-school-that-educates-all-kids/> (Retrieved July 2014).

supports, and follow a three-tiered Response to Intervention (RTI) process. Intervention data is collected and analyzed, and intervention specialists monitor progress frequently.

Students that are struggling in academic areas are invited to come to school for Opportunity Days, held on Saturday mornings periodically throughout the year. Areas of weakness are identified through ongoing assessment, and remediation takes place with teachers providing instruction in small groups and offering individual attention as needed. BVP also invites all students, regardless of IEP status, to a three week Summer Academy for additional "gap closing" academic instruction.

The special education program at BVP is primarily an inclusive service delivery model with opportunities for individual and small group “pullout” services, as needed. Most students receive services in the general education setting, using a variety of co-teaching models. Speech and language services, occupational therapy, physical therapy and counseling are provided in a separate setting, as needed.

Examples of BVP’s service delivery models are as follows:

- **Collaborative, In-Class Support:** Special Educators collaborate with several teachers to plan and deliver the specialized instruction and the accommodations and modifications required in the students’ Individual Education Plans (IEPs). Special Educators collect and review data, modifying instruction as needed while monitoring scholars’ progress on IEP goals and objectives.
- **Co-Teaching (Middle School):** Special Educators collaborate and share responsibility for instruction with the General Education English Language Arts and/or Math Teachers on a daily basis. The Special Educator and General Education Teacher plan the instruction, delivery, and assessment of all students in the class. Special Educators

incorporate and deliver the specialized instruction according to students' IEPs through flexible grouping with General Education Teachers. The Special Educator collects data to modify instruction as needed to maximize scholar achievement and to monitor students' progress on IEP goals and objectives.

- **Pull-out small group instruction:** Special Educators provide specially designed instruction in a separate location to individuals and small groups of students that may have more significant learning, functional or behavioral needs. Specialized reading programs like Wilson Reading Systems are taught in a small class setting. Related service providers, such as speech/language pathologists, occupational therapists and social workers, frequently utilize the pull-out model.
- **Transitional Learning Classroom (TLC):** In 2013, BVP created a dedicated classroom for a small number of elementary scholars with severe behavioral and emotional needs. The TLC is staffed by a comprehensive team of educators and support specialists which include a certified special educator, a behavioral specialist, as well as a part-time social worker, occupational therapists and other supports as needed. All this to ensure scholars receive the additional supports they need as they work, according to their IEPs, towards returning to a general classroom setting.

Listed below are highlights that summarize required compliance and processes of BVP's special education team:

IEPs:

- 100% compliance with RIDE Indicator 11 (initial evaluations completed within 60 calendar days) for Quarters 1, 2, and 3; on track to maintain 100% compliance for Quarter 4; 32 initial evaluations were completed in 2013-14

- 107 annual IEP reviews completed; all IEPs are compliant
- December and June special education census submitted to RIDE on schedule
- Held the four required Special Education Local Advisory Committee meetings
- Ongoing professional development and coaching for Special Education staff on laws and regulations is in place to ensure compliance

RTI:

- Academic and behavioral interventions are in place for scholars at all schools in compliance with Title G Chapter 14 of the BEP.
- The Network RTI Team meets throughout the school year to review and refine systems for identification, data collection and progress monitoring.
- School based RTI teams meet on a regular basis to plan interventions, review data and monitor the progress of scholars
- Procedures and forms are available to all staff in Google docs and on the BVP shared drive

504:

- All 504 plans for scholars are stored and managed in each school building
- Nurses in each school are responsible for managing and implementing medical/health 504 plans
- Academic 504 plans for classroom modifications and accommodations are managed by special education teachers at the elementary level, and by the school social worker at the middle school

*English Language Learners-*

BVP believes deeply in serving its English language learners (ELLs) so they can achieve at the same level as their non-English learner peers. Teachers at BVP use research-based

instructional best practices that support all students. A dedicated English Language Learner is also tasked with providing sustained, high quality professional development and coaching on an ongoing basis - including, but not limited to cultural awareness, second language acquisition, and instructional best practices - at all BVP schools. The English language skills of all BVP ELLs are assessed annually through the ACCESS assessment. This progress is communicated to parents on an annual basis in their native language.

Based on an evaluation of the supports in place for English Language Learners during the 2013-14 school year, program enhancements will be put in place to support students' English language development in the following ways:

- Implementation of additional professional development targeted to administrators, general education teachers, and teachers of ELLs on topics such as fundamentals of second language acquisition, implementation of ELD standards, alignment of English Language Development (ELD) Standards and Common Core State Standards, assessment for LEP students and instructional strategies, and supports and scaffolds for LEP students. Data shows that levels of growth decline for students in the upper elementary and middle grades, therefore there will be a focus on supplemental PD to help teachers make content comprehensible through exemplary models like the Sheltered Instruction Observation Protocol (SIOP). This effectiveness of this will be monitored and evaluated by tracking teacher attendance at professional development opportunities and by conducting classroom observations of implemented best practices.
- Based on data that middle school students at BVP require additional support, there will be an opportunity for the middle school teachers to participate in a year long professional learning community (PLC), supplemental to required PD, to engage in activities that look

closely at students' language performance across content areas. Members of the PLC will be provided with opportunities to analyze a variety of student work samples and videotaped segments in order to observe students' language use and formulate key questions about instructional practice. PLC members will be supported in increasing their understanding of English language development and teachers in the PLC will work in partnership with the ELL Coordinator to select, purchase and use supplemental materials to support core content area instruction for ELLs.

- The ELL Coordinator will also purchase supplementary instructional materials or intervention materials that will support ELLs in their second language acquisition and development under the Common Core initiative. In addition, there will be technology materials purchased, such as iPads or Chromebooks, that will enrich instruction for ELLs and allow students to interact with multiple complex literary texts - a major component of the Common Core State Standards. The effectiveness of these materials will be measured by administering progress monitoring throughout the year using STAR assessments as well as the WIDA Model. The effectiveness will also be evaluated by looking at growth using ACCESS test scores and the WIDA Growth Model.

### (c) Quality of the Project Design

#### **(1) GOALS, OBJECTIVES & OUTCOMES -**

The **goal** of this project is for BVP to continue growth in the four communities it serves, ultimately **servicing over 2,500 students** across seven schools in Central Falls, Cumberland,

Lincoln, and Pawtucket by 2018 and **preparing every student** for success in college and the world beyond.

To do so, BVP's **objectives** will be to:

- a) Expand to seven schools by adding four and growing all seven to scale by adding a grade every year (with the exception of Elementary School 3, which will open with grades K and 1).
- b) Replicate the model of BVP's current middle and elementary schools, which have a track record of success.

BVP will know it is successful based on the following **measurable outcomes**:

1. BVP will open one new school each year from the fall of 2014 through the fall of 2017, including an elementary school, two middle schools, and a high school.
2. BVP will enroll over 2,000 scholars in the 2017-2018 academic year (with ultimate full enrollment of over 2,500 scholars at all schools open in 2017-2018).
3. BVP will maintain its socioeconomic diversity, as represented by over 60% of its scholars qualifying for free or reduced price lunch.
4. BVP grade/content cohorts will exceed the weighted average of the sending districts on 80% of tests administered.
5. BVP grade/content cohorts will exceed the state average on 80% of tests administered
6. At least 80% of BVP scholars will measure positive NCE growth from start to end of year (or ensure that they are above grade level).
7. 100% of BVP's high school graduates will be accepted to a two or four year college.

Below in section **a timeline that outlines BVP's increased expansion by school and by year for the next five (5) years**. While schools continue to grow to scale, a new BVP school

will launch annually beginning in the fall of 2014 and ending in 2017. Also worth noting: BVP Elementary School 3 will launch with two grades (K-1) thus reducing the time required to reach scale. With all BVP schools launched by 2017, the BVP network of schools fully scaled by 2023 will enroll more than 2,500 students. The chart below outlines BVP’s proposed expansion through 2023 (when all seven schools are fully scaled).

	‘14	‘15	‘16	‘17	‘18	‘19	‘20	‘21	‘22	‘23
<b>Schools</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
New Seats	233	148	310	262	343	262	186	143	62	62
Cumulative New Seats	<b>233</b>	<b>381</b>	<b>691</b>	<b>953</b>	<b>1,296</b>	<b>1,558</b>	<b>1,744</b>	<b>1,887</b>	<b>1,949</b>	<b>2,011</b>
New School Staff	23	20	39	27	42	33	17	9	3	2
Cumulative New School Staff	<b>23</b>	<b>43</b>	<b>82</b>	<b>109</b>	<b>151</b>	<b>184</b>	<b>201</b>	<b>210</b>	<b>213</b>	<b>215</b>
New Network Staff	6	6	3	0	1	-	-	-	-	-
Cumulative New Network Staff	<b>6</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
New Buildings	-	2	-	1	-	1	1	-	-	-
Cumulative New Buildings	-	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

**(2) EVIDENCE OF PROMISE-**

A correlational analysis conducted by Dr. Kenneth Wong and Dr. Matt Kramer at Brown University entitled, “Promising Evidence on Blackstone Valley Prep (BVP) Mayoral Academy as High Performing Community: Preliminary Findings from a Third-Party Correlational Analysis” has identified evidence that further supports BVP’s track record of success. Specifically, the report states, “Descriptive evidence suggests that Blackstone Valley Prep (BVP) Mayoral Academy is succeeding at raising the academic achievement of its students dramatically.”

Table 1: Fifth and Eighth Grade Percent Proficient on NECAP State Tests in Mathematics and Reading for the 2013-14 Eighth Grade Class at Blackstone Valley Prep

	<u>Mathematics</u>			<u>Reading/ELA</u>		
	Weighted Sending District	State	BVP	Weighted Sending District	State	BVP
	<u>5th Grade % Proficient 2010-11</u>					
All Students	51	62	48	66	73	61
	<u>8th Grade % Proficient in 2013-14</u>					
Economically Disadvantaged	35	41	94	58	60	76
Special Needs	11	8	89	29	20	66
English Language Learners	NA	36	93	NA	54	79
African American	27	35	100	NA	59	83
Latino/Hispanic	41	49	80	NA	31	40
All Students	41	57	95	63	74	82

The report, a summary table from which is provided above, continues, “When you compare students at BVP to their peers in the four districts from which BVP enrolls, its accomplishments appear to be even that much more impressive [than comparisons made to the state averages]. Compared to a weighted average of students in the four sending districts based on the proportion of students from each district that comprises each cohort at BVP, proficiency levels at BVP were 54 and 19 percentage points higher. Thus, students who attended BVP were 132 percent more likely to be proficient in mathematics and 30 percent more likely to be proficient in reading than their peers in the four sending districts.” Please note that the **full report conducted by Brown University can be found in Other Attachments.**

Further, according to the results of the **NCSS II 27 study conducted by CREDO** at Stanford University, BVP Middle School had an effect size of 0.749 in math and 0.438 in reading. This positions student achievement for BVP students included in the study in the far right quadrant (most advantageous) for growth in both math and reading. Charter schools can be better, worse or no different than their local market. 56% had no significant difference, another 19% are significantly worse while 25% are significantly better. As further evidence of promise,

BVP's data fell within the 25% of charter schools whose students perform significantly better than the local market.<sup>13</sup>

#### (d) Quality of the Management Plan and Personnel

##### (1) SCHOOL GROWTH: TIMELINE, RESPONSIBILITIES, AND DESIGN PLAN-

###### *Summary -*

BVP's experienced leadership team will achieve the objectives of the proposed project on-time and within budget. To expand with the best interest of the scholars served in mind, BVP will maintain the same rigorous academic program for which it has become known. To do so, BVP will continue to be strategic around the additional resources provided to each of the school-level teams, as well as build the capacity of the network team that supports them. By utilizing the functional expertise of BVP's network leadership team, the organization is capable of planning, opening, and supporting high quality schools in an effective and sustainable fashion.

Below is a timeline that outlines BVP's increased expansion by school and by year for the next four years. While schools continue to grow to scale, a new BVP school will launch annually beginning in the fall of 2014 and ending in 2017.

###### *School Openings and Growth: Timeline-*

- August 2014:
  - BVP High School opens with grade 9
  - Elementary School 2 adds grade 3
- August 2015:

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<sup>13</sup> National Charter School Study Executive Summary.  
<http://credo.stanford.edu/documents/NCSS%202013%20Executive%20Summary.pdf> (Retrieved July 2014).

- BVP Elementary School 3 opens with grades K-1
- BVP High School adds grade 10
- Elementary School 2 reaches scale with grade 4
- August 2016:
  - BVP Middle School 2 opens with grade 5
  - BVP Elementary School 3 adds grade 2
  - BVP High School adds grade 11
- August 2017:
  - BVP Middle School 3 opens with grade 5
  - BVP Middle School 2 adds grade 6
  - BVP Elementary School 3 adds grade 3
  - BVP High School reaches scale with grade 12

The core of the planning work will be outlined and monitored using BVP’s **comprehensive new school project plan, which can be found in Other Attachments.** The project plan was originally developed to guide the design and opening of BVP’s High School in the fall of 2014. It now serves as a template of specific, measurable tasks and responsible parties to monitor and ensure proper execution of the project objectives. A summary timeline of critical tasks and responsible parties is provided below:

Critical Task	Responsible Party	Timing
School Design (Year Zero)		
Identification of Leadership Fellow to begin “Year-Zero” in July	ED, CIA	January (Prior Year)
Development of School Design Plan	SL	August - December

Community Outreach	SL, EA	October - March
Recruiting of Year One Staff	SL, EA	January - May
Budget Process	SL, F	January - April
Lottery	EA, O	March
Curriculum Review	SL, CIA	March - May
<b>Implementation</b>		
Summer Academy / New Staff Professional Development	SL, CIA	August
Final enrollment data review (incl. demographics)	O	September
Targeted curricular development and refinement	CIA, SL, Instructional Staff	Year-round (built-in Wednesday planning and PD time)
Standardized Test for the Assessment of Reading (STAR) and STAR Math	CIA, SL	Quarterly
PARCC Assessments	CIA, SL, O	Annually (Spring)
<b>Evaluation and Reporting</b>		
Budget Analysis and Review	SL, F, ED (as necessary)	Monthly
Project Director Training and Dissemination	PD	Annually
Organization Audit	ED, PD, SchoolWorks	Annually (Spring)
Annual Report to DOE	PD	Annually
Program Evaluation	ED, PD, Brown	Spring (Year Five)

CIA - Curriculum, Instruction and Assessments

EA - External Affairs

ED - Executive Director

F - Finance

O - Operations

PD - Project Director

SL - School Leader

## **(2) INTERNAL CAPACITY AND STAKEHOLDER ENGAGEMENT-**

### *Summary-*

BVP has an established track record of opening, improving and sustaining high quality public charter schools. BVP's leadership team has learned and adapted its processes from the organization's experience, as well as the work of a variety of excellent school operators nationwide. All aspects of school replication, from project planning to school leader training to budgeting to physical start-up, have been developed to enable the effective opening, growth, and long-term operation of BVP schools. Furthermore, the governance model and oversight of network leadership provides the academic, operational, and fiscal monitoring that will maintain quality through and well beyond the grant period.

### *Financial Management-*

BVP's financial projections have been conservatively constructed to provide leadership with the ability to make informed and fiscally responsible decisions regarding the organization's operations and growth. With over four years of historical data and an expanding team of finance professionals, BVP has shifted its financial model from a year-by-year budget to a dynamic tool for effectively running and growing a network of schools.

BVP has a firm commitment to operate at scale on public funding. Additionally, each year's operating budget is built only with those funding streams that are committed. In other words, BVP does not fundraise over the course of a year to meet that year's expenses. BVP's budgets are conservatively developed between December and May of the preceding academic year, using the long-term projections as a starting point. Network leadership and school leaders, with the Director of Finance serving as the point person, manage through multiple iterations until

a sustainable budget is crafted that will provide for the best possible scholar experience under the resources available. Throughout the following year, the Director of Finance meets with each school leader, at a minimum monthly, to discuss adherence to the budget and any reallocation of resources that might be required for academic, budgetary, or operational reasons.

BVP's financial sustainability and compliance are further checked through:

- Monthly reporting (both financial and narrative) to the board of directors
- Quarterly reporting to the Rhode Island Department of Education of reimbursable expenditures under Federal grant programs (Title I, Title II, Title III, and IDEA)
- Quarterly reporting to the Rhode Island Office of Municipal Affairs
- Quarterly and annual reporting of all transactions using the state's Uniform Chart of Accounts to the Rhode Island Department of Education
- Annual board of director review and approval of the coming year's budget
- Annual audit, inclusive of auditors' report as required by OMB Circular A-133
- Annual compliance reporting to a variety of funders and philanthropic partners

#### *Facilities-*

Like many growing charter school networks around the country, finding permanent, affordable, high-quality facilities remains a real challenge for BVP. Even so, BVP has been successful in creatively addressing this work. BVP has identified and secured (or is in the process of securing) facilities space that will accommodate the organization's growth through the 2015-2016 academic year. The facility team (largely, the Executive Director, the Director of Finance, and the Director of Operations) is relentless, and together with BVP's parent organization, RIMA, staff continues to work tirelessly on this effort. In addition, BVP is a

member of the Central Falls District-Charter Compact that was awarded a \$10MM Program Related Investment from the Bill & Melinda Gates Foundation to create high quality seats.

BVP currently operates out of four campuses in the towns of Cumberland and Lincoln. The first Elementary School is a former parochial school, renovated in 2010 by Rhode Island Mayoral Academies and leased to BVP at cost. Another is a former early childhood center, leased from a municipality. The third is a small Sunday school facility, in which BVP has made minor investments annually and increased capacity using leased modular units. The fourth is another parochial school which required more modest investment than the first Elementary School. In the fall of 2014, the second Elementary School will take over a brand new 40,000 square foot facility constructed by BVP's partner, Civic Builders.

Through opportunistic, low-cost leases and the generous support of RIMA, BVP currently maintains rental expense of roughly 8.5% of state and local revenue. However, several years of extensive facilities due diligence and site evaluation have made clear that future occupancy expense will be materially higher. For the purposes of financial projections, it is anticipated that BVP's future facilities needs will be met either through renovation of existing facilities or large scale development on an acquired property. Identification of traditional, lower cost leases will serve only to improve the financial sustainability of the schools.

*Central Network Support Office-*

BVP is committed to keeping the work of the organization focused on supporting scholar achievement. Currently and at scale, an autonomous Head of School leads each BVP school and is supported by a network team. The purpose of the network team is to provide the necessary supports to ensure that BVP schools are successful in providing a high quality rigorous academic program that is joyful and designed to put 100% of scholars on a path to college. To avoid

redundancies across the network and to increase efficiencies while still allowing for school leader autonomy, the network team strives to provide top-notch customer service to the schools and work collaboratively to grow each school with quality. Network leadership provides each school with coordinated functional expertise in academics, curriculum, external affairs, finance, human capital, and operations.

#### *Governance-*

The BVP Board of Directors provides direct oversight to the BVP leadership team and is responsible for the accountability and the academic achievement at BVP. Specifically, the BVP Board focuses its oversight on the network's educational outcomes, financial affairs, and the performance of the Executive Director. The BVP Board includes a chairman who is also an elected official from one of the four (4) communities it serves. It meets monthly as a public body and utilizes an online platform – The High Bar's Board on Track – to maintain proper tracking tools and meeting documents.

Currently a Board of eight (8), Blackstone Valley Prep's Board of Directors will continue to grow in membership in order to reflect the richness of experience and talent of the Blackstone Valley and support the network's expansion goals. The BVP board intends to build on its early success in launching the BVP network and use the next 12 - 18 months to identify and add further expertise, including business leaders with direct experience growing an organization to scale, as well as leaders in the community who can lend functional insight (non-profit management, real estate, finance).

Using a board-specific data dashboard, the Board is able to check-in on the network's progress toward organizational goals. As noted above, an important responsibility of the BVP Board is to annually evaluate the Executive Director (ED). A Board committee composed of

three (3) members has conducted a review of the ED for each of the past three years, providing a favorable recommendation to the Board each year, ranking him as meeting or exceeding all expectations.

### *Stakeholder Engagement-*

Blackstone Valley Prep's roots are grounded in a community of engaged citizens. In fact, BVP would not exist had it not been for stakeholders with a deep commitment to the people of Rhode Island. With this in mind, the BVP leadership team continues to engage in community efforts, serving on various community boards, attending community events – particularly those in the four (4) communities served – as well as offering opportunities for stakeholders to engage in some of the ongoing work to expand BVP's presence.

One of the hallmarks of stakeholder engagement is that each school has a Family Leadership Council. These are non-governing advisory and event-planning entities that help each school by co-hosting family events (e.g., Welcome Back BBQ), academic enrichment events (e.g., Science Night), and fundraising activities (e.g., collecting funds to run teacher appreciation dinners and events).

BVP families are also integral stakeholders in the success of BVP. Their support and enthusiasm is further illustrated by the impressive showing of families who mobilize in support of BVP. Whether it is scholar outreach efforts, writing letters to their elected officials in support of public school choice, or providing dinner twice yearly to BVP teachers during the longer than usual work days around parent teacher conferences, BVP families are there. Simply put, BVP families are truly exceptional.

Community partnerships with other reform-minded organizations serving RI families are also critical. As a member of the Rhode Island Mayoral Academies (as noted earlier), BVP

works closely with RIMA and the Rhode Island Campaign for Achievement Now (RI-CAN) to build engagement within the four communities we serve and with the hope that BVP can serve as a partner within the greater educational landscape. **Both RIMA and RI-CAN have submitted letters of support and can be found in Other Attachments.**

*Oversight-*

In addition to the work of BVP's Board, legal and compliance-related matters for charters in Rhode Island are entirely conducted by the Rhode Island Department of Education (RIDE), the sole charter authorizer in the state. Charters are granted up to a 5-year term and are renewed through a rigorous evaluation process, with an evaluation based on the following three (3) domains:

1. Is the school's educational program an academic success?
2. Is the school providing the appropriate conditions for success?
3. Is the school a viable organization?

BVP received a five year charter renewal from the Rhode Island Board of Education in the summer of 2013. **The approval letter can be found in Other Attachments.**

*Human Resources-*

BVP recognizes that a highly effective teacher is the single most important factor in a child's academic success. To grow to scale with quality demands a thoughtful approach to building human capital. Moreover, strong leaders are strong instructional leaders, and whether that is a master teacher, an academic coach, or a school leader, BVP is committed to finding and developing talent, internally and externally.

Teachers will remain the largest number of hires made annually. BVP expects roughly 90% retention of teachers annually so there is a need to not only hire for new positions but to hire for those that leave the organization. As additional available seats steadily increase over the next five years, there will also be an influx of non-instructional hires as well, both at the network and school levels.

For all of these reasons, a deliberate, focused strategy for identifying, recruiting, retaining, and developing teaching leadership and network talent is essential to achieving the project goals. To hone efforts to work efficiently and identify mission-fit talent, both new and experienced, the organization is building out three specific strategies:

**1. Deepen strategic partnerships as key levers for recruiting new talent.** BVP will grow a deep and talented pipeline for the organization by strengthening the partnerships with Rhode Island's best teacher training programs and education schools. BVP continues to attract the best of Rhode Island's homegrown talent by striving to be a highly desirable placement for the top graduates of Rhode Island teacher training programs and for Rhode Island's Teach For America (TFA) corps and alumni.

**2. Continue to build on BVP's Teacher Fellows in grades K-4.** Allow BVP to develop its newest teachers who will later serve as leaders throughout our network.

**3. Utilize social media and national marketing strategies to promote Rhode Island and Blackstone Valley Prep.** While BVP has begun to do this with more intentionality, there is recognition that there is always more to do in order to recruit a national talent pool. BVP aspires to build a more diverse talent pool that better represents the multiple backgrounds and experiences of our scholars.

### *Recruiting the Ideal BVP Teacher Candidate-*

Upon researching best practices among high-performing charter management organizations and interviewing some of BVP's top performers, BVP has adopted the following competencies as part of a strategic approach to the candidate recruitment and selection processes:

**Mission Fit:** Does the candidate believe that all children should be held to high expectations and that all students can reach high levels of academic achievement? Does the candidate have a "whatever it takes" approach to their work? Does the candidate have the skills or desire to work with a diverse population?

**Achievement/Results Driven:** Has the candidate produced strong (student achievement) results in a former (teaching) role? Can the candidate analyze data and implement targeted improvements to his/her practice? Can the candidate provide examples of, or express a desire to produce, ambitious results?

**Positive Outlook/Urgency:** Does the candidate operate with a sense of possibility and provide clear momentum towards the objectives (s)he sets out to complete?

**Reflective and Skillful Practitioner:** Does the candidate know how to create an objective driven lesson? Does the candidate respond well to feedback and ask for help? Does the candidate have a joyful yet purposeful presence, strive for 100%, and frame expectations positively?

**Grit/Productivity/Organization:** Does the candidate express a means by which to stay organized, even in stressful environments? Will the candidate persevere, even in the face of multiple challenges?

**Collaborative:** Does the candidate work well with peers and develop next steps in collaboration with others? Does the candidate look to be part of a team and embrace co-teaching?

The BVP vetting process includes several steps that are very similar in nature to many high performing charter organizations. First, the candidate's résumé and cover letter are reviewed with a particular lens to qualifications, G.P.A., and certification. Candidates applying after having worked in a mission-aligned organization are also noted at this time.

Next, BVP conducts screening interviews to further identify mission-fit, including evidence of student achievement or demonstrated achievement in a prior professional experience. This is where the largest number of candidates fall short on the criteria; only a handful are invited to advance to an interview day that includes a chance to teach a demonstration lesson, receive feedback, and re-teach the lesson. Additionally, candidates engage in a teacher panel interview, which is designed to further determine fit with the organization. A panel of school-based teacher leaders meets with a candidate at some point in h/her interview day and shares a series of normed questions focused on instructional planning and delivery as well as real examples of successful collaboration from prior work or volunteer opportunities. In turn, these panels also provide a chance for the candidates a chance to ask teachers directly about their experience at BVP.

Only after a successful interview day is a verbal offer made to a candidate, pending a favorable reference check conducted by the hiring manager.

### *Ongoing training and development of BVP Talent-*

While filling the growing staff needs is key, talent management goes beyond adding staff. In addition, BVP must intentionally foster a collegial adult culture, provide a competitive compensation and benefits package, and design and plan career paths and professional development opportunities in order to retain the best of a talented group of motivated education professionals.

Professional development is an essential part of BVP. PD is delivered throughout the year: up to 20 pre-service (summer) days, 29 early-release days (Wednesday PD), and outside programs and courses chosen by individual teachers, as well as planning and collaboration periods scheduled for every teacher every day. Wednesday PD is part of the weekly schedule to ensure that teachers have time together to analyze and review data, examine scholar work, realign curriculum as needed, discuss pertinent issues of school culture and consistency across classrooms, and reflect on successes and challenges with specific students.

School visits remain a critical element of BVP professional development. BVP invests time to have teachers visit high performing schools both within New England and nationally. To date, BVP has visited or has scheduled visits to the following high performing public schools: Achievement Prep, North Star Elementary (UnCommon), West Denver Prep, University Prep, Achievement First Amistad Elementary, Veritas Prep, Boston Collegiate, DC Prep, KIPP, Lighthouse, DC Bilingual, Edward Brooke, Academy of the Pacific Rim, and Roxbury Prep.

### (3) FINANCIAL MODEL AND SUSTAINABILITY-

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Public Funding Entitlement Revenues	16,134,124	20,991,361	25,060,201	30,350,088	34,807,493
Non-Public Funding Required*	2,114,043	1,092,718	890,163	171,275	0
Other Revenue	31,307	40,116	47,090	56,215	63,304
<b>Total Revenue</b>	<b>18,279,474</b>	<b>22,124,195</b>	<b>25,997,454</b>	<b>30,577,578</b>	<b>34,870,797</b>
Personnel	████████	████████	████████	████████	████████
Total Professional Development	351,088	423,546	480,301	569,761	642,298
Total Special Education Services	297,555	376,268	440,265	524,562	591,574
Total Medical	17,711	22,911	27,133	32,704	37,126
Total Business Services	205,155	208,232	211,356	214,526	217,744
Total Building and Office	1,767,924	2,212,154	2,587,063	3,071,379	3,424,686
Total Instructional	449,090	586,160	713,746	887,139	1,034,901
Total Other	32,586	48,014	48,675	49,345	46,025
<b>Total Non-Personnel Expenses</b>	<b>3,121,109</b>	<b>3,877,286</b>	<b>4,508,539</b>	<b>5,349,417</b>	<b>5,994,354</b>
Facilities	1,709,751	2,007,485	2,676,873	2,846,248	3,456,430
Capital	719,411	451,572	457,070	548,926	513,479
<b>Total Expenses</b>	<b>████████</b>	<b>████████</b>	<b>████████</b>	<b>████████</b>	<b>████████</b>

\* The above projections reflect the non-public funding required for BVP to finish each fiscal year with a 5% surplus, as is recommended; it should be noted that almost \$1.3MM of philanthropic support has been committed for 2014-2015, \$600,000 in 2015-2016, and an additional \$650,000 in 2016-2017

BVP's financial projections have been conservatively constructed to provide leadership with the ability to make informed and fiscally responsible decisions regarding the organization's operations and growth. With over four years of historical data and an expanding team of finance professionals, BVP has shifted its financial model from a year-by-year budget to a dynamic tool for effectively running and growing a network of schools.

BVP has a firm commitment to operate at scale on public funding. Additionally, each year's operating budget is built only with those funding streams that are committed. In other words, BVP does not fundraise over the course of a year to meet that year's expenses. While BVP does not intend to scale back its efforts to attract non-public revenue, it will not establish or build ongoing operations that cannot be accommodated through its recurring public revenues.

In order to support its start-up and growth to date, BVP has been fortunate to receive funding from a variety of leading local and national philanthropies, including:

- Charter School Growth Fund
- Walton Family Foundation
- Rhode Island Foundation
- Next Generation Learning Challenge
- Louis Calder Foundation
- Nellie Mae Foundation
- Rhode Island Mayoral Academies

Additionally, BVP works extensively with, and has benefitted from programs operated by the Broad Foundation and the Bill & Melinda Gates Foundation. Letters of support from many of our philanthropic partners listed above can be found in **Other Attachments**.

BVP is honored to continue to benefit from the multi-year commitments of several large supporters, including the Charter School Growth Fund, the Louis Calder Foundation, and the Next Generation Learning Challenge. Please see the Other Attachments section of this application for letters of support from not only financial and strategic partners, but also critical stakeholders, including municipal leaders, superintendents of traditional districts with which BVP works extensively, and researchers familiar with BVP's work.

#### **(4) PLAN FOR CLOSING SCHOOLS-**

BVP is a mayoral academy, which means that it is a school created by a mayor (Cumberland Mayor Daniel McKee), acting by or through a nonprofit organization (Rhode Island Mayoral Academies).

The Rhode Island Department of Education (RIDE) has the sole authority to grant charters, which are granted after a recommendation to the Commissioner of Education. Charters are awarded for a period of up to five years and are subject to renewal or revocation at the discretion of the Board of Education. RIDE's Office of Charter Schools facilitates the reviews of new charter school applications and evaluates existing charter schools. The staff assists the Commissioner and the Board in making decisions relative to charter schools as well as setting charter school policy.

RI Charter Schools are required to participate in what is called the "Charter School Renewal Process,"<sup>14</sup> which consists of an analysis for student outcome data, a site visit process, and a review of key organizational outcomes. After completing this rigorous process, RIDE summarizes the recommendation of renewal prepared for the Board to the charter's leadership.

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<sup>14</sup> "Rhode Island Charter Public Schools: Renewal Process." Office of Charter Schools: Rhode Island Department of Education. <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/2013-2014-Charter-Renewal-Overview.pdf> (Retrieved July 2014).

The Board of Education votes on final approval. **BVP was recently recommended for an unconditional five year renewal based on this process.**

According to RIGL § 16-77-5.1(b), the Board of Education may revoke the charter of a charter school at any time, if the school:

- (1) Materially violates any provision contained in the charter;
- (2) Fails to meet or pursue the educational objectives contained in the charter;
- (3) Fails to comply with fiscal accountability procedures as specified in the charter;
- (4) Violates provisions of law that have not been granted variance by the Board of Education; or
- (5) After three (3) consecutive years of operation, is not a “high-performing charter school,” defined as a charter public school that has demonstrated overall success.

#### **(5) QUALIFICATIONS OF KEY PERSONNEL-**

##### **Jeremy Chiappetta, Executive Director**

*B.A., University of Pennsylvania; M.B.A., Yale School of Management; M.A., University of Rhode Island:* Mr. Chiappetta is the Founding Head of School for Blackstone Valley Prep’s flagship elementary school and serves as the Executive Director. Prior to BVP’s creation, he served as an assistant principal at Oliver Hazard Perry Middle School and as a Broad Resident, Chiappetta serving as a special assistant to the Superintendent in Providence Public Schools. Before joining The Broad Residency, he worked for IBM’s Business Consulting Services and as the deputy director of Chess-in-the-Schools – a nonprofit organization helping thousands of public school students grow intellectually and socially. He began his education career as a 1995 Teach for America social studies teacher in New York City. He holds a bachelor’s degree in history from the University of Pennsylvania, a master’s degree in business administration from

the Yale School of Management, and a master's degree in educational leadership from the University of Rhode Island. He is a proud parent of two BVP scholars, and another daughter who will join the fall of 2015 as a member of the college class of 2032.

**Colleen Colarusso, Head of School - Elementary School 2**

*B.A., Regis College; M.A., Harvard Graduate School of Education:* Colleen Colarusso currently serves as the founding Head of School for Blackstone Valley Prep Elementary School 2 and was a founding member of the Blackstone Valley Prep's Kindergarten team in 2009. Colarusso started her career in education as a Teach for America Corps Member teaching both Kindergarten and First Grade in the urban school district of Miami-Dade County Public Schools in Florida. A native resident of Massachusetts, Ms. Colarusso holds a dual bachelor's degree in History and Spanish from Regis College and a master's degree from the Mind, Brain, and Education program at the Harvard Graduate School of Education. She is also a graduate of the Center for Leadership and Equity's Principal Residency Network program. She has previously worked in both traditional public and public charter schools in her home state.

**Kate Crowe, Director of Curriculum, Instruction and Assessment**

*B.A., Suffolk University; M.B.A., Arizona State University W.P. Carey School of Business:*

Kate joined the BVP team as Head of School of Blackstone Valley Prep Middle School. Prior to returning to New England, Ms. Crowe served as Director of Curriculum, Instruction, and Assessment at Schwartz Academy in Scottsdale, Arizona. Ms. Crowe also managed the summer training and development of new corps members as School Director of Agua Fria High School. Prior to this, Kate launched The New Teacher Project's Arizona Teaching Fellows initiative. She began her education career as a 2002 Teach for America ELA teacher in Phoenix, Arizona.

**Michael DeMatteo, AIA, Director of Operations**

*B.A., Roger Williams University; M.A. Public Affairs, Brown University:* Mr. DeMatteo is a registered architect with over fifteen years professional experience in institutional facilities programming, planning, and design, specializing in K-12 education. Interested in a more active engagement in the public education sector, Mr. DeMatteo joined BVP after completing a Masters in Public Affairs degree at Brown University, where he focused his studies on urban education policy. Recently, Mr. DeMatteo also completed the Broad Residency in Urban Education, a two-year residency that culminated in a Master's Degree in Education Management. Prior to joining BVP Mr. DeMatteo also served as a Fellow with the Education Pioneers, where he assisted the then recently authorized Alma del Mar charter school open in New Bedford Massachusetts.

**David Lauck, Director of Finance**

*B.S., University of Virginia's McIntire School of Commerce; M.B.A., Darden Graduate School of Business at the University of Virginia:* David Lauck is the Director of Finance for Blackstone Valley Prep Mayoral Academy. Before moving to Rhode Island, David participated in The Broad Residency in Urban Education (Class of 2009-2011), serving his two-year Residency as the Director of Finance and Accounting at KIPP LA Schools. At KIPP LA – a growing network of five public charter schools serving 1,250 students in East and South Los Angeles – David oversaw the financial planning, budgeting, reporting and analysis functions for the organization. Prior to joining The Broad Residency, David filled a variety of transactional and analytical roles during more than ten years in the investment banking and asset management industries. David holds a Bachelor of Science from the University of Virginia's McIntire School of Commerce and a Masters of Business Administration from the Darden Graduate School of Business at the University of Virginia.

**Jennifer LoPiccolo, Director of External Affairs**

**B.S., University of Wisconsin-Stevens Point, M.A., Louisiana State University:** Jen LoPiccolo is the Director of External Affairs for Blackstone Valley Prep (BVP) Mayoral Academy, a network of high performing public charter schools dedicated to putting every scholar on a path to success in college and the world beyond. She began her career in 1997 as an English teacher and Teach For America (TFA) corps member in Eastern North Carolina. Jen spent the next few years in program development and teacher support in Louisiana, both on staff at TFA and at a local education fund. She and her family later moved to South Texas to support the growth and expansion at IDEA Public Schools. It was in Texas where Jen's work began to focus more on marketing, communications and development--the same work she has lead at BVP since joining the team in January 2011. Jen is a member of Leadership Rhode Island's Theta II class and the proud mom of two BVP scholars.

**Jonathan Santos Silva, Head of School - High School**

**B.S., Northeastern University:** Jonathan Santos Silva is the Founding Head of School for Blackstone Valley Prep High School. Mr. Santos Silva spent the 2013-2014 academic year as the High School Designer, visiting innovative school models across the country and spending time learning from school leaders, education theorists, and BVP community members. Prior to joining the team at BVP, he worked in Higher Education, corporate, and non-profit organizations, but his volunteering has always focused on youth organizations and education. Mr. Santos Silva taught math at a Bureau of Indian Education school on the Pine Ridge Reservation of South Dakota before moving to Rhode Island to coach new teachers in K-12 classrooms throughout the state for Teach For America. He is looking forward to leading a transformative school for the scholars, families, and teachers of Blackstone Valley Prep High School.

### **Joy Souza, Head of School - Middle School 1**

***B.A., University of Rhode Island; M.A., Rhode Island College:*** Joy Souza is a founding member of the Blackstone Valley Prep team, and currently serves as the Head of School for Blackstone Valley Prep Middle School. Prior to her current role, Mrs. Souza served as a k-2 teacher at Blackstone Valley Prep Elementary School 1, and at schools in Providence, Scituate and Exeter-West Greenwich. Mrs. Souza received her Bachelors degree from the University of Rhode Island and her Masters degree from Rhode Island College. She completed her training as an administrator through the Center for Leadership and Equity's Principal Residency Network program. During her career as a teacher, Mrs. Souza was twice nominated for Teacher of the Year in Exeter-West Greenwich, selected the Teacher of the Year for Blackstone Valley Prep, and twice nominated for the Presidential Award for Excellence in Mathematics and Science Teaching, once being named a state finalist. Joy is the mom of four daughters and resides in Cranston, Rhode Island. She is looking forward to becoming a grandmother for the first time in October.

### **Kyle Quadros, Head of School - Elementary School 1**

***B.A., Providence College; M.A., Arizona State University:*** Kyle Quadros currently serves as the Head of School for Blackstone Valley Prep Elementary School 1. Prior to coming to Blackstone Valley Prep, Mr. Quadros was the Dean of Students at Match Middle School in Boston. He began his career in education as a 2009 Teach For America corps member in Phoenix, AZ. While in Phoenix, Mr. Quadros taught in a Self-Contained Autism classroom, at T.G. Barr Public Elementary School. Born and raised in Pawtucket, RI, Mr. Quadros graduated from Pawtucket Public Schools before receiving his bachelor's degree from Providence College.

He later earned a master's degree in Special Education from Arizona State University before graduating from the Center for Leadership and Equity's Principal Residency Network program.

**Susan Moore, Special Education Administrator**

**B.S., University of Maine; M.Ed., Providence College:** Susan Moore is a Special Education Administrator who came to BVP after working as a Special Education Director in two traditional public school districts. During her twelve years as a district level administrator, Susan managed multimillion-dollar budgets and supervised over 400 special education teachers, nurses, therapists and support staff. She developed several unique programs to ensure that students with significant learning and behavioral challenges would be educated in their local public school.

**(e) Quality of the Evaluation Plan**

BVP uses multiple forms of data to measure progress towards objectives. Student achievement data is measured frequently, both to benchmark student progress as well as to inform instruction. New for 2014, Rhode Island will administer the PARCC Assessment for ELA and math. This data, like the New England Common Assessment Program (NECAP) before it, will be analyzed carefully to gauge BVP's comparative data with state and sending districts.

BVP does not believe in waiting until the charter renewal process to collect important information about how students and families are being impacted. As part of this project, BVP will commit to conducting an internal audit to determine how well the needs of its schools, students and families are being met. **A letter of support outlining the partnership with SchoolWorks can be found in Other Attachments.**

The chart below provides further details the evaluative data BVP collects and analyzes that are also aligned to the previously mentioned measurable outcomes.

Outcomes	Data Collected	Frequency
#1 & #2: BVP will open one new school each year from the fall of 2014 through the fall of 2017, including an elementary school, two middle schools, and a high school; By year 5 of the grant, BVP will enroll over 2,000 scholars in the 2017-2018 academic year (with ultimate full enrollment of over 2,500 scholars at all schools open in 2017-2018).	Student enrollment counts to progress monitor so BVP meets this year 5 target Yr. 1 = 1,150 Yr. 2 = 1,450 Yr. 3 = 1,700 Yr. 4 = 2,000	Annually
#3. BVP will maintain its socioeconomic diversity, as represented by over 60% of its scholars qualifying for free or reduced price lunch.	Lottery applications & Public School SES Diversity Project (Columbia University Teachers College) family and student survey data	Lottery reports weekly, October-February, every year & survey will be conducted annually
#4 & #5. BVP grade/content cohorts will exceed the weighted average of the sending districts on 80% of tests administered AND will exceed the state average on 80% of tests administered.	Rhode Island Department of Education State Assessment (PARCC)	Annually
#6 At least 80% of BVP scholars will measure positive NCE growth from start to end of year (or ensure that they are above grade level).	Standardized Test for the Assessment of Reading (STAR) and STAR Math	Quarterly
#7 100% of BVP's high school graduates will be accepted to a two or four year college.	College acceptance letters of 12th graders	May/June 2018

As earlier noted in Section C (Quality of the Project Design), BVP is able to present evidence of promise based on a correlational study with strong statistical controls for selection bias. Researchers from Brown University led by Dr. Matthew Kraft and Dr. Kenneth Wong have conducted these analyses as independent evaluators. Their findings shed important light on the promise of BVP's practices.

On face value, the descriptive evidence strongly suggests that BVP is succeeding at helping students master core academic content in mathematics and reading. However, attributing the strong performance of BVP students to the quality of their schooling rather than other factors requires a much higher bar of evidence. It could be that students who choose to enter the lottery to attend BVP are different from their peers who did not apply in a variety of ways. For example, BVP students could benefit from initially higher levels of cognitive skills and knowledge, could come from families that dedicate more time and resources to their children’s education. The descriptive evidence above cannot account for these outside of school influences that might explain the large differences in achievement between BVP students and their peers from the four sending districts.

Fully accounting for the all possible alternative explanations requires researchers to conduct a program evaluation using a research design that supports strong causal inferences. **As part of this grant application and in partnership with Brown University**, BVP will use the natural experiment of the lottery application process to arrive at unbiased estimates of the effect of attending BVP on student achievement. This design has been used to evaluate a variety of over-subscribed charter schools in previous studies. **A letter of support from Dr. Kenneth Wong can be found in Other Attachments.**

**III. APPLICATION REQUIREMENTS**

*(a) Describe the objectives of the project for replicating or substantially expanding high-quality charter schools (as defined in this notice) and the methods by which the applicant will determine its progress toward achieving those objectives.*

See Section C: Quality of the Project Design

*(b) Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or substantially expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management.*

See Section D: Quality of the Management Plan and Personnel

*(c) Describe how the applicant will ensure that each proposed new or substantially expanded*

***charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school's enrollment substantially expands.***

BVP schools receive Federal reimbursement under Title I, Title II, Title III, and IDEA. This funding comes through the State of Rhode Island; all application and reporting requirements are conducted with the Rhode Island Department of Elementary and Secondary Education. Annually, BVP prepares a Consolidated Resource Plan (CRP) that outlines how each individual school will expend its allocation of each of the above Federal programs. Funding is received as reimbursement only, with BVP submitting its approved expenses quarterly through RIDE's online system.

BVP's applies for these funds as an LEA covering all of its schools in a single CRP. Once a school is established, it is included in the CRP at its expected enrollment for the coming year, which allows for new and expanding schools to receive their share in the same manner as existing, fully-enrolled programs.

BVP's finance and accounting team closely monitor all federally eligible expenditures, including coordination of monthly time-and-efforts sheets to ensure that each school is reimbursed only for those expenditures that are approved and for which it is eligible.

***(d) Describe the educational program to be implemented in the proposed new or substantially expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.***

See Section B.

***e) Describe the administrative relationship between the charter school or schools to be replicated and the authorized public chartering agency.***

The Rhode Island Board of Education (RIDE) has the sole authority to grant charters, which are granted after a recommendation of the Commissioner. Charters are awarded for a period of up to five years and are subject to renewal or revocation at the discretion of the Board.

The Rhode Island Department of Education's Office of Charter Schools facilitates the reviews of new charter school applications and evaluates existing charter schools. The staff assists the Commissioner and the Board in making decisions relative to charter schools as well as setting charter school policy. A letter stating BVP's approved charter can be found in Other Attachments.

***f) Describe how the applicant will provide for continued operation of the proposed new charter schools once the Federal grant has expired.***

As noted in Section D(3), BVP has a firm commitment to operate at scale on public funding. Additionally, each year's operating budget is built only with those funding streams that are committed. While BVP does not intend to scale back its efforts to attract non-public revenue, it will not establish or build ongoing operations that cannot be accommodated through

its recurring public revenues. As further noted in the Budget Narrative, once BVP has reached the scale contemplated in the Project Goals, the organization will generate sufficient recurring entitlement revenue to fund all of the positions described (excluding the Program Design roles, which are one-time in nature).

The Equipment and Contractual expenditures included in the Project Budget are also one-time in nature. As has been demonstrated with BVP's existing schools at full enrollment, recurring public entitlement revenues (state, local, and federal) are sufficient to provide for continued high quality operation and outstanding educational results.

***g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new schools.***

See Section D, *Stakeholder Engagement*.

***h) Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the proposed new schools.***

N/A

***i) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary.***

See Budget Narrative.

***j) Describe how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the proposed schools and given an equal opportunity to attend such schools.***

*Overview-* To ensure all families know about their high quality public school choice options, BVP goes to great lengths to inform and recruit lottery applicants within each of the four communities it serves. Working with current BVP families and local community-based organizations, BVP's lottery recruitment process begins in October, concurrent with a targeted community outreach.

During the months of October-February BVP sends current families an invitation to participate in the outreach process through the distribution of postcards. All families receive packets of print materials to distribute and a procedural guide about appropriate places to put up information. BVP tracks targeted locations, including cultural clubs such as local Portuguese, Cape Verdean, and Latino clubs, as well as local businesses, community based organizations, social service organizations, town community centers, etc., and has historical data it reviews annually. In many communities, word of mouth often proves to be the most effective method disseminating information; therefore it is important for the current families to understand the value they bring to this process.

School tours are also scheduled from December through February and publicized through various forms of print and social media. All families on the waitlist from the year prior are sent a One Call reminding them to reapply.

Applications are received and reviewed on a weekly basis from October to February.

Following an extensive validation process, the lottery program is run on March 1<sup>st</sup>. Acceptance and Waitlist letters are generated and distributed in the following week, and accepted families are invited to attend an Accepted Scholar Celebration at the end of March. In the months of April and May, accepted students are enrolled and all the necessary paperwork is collected. In the late spring and summer months, at designated times, additional students are selected from the waitlist, if necessary, to maintain consistent enrollment figures.

(1) Blackstone Valley Prep contracted with a consultant from Brown University to develop a software program to run our lottery, such that preferences were preserved. The lottery program generates an excel sheet for each school and each grade level (K through 9) which rank-orders each application, based on the predefined preferences.

For grades K-3 (currently the only grades for which multiple school exist in the BVP network), applicants may be placed in either school (Elementary School 1 or Elementary School 2). Families are asked to select on their application whether they want to be considered for enrollment at either school. BVP confirms with families who selected only one school to confirm their understanding of the process, and amend any application for a family who requested to be in the selection for either school.

(2)The weighted lottery process BVP uses has been approved per BVP’s charter renewal process. The official renewal letter can be found in Other Attachments. Furthermore, RI’s state charter regulations allows for weighted lotteries as cited on the official guidance set forth by the RIDE Office of Charter Schools located here: [http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/RIDE\\_Charter\\_School\\_Lottery\\_and\\_Enrollment\\_Guidance.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/RIDE_Charter_School_Lottery_and_Enrollment_Guidance.pdf)

(3) The BVP lottery process is annually audited by a third party accounting firm. A representative of the firm is also present when the lottery is conducted.

(4) Blackstone Valley Prep is committed to serving traditionally under-served populations, including low income families. As such, we reserve 50% of our available seats to families who indicate that they are qualified to receive free meals (i.e. disadvantaged) through the federal Free and Reduced Lunch Program. The other 50% of seats are available to all applicants, both those indicating Free- or Reduced-Lunch and those listed as ‘Not Eligible’.

***k) Describe how the proposed new or substantially expanded charter schools that are considered to be LEAs under State law, or the LEAs in which the new or substantially expanded charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.***

As an open-enrollment public charter school, BVP requires no tests, screening, etc. of any kind for a family to enroll. BVP complies with all RIDE and Federal requirements and regulations regarding how best to serve scholars and is subject to Part B of IDEA, as will all new BVP schools that are opened in the future.

***(l) Provide information on any significant compliance issues identified within the past three years for each school managed by the applicant, including compliance issues in the areas of student safety, financial management, and statutory or regulatory compliance.***

Organizational compliance is a critical priority for BVP and, as such, is included in the

board approved goals. In the past three years, the organization has successfully handled two relatively minor compliance situations, as described below:

In July 2013, BVP received a five-year charter renewal from the Rhode Island Board of Education. This renewal included a condition that BVP meet with RIDE to show continued progress related to selected financial metrics that are utilized as part of the renewal evaluation. BVP staff conducted those meetings on November 6, 2013 and February 26, 2014. BVP staff was advised that the condition would be removed via a process that commences with the BVP board submitting a letter to RIDE requesting removal. This letter received unanimous board approval at the March 24, 2014 BVP board meeting and was submitted to RIDE staff in April 2014.

On June 18, 2014 BVP was notified that the condition had been lifted and Commissioner Gist notified the Board of Education that BVP's charter is free from conditions. RIDE provided a letter to BVP's board chair. **Attached as an exhibit to this application confirming the removal of this condition.**

In BVP's 2011-2012 audit process, the auditors expressed an unqualified opinion on the financial statements of BVP. The audit included a finding with respect to time and effort reporting to maintain full compliance with BVP's funding under Title V(b). The finding is not an uncommon one (many districts and charters experience a similar finding in their first, and subsequent, years of a single Federal audit). BVP staff crafted and implemented a Corrective Action Plan. The 2012-2013 audit, which was also clean and free of any findings, noted that the 2011-2012 finding referenced above was appropriately addressed.

***m) For each charter school currently operated or managed by the applicant, provide the following information: the year founded, the grades currently served...***

See Other Attachments for a list of current BVP schools and requested data points. Individual school listings can also be found at the RIDE website (click on "list of schools"): <http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/CharterSchools.aspx>

***n) Provide objective data showing applicant quality.***  
***(1) Performance on statewide tests ...;***  
***(2) Annual student attendance and retention rates ...; and***  
***(3) High school graduation rates, college attendance rates, and college persistence rates ....***

n(1): Refer to Other Attachments as well as Section (a)2.  
n(2): Refer to Other Attachments  
n(3): N/A

## Other Attachment File(s)

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*Blackstone Valley Prep Mayoral Academy: Expanding Access to Public School Choice for Rhode Island Families*

**OTHER ATTACHMENTS**

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## **Professional Experience**

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**2009–Present** **Blackstone Valley Prep Mayoral Academy** Cumberland, Rhode Island

*Executive Director and founding Head of School (Elementary)*

- Led BVP’s entry into the *Charter School Growth Fund* portfolio and the successful awards of *Next Generation Learning Challenges* planning and launch grants.
- BVP Elementary 1 recognized as the “first school in Rhode Island” to achieve 100% proficiency on the DRA2 literacy assessment; BVP Elementary 1 “Commended” in 2012-2013.
- Responsible to board of directors for all aspects of the organization including public reporting, financial solvency and transparency, and academic achievements.
- Hire, train, and evaluate operational and instructional staff for growing organization operating 3 schools serving 1,000 scholars in 2013-2014.

**2004-2009** **Providence Public School Department** Providence, Rhode Island

*Assistant Principal, Oliver Hazard Perry Middle School*

- Founded *Perry-to-College Program*: a series of college tours, academic support, and professors visiting Perry in order to expose middle school students to college leading to a 233% increase in the number of students admitted to Classical High School.
- Provide leadership to school of approximately 650 students (97% Free/Reduced Lunch), with a focus on Communication, Safe, Caring, and Orderly Environment, and High Expectations.

*Chief Operating Officer / Broad Resident, Hope High School*

- Supported and coordinated work of the principals serving three small high schools operating in a single complex of 1,200 students in compliance with 2005 Commissioner Reconstitution Order.
- Managed administration of 2005-2006 RI Department of Education Student, Teacher, Administration, and Parent Survey (SALT) delivering significantly increased participation of students (20% increase), faculty (90% increase), and parents (500% increase).

*Superintendent’s Intern / Broad Resident*

- Special Projects leader and strategic advisor for the Superintendent and leadership team.
- Oversaw implementation of district professional development initiative. Conducted program evaluation and teacher satisfaction surveys of district professional development programs focused on literacy, numeracy, and student success. Coordinated payroll processing and fiscal oversight involving an annual budget of \$6MM and 40,000+ transactions.
- Co-led and supported the school board retreat and Performance Management Plan, a strategic management document that defines the action steps and benchmark measures for each division.
- Conducted benchmark financial analysis and developed budget presentations with the Chief Financial Officer for use with the school board, mayor, city council, RI Senate and Legislature.

**2002-2004** **IBM, Business Consulting Services** Cambridge, Massachusetts

*Strategy Consultant*

- Worked with a leading global telecommunications company to understand business requirements and develop leading, innovative service center improving efficiency and customer satisfaction.
- Worked with a leading transportation company’s senior executives to develop business case and roadmap for a \$40MM investment to upgrade sales force and customer service technologies.

**2001** **Booz|Allen|Hamilton** New York, New York

*Summer Associate: Worldwide Commercial Business*

**1998-2000** **Chess-in-the-Schools** New York, New York

*Deputy Director; Director of Program Development; Teacher*

- Developed innovative \$2MM program budget that met Trustee guidelines while responding to changing client needs and prioritizing rapidly changing organizational goals.
- Managed 8 supervisors overseeing 50 chess instructors teaching in 160 NYC public schools.
- Organized largest free tournament in USA; managed 100 person staff, budget, PR, and sponsors.

**1995-1998** **New York City Public Schools / Teach For America** Harlem, New York

*Eighth Grade Social Studies Teacher and Chess Coach*

- Taught eighth grade social studies curriculum at Intermediate Schools 136 and 90.
- Coached 1997 National Junior High School Team Chess Champions (Novice Division).

## Education & Certification

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**University of Rhode Island** Kingston, Rhode Island

Master's degree in Education (MA), December, 2006. *Providence Aspiring Principals.*

- Coursework includes: *School Finance & Law, Curriculum & Instruction, Assessment & Accountability, Research, and Organization & Administration in K-12 Schools.*

**Yale School of Management** New Haven, Connecticut

Master's degree in Business Administration (MBA), 2002.

- Focus in Strategy and Entrepreneurial Finance.
- Teaching Fellow for *Strategic Environment of Management and Competitive Strategy.*

**University of Pennsylvania** Philadelphia, Pennsylvania

Bachelor of Arts in History, 1995.

### Additional Graduate Coursework

- *Designing Charter Schools, Adolescent Psychology, Social Studies Methods, The Administrators Role in Continuous Improvement*
- *Research for Better Teaching: Supervision and Evaluation of Teachers*

### Certification

- Rhode Island: History Teacher, Elementary and Secondary School Principal, School Business Administrator, Superintendent.
- Massachusetts: High School Principal, Superintendent (Preliminary)

## Professional Associations and Experiences

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### Broad Resident, 2004-2006, Cohort II

- Participated in eight rigorous professional development sessions for nationally recognized program for management executives transitioning to the education sector in central office roles.

### Harvard University: National Urban School Leaders 2008

- Participant.

### Brown University Guest Speaker

- Various courses including Urban Studies Senior Seminar and Urban Education Program courses.

### New Heights Academy Charter School, New York City

- Founding Board Member.

### Education Commission of the States 2005 Conference, Denver, CO

- National Panelist, *Creating Great Leaders To Take Innovations to Scale.*

### Teach for America 15<sup>th</sup> Year Anniversary Summit, Washington, D.C.

- National Panelist, *Working for Change at the District Level.*

### Massachusetts Charter School Association

- Fellow, 2004; Published *Chess Tournaments: A Tool for Student Success*, 2004.

## Personal Interests, Activities, and Accolades

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- Professional work featured in the *New York Times, New York Daily News, CNN Headline News, Teach For America Quarterly, WJAR (NBC 10), Providence Journal, Valley Breeze, Pawtucket Times, and WRNI (NPR).*
- Former board member and committee chair, Volunteers in Providence Schools (now Inspiring Minds)
- Long Trail, Vermont "End-to-End" Hiker, Summer 2002.
- Awarded US Patents: 10431723, 10431724

# COLLEEN CARMELA COLARUSSO

## EDUCATIONAL LEADERSHIP EXPERIENCE

### BLACKSTONE VALLEY PREP MAYORAL ACADEMY

Cumberland, RI

FOUNDING HEAD OF SCHOOL, ELEMENTARY SCHOOL 2 AND MANAGING DIRECTOR

July 2011-Present

*Participated in Center for Leadership and Education Equity's Principal Residency Network Program to acquire PK-12 Building Administrator with other Aspiring Principals from across Rhode Island*

- Hire, coach, support, and evaluate staff of 35 instructional and non-instructional staff for growing elementary school
- Foster leadership by providing on-going support and mentorship to Blackstone Valley Prep principals
- Facilitate responsive professional development sessions for elementary and secondary teaching staff and network leadership
- Support network initiatives by serving on the Diversity Committee, the Response to Intervention (RTI) Committee, the Evaluation Committee and the Rising Leader Planning Group
- Collaborate with local and national instructional leaders to share academic and school culture resources

### 1<sup>ST</sup> GRADE INSTRUCTIONAL CHAIR, ELEMENTARY SCHOOL 1

July 2010-June 2011

*Participated in approximately 20 Building Excellent Schools Fellowship School Visit and Training Days through the Emerging Leaders Program, visiting over 15 high-performing schools nation-wide to analyze best practices*

- Coached Elementary teaching staff by providing weekly feedback on lesson plans and curricular materials and through regular informal observations, in which teaching practice is analyzed often through use of video
- Supervised 1<sup>st</sup> grade literacy instruction which resulted in 100% of 1<sup>st</sup> graders being proficient on the DRA2
- Created mission-alignment screens and observational tools for demonstration lessons for teaching candidates
- Taught small literacy group daily

### FOUNDING KINDERGARTEN LEAD TEACHER, ELEMENTARY SCHOOL 1

August 2009-June 2010

*Selected from over 500 candidates as one of 11 founding teachers for High Expectations College Preparatory free public charter school serving students from economically and ethnically diverse backgrounds*

- Prioritized student achievement in daily teaching practice resulting in a class average of 1.9 years of literacy growth with 95% of scholars reading on a 1<sup>st</sup> grade level or higher and 42% of scholars reading on a 2<sup>nd</sup> grade level based on the STEP (Strategic Teaching and Evaluation of Progress) Assessment
- Developed and implemented rigorous math lessons and assessment materials for the Kindergarten grade level, aligned with Common Core and Rhode Island Mathematics Standards, that resulted in 1.25 years of growth from January to June 2010 TerraNova administration and an average end of year Grade Level Equivalent of 2.0
- Mentored Teaching Fellow staff by leading frequent observation and de-brief cycles, in which teaching practice is analyzed based on teacher-identified needs

## ADDITIONAL EDUCATIONAL EXPERIENCE

### MIAMI-DADE COUNTY PUBLIC SCHOOLS and TEACH FOR AMERICA

Miami, FL

KINDERGARTEN AND FIRST GRADE TEACHER IN SCHOOL IMPROVEMENT ZONE

June 2006-June 2008

*Served as a member of a highly selective national service corps, committing two years to teach in under-performing public schools*

- Cultivated positive classroom culture focused on student academic achievement resulting in class average growth of 1.5 years in vocabulary as measured by the Peabody Picture Vocabulary Test (PPVT-II) and 88% class mastery on the end of year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment
- Led Teach for America Miami-Dade Professional Learning Community sessions on literacy and mathematics for 20 elementary school teachers
- Communicated across professional constituencies by serving as Kindergarten grade-level chair
- Awarded over \$2,000 of classroom literacy and support materials from donorschoose.org
- Nominated for Sue Lehmann Award in Teach for America Miami-Dade region and for Rookie Teacher of the Year at school site

## ADDITIONAL RELEVANT EXPERIENCE

### RISE MAYORAL ACADEMY, A PROPOSED CHARTER SCHOOL

BOARD OF DIRECTORS

**Woonsocket, RI**

March 2014-Present

### TRUSTEES OF RESERVATION

PARK RANGER AND KAYAK NATURAL HISTORY TOUR GUIDE

**West Tisbury, MA**

Summer 2009

### TOWN OF CHILMARK

OCEAN LIFEGUARD

**Chilmark, MA**

Summers 2003-2009

### HARVARD GRADUATE SCHOOL OF EDUCATION

RESEARCH ASSISTANT

**Cambridge, MA**

September 2008-February 2009

### CODMAN ACADEMY PUBLIC CHARTER SCHOOL

EXPEDITIONARY LEARNING ASSOCIATE

**Dorchester, MA**

October 2008-May 2009

## EDUCATION

### HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION, Cambridge, MA

Master of Education Mind, Brain, and Education June 2009

### REGIS COLLEGE, Weston, MA

Bachelor of Arts Dual Degree in History and Spanish *cum laude* May 2006

Minors in Sociology and Women's Studies

- Presidential Scholar and Graduate of Regis College Honor's Program
- Captain and Member of Varsity Swimming and Diving, Soccer, and Lacrosse Teams
- Named Outstanding Senior Athlete

## CERTIFICATION

**RHODE ISLAND DEPARTMENT OF EDUCATION, *Professional Educator's Certificate Elementary 1-6 and Building Level Administrator PK-12***

**FLORIDA DEPARTMENT OF EDUCATION, *Professional Educator's Certificate Elementary Education K-6***

**MASSACHUSETTS DEPARTMENT OF EDUCATION, *Preliminary Educator's Licensure Elementary 1-6, History 5-12, and Early Childhood: Students with and without Disabilities PK-2***

## **Michael J DeMatteo, AIA**

### **PROFESSIONAL EXPERIENCE:**

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#### **August 2011-Present – Blackstone Valley Prep Mayoral Academy**

##### *Network Director of Operations*

- Serving on leadership team determining strategic and operational functions of growing school network that will have seven schools, over 2,700 scholars, and a budget exceeding \$40 million in the next few years
- Managing network-wide operations, including facilities, human capital, food service, infrastructure and educational technology, scholar information systems, transportation, and facility maintenance
- Developing facilities strategic plan, including site analysis, architectural building programs, capital asset protection plans, long-term infrastructure requirements, and development partner review and selection
- Managing human capital, including the implementation of personnel policies, development of staff job descriptions and performance metrics, and oversight of talent from on-boarding through the exit process
- Steering diversity committee advising network leadership and board of directors on strategies to support socioeconomically diverse school model through staff recruitment, training, and scholar curriculum design

#### **Winter 2011 – HousingWorks RI**

##### *Policy Analyst*

- Researched regional and national trends of foreclosure crisis
- Performed quantitative data analysis of over 4,700 residential property foreclosures in Rhode Island
- Summarized research and analysis with policy recommendations for HousingWorks RI 2011 Special Report – *Foreclosures in Rhode Island* – Published Winter 2011

#### **1995-2010 – Newport Collaborative Architects**

##### *Senior Associate*

- Managed concurrent projects and interdisciplinary teams with oversight of all departmental operations
- Conducted project programming and design, goal setting, ensuring services met client standards, employee staffing, and internal project management from contract negotiation to certified project completion

##### **Education Design Experience**

- Managed project budgets ranging from \$1.7-\$181 million including 300-student Head Start facility and capital improvement plan for Central Falls School District, focused on the multifaceted needs of the 21<sup>st</sup> century learning environment
- Provided K-12 client services ranging from conceptual master plans through construction documents, contract bidding and negotiation, and construction administration

##### **Multi-Family Design Experience**

- Managed project budgets ranging from \$1.5-\$31 million predominantly financed with a blend of both public and private capital resources
- Provided full client services for multi-family housing projects with a diverse population of end users

## **PROFESSIONAL ASSOCIATIONS AND EXPERIENCES:**

### **2001-Present – Providence ;*CityArts!* for Youth**

- Steered strategic-plan for non-profit youth arts organization serving economically challenged, multicultural community; including long-term sustainability, programming and mission, staffing, fund-development, recruitment, and strategic partnerships
- Served as Board of Directors President and chair of leadership and governance committee from 2006-2013

### **BVP Diversity Committee**

- Led working committee that established common language related to diversity as it pertains to BVP, wrote a diversity statement for Board of Director review and approval, and is making recommendations of staff training and recruitment goals

### **RIDE Wireless Classroom Initiative (WCI)**

- Serving on standing committee selected by Office of Statewide Efficiencies staff at the Rhode Island Department of Education (RIDE) to develop policy and specifications related to \$20 million capital investment to expand wireless access to classrooms throughout the state over five years
- WCI committee established minimum connectivity standards, performance specifications, and local education agency (LEA) instructions for bidding for RIDE to equitably allocate funding for fifty-two LEA's and over 300 schools throughout the state

### **RIDE Charter School Application Advisory Committee**

- Served on ad hoc committee selected by Office of Transformation staff at RIDE to review and score charter applications to ensure high-quality school proposals with clear and realistic plans of operation that were likely to lead to extraordinary student success, resulting in a recommendation to the Commissioner

### **American Institute of Architects, Committee on Architecture for Education**

#### **2008-Present**

## **EDUCATION AND LICENSURE:**

### **2011 – Masters of Public Affairs, Brown University, Providence, RI**

- Wrote concise, detailed policy briefs, distilling vast amounts of research to salient points that considered agendas of multiple interest groups, coalitions and policymaking venues
- Researched historical implications of US Department of Education Title I Program, and future State policy implications resulting from successful Rhode Island Race to the Top application
- Conducted fiscal analysis of State agency's FY2012 budget request, recommending 15% budget reductions based on longitudinal data analysis of agency operations, programs, and statutory mandated costs

### **2005 – Bachelor of Architecture, Roger Williams University, Bristol, RI**

**Architectural License** – Rhode Island License Number 3512

## **PROFESSIONAL ASSOCIATIONS AND EXPERIENCES:**

### **2012-14 – The Broad Residency in Urban Education, The Broad Center**

- One of 48 leaders selected for intensive two-year management development program that trains emerging leaders for senior management positions in large urban districts, leading CMO's, and the United States Department of Education
- Participated in eight rigorous professional development sessions covering Foundations of Urban Education, Strategic Transformation of School Systems, Organizational Change, and Leadership Development

### **2011 – Education Pioneers Graduate Fellow, Boston, MA Cohort**

- Managed all facility and operations contracts for Alma del Mar, a new K-8 public charter school in New Bedford, MA, serving a diverse community with low rates of educational attainment and high levels of poverty and unemployment

## **SELECTED AWARDS AND PUBLICATIONS:**

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- Portsmouth Abbey School, The Church of St. Gregory the Great – CT AIA Merit Award 2013, RI AIA Merit Award, 2009 and *The New York Times*, January 9, 2009
- St. Andrew's School, The McCulloch Center- Rhode Island AIA Merit Award, 2004 and *Educational Interiors Showcase*, 2005
- New Visions Head Start - Boston Society of Architects Design Citation, 2005
- Portsmouth Abbey School, The Maguire Fine Arts Center - *Education Design Showcase*, 2003

## David R. Lauck



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### EXPERIENCE

#### Public Charter School Finance, Leadership and Growth

**DIRECTOR OF FINANCE, BLACKSTONE VALLEY PREP MAYORAL ACADEMY (2012 – PRESENT)**

**Cumberland, RI**

**CHIEF FINANCIAL OFFICER, RHODE ISLAND MAYORAL ACADEMIES (2011 – PRESENT)**

**Providence, RI**

**DIRECTOR OF FINANCE & ACCOUNTING, KIPP LA SCHOOLS (2009 – 2011)**

**Los Angeles, CA**

#### *Summary*

- Currently serving in a cabinet-equivalent leadership role, responsible for all financial and accounting work, as well as providing strategic input for a growing network of four public charter schools serving over 1,150 scholars in Central and Northern Rhode Island.
- Served in a similar capacity for an expanding region of five KIPP schools serving 1,250 students in East and South Los Angeles.

#### *Organizational Finance*

- Lead finance and accounting team, with responsibilities including:
  - Oversight of financial planning, budgeting, reporting and analysis functions for the organization.
  - Development of monthly, quarterly and all necessary interim financial reports for use and analysis by School Leaders, Leadership Team and Board of Directors.
  - Serve as the primary clearing point for all financial requests by governmental agencies, philanthropic partners, chartering authorities, as well as other internal and external constituencies.
  - Manage accounting professionals, with responsibility for audit completion, form 990 submission, UCOA compliance, vendor relations, and other operational requirements.
- Drafted and established board approved Financial Policies and Procedures.
- Overhauled existing financial projections into dynamic ten-year model, inclusive of: covenant analysis; fluid school opening, financing and facilities assumptions; and monthly cash flow breakdown.

#### *Financing and Facilities*

- Provide key input, in conjunction with Executive Director and counsel, in negotiation, documentation, closing and monitoring of approximately \$8.4MM in three separate New Markets Tax Credit financings, including a tenant improvement transaction, refinancing of existing debt, and an add-on for building expansion.
- Handled critical functions of real estate special purpose entities (KLARE Holdings in Los Angeles and School Holdings I in Providence), including board communication, coordination of entity formation, and completion of tax-exempt status applications.
- Negotiated and currently monitor, in partnership with Executive Director and Director of Operations, approximately \$20.0MM in building projects being completed by a developer partner.

#### *Organizational Expansion*

- Provide extensive financial guidance and support to potential operators of high quality public charter schools in Rhode Island, including primary financial responsibility for two charter applications in Spring 2014 (Woonsocket PRIDE Mayoral Academy and Kent County Prep Mayoral Academy).
- Played key role in Blackstone Valley Prep Mayoral Academy's entry into the Charter School Growth Fund portfolio, including work with the internal team on a comprehensive organizational growth plan, as well as negotiation of over \$2.0MM in grant and forgivable loan agreements.

## Asset Management

**DIRECTOR, BABSON CAPITAL MANAGEMENT, LLC (2006 - 2009)**

**Charlotte, NC**

*Portfolio Management and Research (U.S. Bank Loan Team)*

**ANALYST, MANGAN & MCCOLL PARTNERS, LLC (2005 - 2006)**

**Charlotte, NC**

*Merger Arbitrage and Event-Driven Research (multi-strategy hedge fund)*

- Provided oversight and recommendation of investments in a wide variety of asset classes, including leveraged loans, equities, and merger arbitrage, with responsibilities including: valuation analyses; assessment of industry and economic conditions; monitoring of merger situations and related arbitrage spreads from transaction announcement to closure; and generation of fundamental research.

## Transactional and Investment Banking

**DIRECTOR, BUSINESS DEVELOPMENT, GOODRICH CORPORATION (2004)**

**Charlotte, NC**

**ASSOCIATE, MORGAN STANLEY & CO., INCORPORATED (SUMMER 2000, 2001 - 2004)**

**New York, NY**

**ANALYST, MERRILL LYNCH & CO., INC. (1997 - 1999)**

**New York, NY**

- Evaluated and presented options and recommendations with respect to mergers and acquisitions, capital structure, financing situations, and corporate development for clients, with representative responsibilities including extensive client interaction, management of internal project teams, valuation analyses, due diligence, financial modeling, and preparation and presentation of client materials.

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## **PROFESSIONAL ASSOCIATIONS AND EXPERIENCES**

**THE BROAD RESIDENCY IN URBAN EDUCATION VII**

**Residency Placement in Los Angeles, CA**

*Broad Resident (2009 - 2011)*

*Session Moderator (2011 - Present)*

- One of 32 leaders selected for intensive two-year management development program that trains emerging leaders for senior management positions in urban districts, leading CMOs and policy roles.
- Participated in eight rigorous professional development sessions on Foundations of Urban Education, Strategic Transformation of School Systems, Organizational Change, and Leadership Development.
- Selected annually to lead the Charter Finance professional development for first year Broad Residents.

**FACULTY, REPLICATING QUALITY SCHOOLS - NEW ORLEANS (2013)**

**New Orleans, LA**

- Served as a panelist in an extensive program designed to provide Louisiana charter school leaders and emerging networks with the skills, information and resources necessary for strategic growth.

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## **EDUCATION**

**DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATION (UNIVERSITY OF VIRGINIA)**

**Charlottesville, VA**

*Masters of Business Administration, May 2001*

- William Michael Shermet Award Recipient.
- Faculty Award for Academic Excellence; Turner Family Scholar; Omicron Delta Kappa.
- Vice President, Finance - Darden Student Association; Member - DSA Executive Committee.
- Operations Support Chair - Christmas in April of Charlottesville.

**MCINTIRE SCHOOL OF COMMERCE (UNIVERSITY OF VIRGINIA)**

**Charlottesville, VA**

*Bachelor of Science in Commerce with Distinction, May 1996*

- Dual Concentration in Finance and Management, GPA: 3.8.
- Joseph Goldsten Distinguished Award in Finance; Dean's List (all eight semesters); Beta Gamma Sigma.

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## **PERSONAL**

- Coach, Cumberland Youth Soccer Association (2012 - Present)
- Coach, Cumberland Youth Lacrosse (2012 - Present)
- 1996 Mardi Gras Marathon, 1998 Marine Corps Marathon, 2003 and 2006 New York City Marathons.

# Jennifer LoPiccolo

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Jennifer LoPiccolo is the Director of External Affairs for Blackstone Valley Prep (BVP) Mayoral Academy, a network of high performing public charter schools dedicated to putting every scholar on a path to success in college and the world beyond. She began her career in 1997 as an English teacher and Teach For America (TFA) corps member in Eastern North Carolina. Jen spent the next few years in program development and teacher support in Louisiana, both on staff at TFA and at a local education fund. She and her family later moved to South Texas to support the growth and expansion at IDEA Public Schools.

It was in Texas where Jen's work began to focus more on marketing, communications and development--the same work she has lead at BVP since joining the team in January 2011. BVP is on target to grow from three intentionally diverse charter schools in Rhode Island to seven by 2017, and it will serve more than 2,000 scholars at scale.

Jen has a BS in English from the University of Wisconsin - Stevens Point and an MA in Curriculum and Instruction from Louisiana State University. She is a member of Leadership Rhode Island's Theta II class and the proud mom of two BVP scholars.

<b>Education</b>	May 1997	University of Wisconsin-Stevens Point	Stevens Point, WI
	Bachelor of Science, English		
	May 2005	Louisiana State University	Baton Rouge, LA
	Master of Arts, Curriculum and Instruction		
<b>Community Involvement</b>	Leadership Rhode Island, Theta II Class of 2012		
<b>Experience</b>	January 2011-Present	Blackstone Valley Prep Mayoral Academy	Cumberland, RI
	Director of External Affairs		
	<ul style="list-style-type: none"><li>▪ A member of the network leadership team working to support the growth of the network from three to seven schools by 2017.</li><li>▪ Lead and manage the team responsible for all talent recruitment and selection for the organization</li><li>▪ Lead and manage the team responsible for all communication and marketing efforts for the network, including social media, press releases, public relations, and strategic partnerships.</li><li>▪ Support all development to meet annual fundraising goals</li></ul>		
	December 2006-June 2010	IDEA Public Schools	Weslaco, TX
	Part-time Grant Writer (full-time mom)		
	<ul style="list-style-type: none"><li>▪ Sole grant writer for \$2.5M in funding to expand IDEA's mission to send all students to and through a four-year college or university.</li><li>▪ Collaboratively wrote and/or raised in annual fundraising efforts more than \$6M to fund expansion from six schools to fourteen schools (during my tenure).</li><li>▪ Exceeded fundraising goals for the 2008-09 fiscal year by writing and receiving more than \$800,000 in programmatic funding.</li></ul>		
	September 2002-May 2006	Academic Distinction Fund (ADF)	Baton Rouge, LA
	Program Director		
	<ul style="list-style-type: none"><li>▪ Developed and sustained all ADF programs for over three hundred participants in one or more initiatives including professional learning communities, teacher fellowships, summer institutes for principals and teacher leaders, and grant writing and grant making opportunities. Programs rated successful to highly successful on participant surveys.</li><li>▪ Completed facilitation training for Critical Friends Groups and corresponding protocols; continue to present</li></ul>		

# Jennifer LoPiccolo

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training to schools/school districts on a consulting basis.

- Secured more than \$100,000 programmatic funding primarily through writing grants and assisting in local fundraising.
- Prepared and presented written and oral communications about ADF's efforts for a variety of audiences.

June-July 2002

Teach For America

Houston, TX

Literacy Specialist, Houston Summer Institute

- Trained teachers how to engage students, grades 6-12, in effective literacy strategies in all content areas.
- Provided follow-up support via classroom observations and one-on-one conferencing to teachers in training.
- Worked cooperatively with a team of trainers to streamline and authenticate presentations to best suit teachers' needs.

August 1999-May2002

Teach For America

Baton Rouge, LA

August 1997-May1999

Northampton County Public Schools

Jackson, NC

English Teacher

- Served as a member of Teach For America, a national service corps of outstanding recent college graduates who commit two years to teaching in under-resourced public schools. Taught English and (remedial) reading to 9<sup>th</sup> and 10<sup>th</sup> grade students to ensure each student make at least one year's growth of academic gains. Commended for high passage rates on state mandated reading test (many students in this class had attempted to pass this test in prior years and failed).

## **Susan M. Moore, M. Ed**

**EDUCATION:**        **Master of Education (M.Ed.),** *Providence College, Providence, Rhode Island*  
**Bachelor of Science in Education (B. S.)** *University of Maine*

### **PROFESSIONAL EXPERIENCE:**

#### **Special Education Administrator, Blackstone Valley Prep Mayoral Academy, 2012-Present**

- Developed a system of processes and procedures for special education staff to ensure compliance with state and federal regulations
- Coached and mentored special education teaching and support staff, related service providers and nursing staff
- Developed a system wide training module for staff on the RI Physical Restraint Regulations
- Developed a unique program to meet the social/emotional/behavioral needs of a small group of scholars
- Ensured compliance with Special Education Regulations for evaluation timelines, parent involvement, transition and related services
- Worked collaboratively with the network's administrative leadership team, and participated on the network level RTI Team

#### **Director of Pupil Personnel Services, Burrillville School Department, 2007-2012**

- Developed, expanded and supported programming for students with IEPs in a district serving 2500 students
- Successfully implemented early intervening services through a Response to Intervention delivery model
- Managed a \$2M special education budget, including several state and federal grants
- Supervised special education teaching and support staff, related service providers, nursing staff, and intervention specialists
- Worked collaboratively with the district's administrative leadership team
- Facilitated a RIDE School Support System review of the district's special education programs and services
- Developed a highly successful after school student support program at the high school
- Increased implementation of assistive technology to support students
- Reduced the number of students with IEPs by 30% over five years

#### **Director of Special Education, Cumberland Public Schools, 2004-2007**

- Increased Medicaid reimbursement by 20% in two years
- Implemented early intervening services through a Response to Intervention model, resulting in a reduction of referrals to special education
- Reduced the number of students with Individualized Education Plans in the district by 10% without compromising services to students with disabilities
- Managed a \$4M special education budget
- Wrote and administered the district's federal IDEA Grant, including Part B and Preschool
- Facilitated a highly successful RIDE School Support System review

- Increased opportunities for students with disabilities to be educated in general education classrooms
- Expanded programs for students with Autism Spectrum Disorder
- Worked collaboratively with parents on the Local Advisory Committee
- Supervised the coordination of services for students in outside placements, including students in private and parochial schools
- Provided ongoing professional development for staff at all levels
- Successfully facilitated the certification of all district paraprofessionals
- Reinstated partnerships with graduate programs at the University of Rhode Island in school psychology and speech/language pathology
- Worked collaboratively on the district's Leadership Team

**Special Education Teacher and Coach, Pawtucket School Department, 1990-2004**

- Provided case management and direct services to high school students with disabilities
- Promoted the inclusion of students in general education classes
- Wrote and administered the first "Transition, Independence, Employment" grants for high schools in Rhode Island
- Co-taught classes in all content areas
- Provided technical support to colleagues as an IEP Coach through the Rhode Island Department of Education
- Served as Head Coach for both high schools' Varsity Volleyball Teams

**Teacher, Reading Specialist, Central Falls School Department, 1986-1990**

- Provided literacy instruction to students in small groups
- Taught a culturally diverse classroom of fifth grade students
- Led a Multidisciplinary Team as a Diagnostic Prescriptive Teacher
- Participated in the revision of the district's language arts curriculum

**CERTIFICATION:** Professional Special Education Administrator  
 Life Professional Special Educator  
 Professional Teacher of Elementary Grades  
 Professional Early Childhood Special Educator

**PROFESSIONAL AFFILIATIONS AND ACCOMPLISHMENTS:**

*Association of Rhode Island Administrators of Special Education (ARIASE)*  
*Council for Exceptional Children (CEC)*  
*Council of Administrators of Special Education (CASE)*  
*Phi Delta Kappa*  
*Supervising Practitioner, School Administration, American International College*  
*Rhode Island Department of Education Leadership Conference*  
 Presented the *Learning for All Benchmark School Project*  
*Joint Committee to Establish a Permanent Education Foundation Aid Formula*  
 Served with RI district superintendents on behalf of the RI Legislature  
*Northern Rhode Island Collaborative Strategic Planning Committee*  
 Contributed to the development of the vision and goals for the regional collaborative that serves eleven local communities in northern Rhode Island  
*National Association of State Directors of Special Education Annual Conference*  
*RIDE School Support System Monitoring Team*

# Kyle Quadros

## Work and Leadership Experience

Blackstone Valley Prep Mayoral Academy, Cumberland, RI  
*Head of School, Elementary School 1*

May 2012 – Present

- Hire, coach, support, and evaluate staff of 48 instructional and non-instructional staff for grades K-4
- Facilitate responsive professional development and coaching sessions for all 48 staff members
- Collaborate with local and national instructional leaders to share academic and school culture resources
- Manage and oversee the building budget
- Communicate and collaborate openly with families to meet the educational needs of their scholars

*Match Public Charter Middle School, Boston, MA*  
*Dean of Students*

June 2011 – May 2012

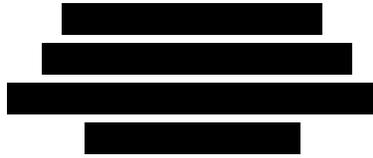
- Provided leadership to all faculty, staff, corps members, and students in establishing a positive, structured, achievement-oriented, and creative school culture
- Supported faculty, staff, and corps members to holding all students to high and consistent academic and behavioral expectations
- Coached faculty and corps members to improve their instructional practice, especially as it relates to issues of discipline, relationships with students, classroom management, and school culture
- Assisted faculty, corps members, staff, students, and parents in the effective creation and implementation of individual behavior plans
- Lead staff efforts to ensure all students have excellent attendance and arrive at school on time, and working aggressively with students and parents to ensure excellent attendance
- Proactively circulated throughout all classrooms and hallways during the day, supported students in staying focused and on task
- Lead weekly cluster meetings focused on individual student and class academic achievement as measured by grades, skills, motivation, and behavior
- Ensured teachers, appropriate tutors, and consultants carried out individual academic and behavioral success plans for struggling students
- Managed academic and behavioral data dashboard to monitor student achievement

*T. G. Barr Elementary School, Phoenix, AZ*  
*Special Education Teacher: Self-Contained 2-4 Autism Classroom*  
*Teach for America Corp Member*

August 2009 – June 2011

- Developed and implemented unique curriculum to meet individualized student needs, assisting five (5) students in completely exiting the special education program
- Utilized classroom Big Goals and unit plans to guide instruction, averaging three years of growth in mathematics and two and a half years of growth in reading
- Identified unique emotional, behavioral, and social needs of each student in order to develop appropriate intervention strategies and maximize instructional opportunity

# Kyle Quadros



- Tracked student challenges and successes daily to develop functional behavioral assessments used to implement appropriate behavioral intervention plans
- Implemented Success for All Curriculum, using reverse inclusion method in classroom
- Collaborated with multidisciplinary team to evaluate student Individualized Education Plans
- Advocated for parent involvement through quarterly parent teacher conferences and monthly parent workshops
- Independently facilitated professional development workshops to educate approximately one hundred teachers and paraprofessionals on behavioral management techniques
- Classroom was used as a model in the district for two years, per request of Roosevelt School District Superintendent, giving colleagues the opportunity to observe and develop new teaching and behavioral management strategies

## **Education**

The Principal Residency Network, Providence, RI

*Aspiring Principal Certification Program – June 2013*

Arizona State University, Phoenix, AZ

*Master of Education – May 2011*

Providence College, Providence RI

*Bachelor of Arts Sociology – May 2008*

\*Fluent in Portuguese and Spanish

\*National Semifinalist for Sue Lehmann Award

# JONATHAN SANTOS SILVA

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## PROFESSIONAL EXPERIENCE

**Blackstone Valley Prep Mayoral Academy** – July 2013 – present **Pawtucket, RI**

*Founding Head of School* - June 2014 – Present

*High School Designer* July 2013 – June 2014

- Wrote the Comprehensive Design Plan for the creation of a new high school, including Program of Studies, Staff Development plan, and Vision for Scholar Culture
- Collaborated on the successful application for the *Next Generation Learning Challenges* Launch Grant
- Recruited and hired founding instructional and support staff and developed curriculum for the Founding Team Retreat
- Planned professional development schedule, including introductory summer institute for founding team
- Supported beginning and new-to-BVP teachers, including new Teach For America Corps Members

**Teach For America Rhode Island** – June 2012 – present **Providence, RI**

*Manager of Teacher Leadership Development*

- Coached 27 first- and second-year teachers in public and public charter schools across content areas from kindergarten to twelfth grade, including ELL and Special Education teachers
- Created and led professional learning communities to develop leadership and accountability of first- and second-year teachers
- Adapted national training curricula to build corps members' regional understanding and student-centered classrooms
- Coordinated alternative certification partnership with Rhode Island College for all elementary corps members in RI

**Teach For America South Dakota** – Aug 2011 – May 2012 **Kyle, SD**

*Secondary Math Learning Team Leader*

- Created and facilitated professional development training for secondary math teachers and TFA corps members from several Bureau of Indian Education schools
- Assisted in the implementation of strategies and events designed to attract more Native applicants to TFA-SD
- Responded to trends in student-data to target specific needs in corps members classroom and differentiate learning experiences
- Testified in front of Governor and his Education Team, eventually leading to state's first financial commitment to TFA

**Breakthrough Providence** (formerly Summerbridge) – June 2011 – Aug 2011 **Providence, RI**

*Dean of Students*

- Supported teachers to effectively invest students in curricular and extracurricular learning experiences
- Created individualized action plans to support students struggling academically and/or behaviorally
- Provided active observation, conferencing, and on-going support to teachers directly related to student support, discipline, and classroom management
- Enforced student support plans and discipline policies
- Collaboratively built and maintained a supportive environment that fostered students' love of learning

**Little Wound High School** – Aug 2010 – May 2012 **Kyle, SD**

*Math Department Chair* - Aug 2011-May 2012

*Math Teacher and TFA '10 Corps Member* - Aug 2010-May 2012

- Spearheaded district selection and implementation of more engaging, student-centered K-12 math curricula
- Redesigned high school math schedule to support all learners and improve faculty-student ratio
- Taught secondary math to general and special education students in a small, rural community on the Pine Ridge Reservation
- Became the first South Dakota Secondary Math Corps Member to lead students to "Significant Gains," as determined by TFA
- Created first ACT prep program in district and led students to an average 5 points growth on composite scores

**Enterprise Rent-a-Car**- June 2009 – June 2010 **Santa Clarita, CA**

*Management Trainee*

- Finished orientation training as first in class and was immediately assigned to busiest store in region
- Managed satellite branch in luxury car dealership and increased revenue by 24% over previous year

- Earned six regional recognition awards for employee revenue generation

**Verizon Wireless-** June 2008 – January 2009

**Hyannis, MA**

*Wireless Consultant*

- Generated \$9,500+ in sales of new contracts, data plans, and accessories each month
- Built rapport and effectively communicated service information, feature functionality, and equipment usage to diverse clientele
- Troubleshoot products and instructed customers on proper use

**Rap Sessions LLC-** Oct 2007- April 2008

**Westlake, OH**

*Associate Director*

- Managed logistics of 10-city national tour to engage college students in dialogs on politics and hip-hop activism
- Coordinated air and ground transportation, lodgings for panelists including professors, authors, activists, and hip-hop artists
- Oversaw efforts of PR firm, web designers, and local grassroots marketing specialists

**Northeastern University** – Oct 2005 – Oct 2007

**Boston, MA**

*Program Coordinator* - June 2006 – Oct 2007

- Managed daily operations of office with 35 professional staff, work study employees, and student mentors
- Identified, coordinated, and implemented educational services to increase retention among first-year, at risk students
- Advised campus officials on issues concerning the retention and empowerment of at-risk students

*Financial Aid Counselor* - Oct 2005 – June 2006

- Created financial aid packages for 650 students using federal, state, and institutional guidelines
- Advised parents and students in completing FAFSA applications and navigating aid processes
- Served as an panelist and ambassador to prospective students at various campus events

## EDUCATION

**Academy for Transformative Leadership** - 2014

**Providence, RI**

Recommended for Building Level Administrator Certification PreK-12, pending completion of USD MA

**University of South Dakota** – 2014 expected

**Vermillion, SD**

M.A. in Education Administration, PreK-12 Principal Licensure

**Oglala Lakota College** – 2012

**Kyle, SD**

South Dakota Teacher Certification Coursework

**Northeastern University** – 2005

**Boston, MA**

B.S. in Business Administration, Small Business and Marketing

**GPA - 3.79**

Completed two full-time, six month co-ops with Bank of America and the TJX Companies

## VOLUNTEER EXPERIENCE

**Breakthrough Providence Advisory Board-** Oct 2012 – present

**Providence, RI**

*Board Member*

**Young Professionals Network, Urban League of Eastern MA** – Sept 2004 – May 2008

**Boston, MA**

*Vice President; Marketing Chair*

**Big Brothers of Massachusetts Bay** - Sept 2006 – Feb 2008

**Boston, MA**

*Big Brother*

**Paul Robeson Institute for Positive Self-Development** – Jan 2004 – April 2005

**Boston, MA**

*Mentor and Volunteer Teacher*

## HONORS AND AWARDS

Sue Lehmann Award for Excellence in Teaching, Regional Nominee, TFA South Dakota

Mustang Educator of the Year, Little Wound School District

Most Dedicated Volunteer, Little Wound High School Oral Interpretation

SUMMARY OF  
QUALIFICATIONS

Certifications in Building Level Administrator PK-12, Elementary Education and Early Childhood Education from the Rhode Island Department of Education.  
Highly Qualified teacher based on passing scores of Praxis Series Elementary Education Content Area Exercises and Content Area Knowledge exams.

EDUCATION

The Principal Residency Network, Providence, RI  
*Aspiring Principal Certification Program*, Graduated June 2014

Rhode Island College, Providence, RI  
*Elementary Education Program* Completed May 2005  
*Masters in Elementary Education* Graduated December 2012

The University of Rhode Island, Kingston, RI  
*Bachelors of Arts in Communication* Graduated May 1991  
*Teacher Certification Program/Early Childhood* Completed December 2004

PROFESSIONAL EXPERIENCE

Blackstone Valley Prep Middle School, Lincoln, RI  
*Head of School, May 2012- Present*

Blackstone Valley Prep Elementary School, Cumberland, RI  
*Kindergarten Chair/Kindergarten Lead Teacher/Founding Teacher, July 2009 to Present*

Lineham Elementary School, West Greenwich, RI  
*Kindergarten Team Leader, September 2008 to August 2009*  
*Kindergarten Teacher, August 2007 to August 2009*  
*Professional Development Committee Member, January 2009 to June 2009*  
*Math Committee Member, September 2008 to June 2009*  
*Response to Intervention Committee, September 2008 to August 2009*  
*Cooperating Teacher for Rhode Island College, January 2008 to March 2009*  
*Data Retreat Team, September 2007 to August 2009*  
*School Improvement Team, August 2007 to August 2009*

Wawaloam Elementary School Exeter, RI  
*Second Grade Teacher, August 2006 to June 2007*

Clayville Elementary School Scituate, RI  
*Kindergarten Teacher/Extended Day Teacher, August 2005 to August 2006*

Nickerson Community Center School, Providence, RI  
*Kindergarten Teacher/Head Teacher, August 2004 to June 2005*

Coventry Public Schools Coventry, RI  
*Long-term Kindergarten Substitute & Summer School Teacher, May 2004- August 2004*

PROFESSIONAL  
DEVELOPMENT AND  
VOLUNTEER SERVICE:

- *Data Retreat: Training of Trainers Seminar* (Attendee), West Greenwich, R.I., September 2007
- ***SALT Team Member for R.I. Department of Education***, Providence, R.I., April 2008
- *Guiding Education in Math and Science Network* (Attendee), Narragansett, R.I., 3 sessions 2007/2008
- *R.I. Response to Intervention Training* (Attendee), West Greenwich, R.I., November to December 2008
- ***Senior Project Evaluator and Mentor*** (Scorer and Mentor), Exeter-West Greenwich and Coventry, R.I., September 2007 to August 2009
- *KIPP School Summit 2009* (Attendee), Orlando, F.L., August 2009 *Inspired Schools Consortium* (Attendee), Warwick, R.I., October 2009
- ***NCTM Eastern Regional 2009 (Presenter)*** The Power of Class Math Routines in Pre-k through 3, Boston, M.A., October 2009
- *Doug Lemov: Taxonomy of Effective Teaching/ Using Data to Drive Instruction and Plan Curriculum*/(Attendee), Building Excellent Schools, Boston, M.A., August & September 2009
- *Training the Trainer: High Academic Expectations* (Attendee), Presented by Doug Lemov of Uncommon Schools, Albany, N.Y., April 2010
- ***Select Youth Soccer Coach for Cranston's League for Cranston's Future (CLCF)***, Cranston, R.I., 2005- 2011
- ***President and Recording Secretary of Parents and Teachers of Glen Hill's Elementary School Organization (PTGH)***, Cranston, R.I., 2008-2010
- ***Rhode Island Public Charter School Consortium (Presenter)***, Positive Framing, Providence, Rhode Island, March 2011
- ***NBC Education Nation (Invitee/Attendee)***, New York, NY, October 2011

- *Uncommon Schools K-4 Reading Taxonomy Workshop* (Attendee), Newark, NJ, Feb. 2012
- ***RI STEM Center Conference (Volunteer)***, Rhode Island College, RI, May 2012
- ***National Alliance for Public Charter Schools Advocacy Day (Speaker)***, D.C., May 2012
- ***NCTM Chicago & Hartford Regional Conferences (Presenter)*** Discovering Data: Collecting, Recording & Interpreting Data in Pre K-2, Fall 2012

AWARDS  
AND DISTINCTIONS

- *Amgen Award for Science and Teaching Excellence 2008*
- *Teacher of the Year Nominee – Exeter-West Greenwich, 2008 and 2009*
- *Rhode Island Teacher of the Year Nominee 2011*
- *Presidential Award for Excellence in Mathematics Teaching Nominee – 2010, State Finalist 2012*



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

July 16, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW, Room 4W257  
Washington, DC 20202-5970

Dear Ms. Thornton,

I am pleased to submit this letter of support for Blackstone Valley Prep Mayoral Academy's application for a Charter Schools Program Grant to replicate and expand its network of schools.

The Rhode Island Department of Education works to transform education for our state's students by fostering better educational opportunities. The growth of a high performing charter network was a key element in our successful Race to the Top grant application. In measurable outcomes, Blackstone Valley Prep has been a leader in student achievement among our state's traditional and charter schools. Rhode Island is now home to more than a dozen independent and district charters, serving students from every corner of our state.

Blackstone Valley Prep has demonstrated a commitment to not only improving outcomes for their students, but supporting the state as a whole. Blackstone Valley Prep is an active partner with several traditional public schools, as part of the Central Falls District-Charter compact. Blackstone Valley Prep faculty and staff have served on state wide committees, presented at state and national conferences, and regularly open their doors to educators, business leaders, and political leaders.

I am certain that Blackstone Valley Prep's expansion to serve over 2,000 students will benefit our shared work preparing students for success in life. I wish them every success with this grant proposal and offer my unqualified support. I look forward to learning of the status of the application. Please feel free to contact me if I can provide additional information.

Sincerely,

  
Deborah A. Gist  
Commissioner

June 26, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. Thornton:

On behalf of the Charter School Growth Fund (CSGF), I am writing to express our strong support of Blackstone Valley Prep (BVP) Mayoral Academy's application for a CSP Replication and Expansion grant.

The Charter School Growth Fund (CSGF) is a non-profit that invests in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Founded by national philanthropists to transform K-12 education, we have funded 40 charter school management organizations (CMOs) that represent some of the most innovative and successful public school networks in the United States.

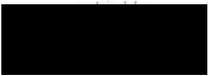
In 2013, we committed \$2.2 million to Blackstone Valley Prep to support the creation of more than 2,000 new seats in their network. We are extremely optimistic about Blackstone Valley Prep's proposal to further replicate their schools and to act as the lead proof point for the autonomous Mayoral Academy charter schools in Rhode Island. Blackstone Valley Prep has achieved some of the best results in Rhode Island, particularly for disadvantaged populations. Their elementary school was rated commended, Rhode Island's highest classification, and their middle school was the top school in Rhode Island for ELL, Latino, and African-American students.

They are led by a very talented Executive Director, Jeremy Chiappetta, and their senior management team has experience on the leadership teams of KIPP LA and IDEA and three are graduates of the Broad Residency Program. They are implementing a number of proven best practices that are consistent with other high performing CMOs in our portfolio.

We strongly believe that Blackstone Valley Prep is well positioned for growth in the years ahead and will continue to be a proof point of success in Rhode Island. As a funder, I would enthusiastically endorse Blackstone Valley Prep as an investment-worthy venture.

Please do not hesitate to contact me regarding our recommendation of Blackstone Valley Prep for CSP funding.

Sincerely,



Kevin Hall,  
President & CEO



July 14, 2014

Next Generation Learning Challenges (NGLC) is proud to support the application of Blackstone Valley Prep (BVP) for a USDOE national replication grant. NGLC has invested heavily in the Rhode Island charter school network believing that its impressive results to-date, innovative school design, and community-based support provide an outstanding national model that is both scalable and sustainable on public dollars.

Next Generation Learning Challenges is a collaborative, multi-year initiative created to address the barriers to educational innovation and tap the potential of technology to dramatically improve the quality of learning experiences and increase college readiness and completion in the United States. The initiative is led by EDUCAUSE in partnership with the League for Innovation in the Community College, the International Association for K-12 Online Learning (iNACOL), and the Council of Chief State School Officers (CCSSO).

After receiving more than 100 initial applications, NGLC selected Blackstone Valley Prep as one of 16 breakthrough school models in the most recent wave of funding (announced in the spring of 2014). All proposals were reviewed thoroughly by a challenge panel of experts drawn from the fields of education, technology, philanthropy, and innovation. Panelists were impressed with BVP's academic results, the socio-economic diversity of the student population, and the relationship BVP has developed with its community and local public schools. The high school model represents a very thoughtful attempt to understand what it truly means to prepare students to be both college and career ready.

The NGLC reviewers also endorsed the strong capacity and experience of BVP's leadership team and school leaders. Teachers and leaders from BVP are true learners who are eager to understand existing models, reflect on new ideas, and incorporate the best-in-class ideas into their existing model. We are confident that the organization has both the capacity and talent to create world-class schools and models that are worthy of replication.

Please do not hesitate to be in touch if you should have further questions.

Respectfully,



Andy Calkins  
Deputy Director

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW, Room 4W257  
Washington, DC 20202-5970

July 8, 2014

Dear Ms. LaShawndra Thornton,

As education researchers at The Century Foundation, a nonprofit, nonpartisan think tank, we wish to express our strong support of Blackstone Valley Prep (BVP) Mayoral Academy's application for a Charter Schools Program (CSP) Grant to replicate and expand its network of high-performing schools.

For more than a decade, we have written extensively on the benefits of socioeconomic and racial integration in education and the importance of increasing diversity in our nation's public schools. Through that research, we have identified a number of promising practitioners throughout the country that are leading the way in school integration. BVP is one of these organizations and is featured in our report *Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?* (The Century Foundation, 2012) and in our upcoming book *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (Teachers College Press, September 2014).

BVP has a strong model for enrolling and serving a diverse group of students. The network intentionally serves four distinct communities, resulting in cross-municipality school communities that are racially and socioeconomically diverse, by design. School leaders also ensure that families of all backgrounds are engaged in the school community and encourage cross-cultural interactions. This socioeconomically and racially integrated model has yielded impressive academic results: BVP's schools are among the top performers in the state of Rhode Island and have reduced the achievement gap between low-income and middle-class students.

We have no doubt that school integration efforts across the country and specifically at BVP have had a positive impact for students and communities, and we know additional federal funding to support BVP's already approved expansion will only continue to benefit this shared work.

It is with this letter that we submit our recommendation for BVP's replication and expansion as it grows to serve over 2,000 students.

Sincerely,



Richard D. Kahlenberg  
Senior Fellow

Halley Potter  
Fellow

**TCF.ORG**

CITY OF  
CENTRAL FALLS



STATE OF  
RHODE ISLAND

MAYOR'S OFFICE  
CITY HALL  
580 BROAD STREET  
CENTRAL FALLS, RI 02863  
TEL: 727-7474 • FAX: 727-7476  
mayor@centralfallsri.us  
www.centralfallsri.us

June 30, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

I joined the Board of Directors at Blackstone Valley Prep (BVP) Mayoral Academy in 2013 and am also the Mayor of Central Falls, one of the four communities BVP serves.

Central Falls was recently featured on MSNBC for its rise as a comeback city and is undergoing transformative change economically, politically and in many important areas that are integral to our future success. Education is a critical element of that work, as is the work that BVP is doing for the students and families that it serves.

I am a strong advocate for education as a great equalizer and believe deeply that the work BVP is doing for its students from Central Falls-- and all of its students-- is putting them on a path to success in the competitive colleges and careers of our time. As a product of the Central Falls school public school system myself, I recognize just how important great teachers and leaders are in the lives of children. I have also observed the great impact that true collaboration between our district and charter schools has made on our city and our state.

As a network of schools that serves four very unique communities, BVP is not only helping all children from diverse backgrounds achieve dramatic academic and social success, but-- through its emphasis on intentional diversity-- is also proving that children learn from one another and thus, that all of our students benefit from learning in diverse classrooms. BVP works hard to not just achieve racial and socioeconomic diversity, but to leverage that diversity to its fullest, not only within its classrooms, but with teachers, leaders and staff.

I became involved with Rhode Island Mayoral Academies and joined the board of Blackstone Valley Prep Mayoral Academy because I'm committed to excellent education and their work is an important piece of the larger puzzle to push education forward in our state. It is with this in mind that I write this letter expressing my full support for the expansion and replication of BVP's network and look forward to witnessing how its impact will continue to grow.



James A. Dióssa  
Mayor



OFFICE OF THE MAYOR  
45 BROAD STREET  
CUMBERLAND, RHODE ISLAND 02864

**DANIEL J. McKEE**  
MAYOR

July 1, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

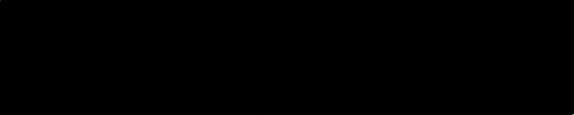
As the Mayor of Cumberland-- and, more importantly, the founding chair of the Board of Directors at Blackstone Valley Prep (BVP) Mayoral Academy-- I have had the honor and pleasure of watching the program grow from serving 76 Kindergarten scholars in 2009 to nearly 1,000 K-8 scholars today.

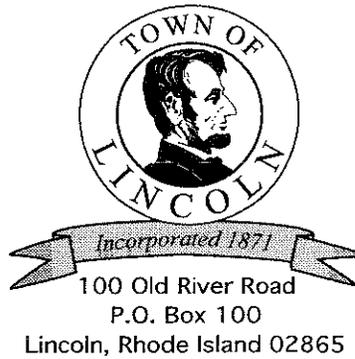
As an elected official, I recognize the importance of education in the future of our economy. BVP already has a track record of success in closing not only achievement gaps, but also opportunity gaps, which is critical if we are going to prepare all of our children for success in competitive careers and colleges. BVP is training its students to be successful not just today, but in tomorrow's world, and to thrive in their jobs, some of which do not even exist because they have yet to be created.

BVP has also had a tremendous impact on the schools in my district. Cumberland was named the third highest improved district a year ago and most recently moved toward implementing a full day kindergarten program. I have no doubt that many of these changes were sparked by the innovative structures and programs of BVP. I also have no doubt that BVP's influence will continue to impact policies not only in the town of Cumberland, but also across the state, serving as a proof point for what is possible in many other cities, towns and districts across Rhode Island.

With this letter, I ask that you support the expansion and replication of BVP's success so we can reach as many children as possible, as quickly as possible in this urgent work.

Sincerely,

  
Daniel J. McKee  
Mayor



OFFICE OF THE TOWN ADMINISTRATOR  
T. JOSEPH ALMOND

July 11, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

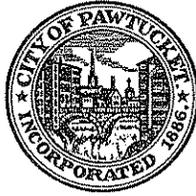
As the Town Administrator for Lincoln and a founding member of the BVP Board of Directors at Blackstone Valley Prep (BVP) Mayoral Academy, I have had the honor and pleasure of observing firsthand the amazing results and educational achievements of our scholars. I have also come to recognize the incredible dedication, professionalism, and achievements of our very dedicated staff. I have witnessed BVP's growth in serving 76 Kindergarten scholars in 2009 to nearly 1,000 K-8 scholars today.

As an elected official, I recognize the importance of high quality education to the personal growth and welfare of our children as well as to the strength of our economic future. The Blackstone Valley Prep Mayoral Academy already has a well established record of heightened success. Continued support is critical if we are to ensure that all of our children will be given the opportunity to succeed in competitive careers and colleges.

With this letter, I ask that you support The Blackstone Valley Prep Mayoral Academy's application and help us continue to serve and build upon what is already a proven example of what can be possible for all children in Rhode Island.

Sincerely,





EXECUTIVE CHAMBER, CITY OF PAWTUCKET, RHODE ISLAND

DONALD R. GREBIEN  
MAYOR

July 17, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
Office of Innovation and Improvement  
Charter Schools Program  
400 Maryland Avenue SW., Room 4W257  
Washington, D.C. 20202-5970

Dear Ms. Thornton:

I am writing to you to express my strong support of the Blackstone Valley Prep Mayoral Academy application for a Charter Schools Program (CSP) grant to replicate and expand its network of high performing schools.

As mayor of the City of Pawtucket, I see our public education system as playing a vital role to building an informed and vibrant citizenry and a growing economy. For the past five years, BVP has been an important component of the Pawtucket educational landscape. With more than 300 Pawtucket families participating in the program, I regularly hear from my constituents about their enthusiasm for BVP.

Importantly, the Pawtucket school system is now on the rise, as I recently detailed in an op-ed contribution to the Providence Journal published on July 8, 2014 celebrating the great work of our traditional system. It is my belief that better performing traditional public schools and charter public schools can serve to make each other better.

It is also my sincere hope that this investment in BVP will also help to allow it to serve more of the Pawtucket families already on its waiting list.

Sincerely,



Mayor



DR. FRANCES GALLO  
*Superintendent*

Ella Risk School- Dexter Street • Central Falls, RI 02863 • Telephone: 401.727.7700 • Fax: 401.727.7722

June 26, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

On behalf of the Central Falls School District, I wish to fully express my support in favor of Blackstone Valley Prep (BVP) Mayoral Academy's application for a Charter Schools Program (CSP) Grant to replicate and expand its network of high performing schools.

The ultimate goal of the Central Falls School District is to transform education for its students by creating better educational opportunities and outcomes. Given the size and density of Central Falls, the district and charter schools are inextricably linked, sharing resources, staff, and families. Such a close, collaborative working relationship between the district and local charter schools led to the Gates Foundation naming Central Falls as one of its 16 "Compact" cities nationwide. As the district's superintendent, I have had the privilege of forging a strong partnership with BVP as part of this compact that aims to support all students that our district serves while eliminating barriers to authentic collaboration between educators.

Only one example of this is our shared work to disseminate teaching best practices between Central Falls High School and BVP teachers through a video-sharing platform called Smarter Cookie. Teachers have been collaborating all year by talking about different instructional strategies that they have been documenting by filming and sharing their lessons with one another. Additionally, our teachers have been going on school visits and professional development with one another and sharing their takeaways. Our partnership has only gotten stronger with time.

I have no doubt that together our work has made a large impact, and I know that BVP's expansion will only continue to benefit our shared work.

From its conception, BVP was a frontline leader in the work of education by virtue of the fact that traditional public school superintendents were personally contacted for their input and support. That outreach planted the seeds of our partnership that have continued to grow through frequent consultations leading to implementation of improved instructional strategies that best serve all students. The parents of Central Falls respect and enjoy their opportunity to garner a cherished BVP seat for their children because they want, as I want, the best possible quality education for their children regardless of their economic status or local residence.

Today, it takes enormous courage to be a real school leader using innovative practices, supporting risk-taking, motivating children of all ages to reach for their destiny with confidence and determination. The BVP organization exudes such attributes to the benefit of the children of Central Falls.

It is with this letter that I submit my whole-hearted recommendation for BVP's replication and expansion as it grows to serve over 2,000 students, many of whom will come from our shared community and home of Central Falls.

Sincerely,

A solid black rectangular box redacting the signature of Frances Gallo.

Frances Gallo

ANGEL TAVERAS  
*Mayor*

SUSAN F. LUSI, PH.D.  
*Superintendent*



Providence Public School District  
797 Westminster Street  
Providence, RI 02903-4045  
tel. 401.278.2099  
fax 401.456.9252

July 10, 2014

July 5, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. Thornton:

On behalf of the Providence Public School Department (PPSD), I am writing to express our support of Blackstone Valley Prep (BVP) Mayoral Academy's application for a CSP Replication and Expansion grant.

PPSD is the largest public school system in the state of Rhode Island serving more than 23,000 students. We directly manage 37 schools, oversee two district charter schools, and we actively partner with a number of independent charter schools, mayoral academies, private schools, colleges, universities, and nonprofits.

This past year, PPSD's Harry Kizirian Elementary School partnered with BVP through the support of a CSP dissemination grant. Through this grant PPSD students were well served by a number of high quality professional development opportunities that were afforded to our teachers. As importantly, our teachers and BVP teachers shared ideas and best practices using the Smarter Cookie video platform, helping all teachers - district and charter - improve their practice. That work is documented here: <https://www.beasmartercookie.com/blog/2014/6/3/whats-best-for-students-charter-district-collaboration>.

Please do not hesitate to contact me regarding our recommendation of Blackstone Valley Prep for CSP funding.

Sincerely,



Susan Lusi, Ph.D.  
Superintendent



July 16, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

On behalf of the Rhode Island Campaign for Achievement Now (RI-CAN), I wish to express my strong support of Blackstone Valley Prep (BVP) Mayoral Academy's application for a Charter Schools Program (CSP) Grant to replicate and expand its network of high performing schools.

RI-CAN is an education advocacy organization working to promote smart public policies to ensure that every Rhode Island child has access to a high-quality education regardless of their address. The five principles that guide our work are: to start earlier; expand choices; aim higher; cultivate talent; and reach everyone. It is with great confidence that I write to you, and from personal experience, that BVP embodies all of those principles in its work to support the children it serves and the communities it touches.

The growth of a high performing charter network in Rhode Island is key to providing more families with the choice they so desperately want. In 2014, there were 11,800 applications for 1,300 available seats at our public charter and mayoral academies. We need to expand choices and increase collaboration across our public education system to ensure that all children have a great public school.

The Rhode Island public charter sector in general and BVP in particular, are focused not only on improving outcomes for their students, but also improving the state as a whole. BVP is an active partner with several traditional public schools, including the Central Falls District-Charter compact. BVP staff currently serves or have served on statewide committees, presented at state and national conferences, and regularly open their doors to educators, business leaders, and political leaders. I know that BVP's expansion will only continue to benefit the children and families it directly serves and the overall state for years to come.

It is with this letter that I submit my whole-hearted recommendation for BVP's replication and expansion as it grows to serve over 2,000 students.

Sincerely,



Christine Lopes Metcalfe  
Executive Director



Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

On behalf of Rhode Island Mayoral Academies (RIMA), I enthusiastically affirm Blackstone Valley Prep (BVP) Mayoral Academy's application for a Charter Schools Program (CSP) Grant to expand its network of diverse, high-quality schools.

The mission of RIMA is to support the statewide growth of mayoral academies: high-performing, diverse, regional public schools governed by mayor-led school boards. Blackstone Valley Prep Mayoral Academy—the first mayoral academy school network—is the realization of my greatest hopes as a co-founder of RIMA. In a network serving a student population that is among the most racially and economically diverse in the state, nearly all are experiencing success and tracking toward college readiness. In 8<sup>th</sup> grade, a remarkable 94 percent of BVP students are proficient in math—marking BVP with the distinction of having the highest 8<sup>th</sup> grade NECAP scores in math in Rhode Island.

Equally exciting is that BVP's successes are shared widely—undoubtedly because of the hard work of district and peer charter educators—but also through partnerships, replications, and municipal involvement. BVP shares and learns from multiple traditional public schools, including Central Falls High School through the Central Falls District-Charter compact. It collaborates with other charter schools, including Highlander Institute that focuses on blended learning. Since BVP started serving its four districts, the local schools have significantly improved, with some extending hours or programming. With mayors serving on the BVP board and additional municipal leadership involvement, the mayoral academy model has been a unique lever for change for BVP districts.

The mayoral academy model of governance and socioeconomic diversity, as well as other BVP best practices has gained national attention, shared widely through conferences and presentations. There are exciting plans to continue and expand that work.

**P:** 401.244.7496

**F:** 800.971.3781

160 Westminster Street, Suite 202  
Providence, RI 02903  
mayoralacademies.org

I wholeheartedly support Blackstone Valley Prep in its expansion to serve more children and families in Rhode Island who want high-quality school choices, while also benefiting all public school students through existing and expanding partnerships. A CSP Grant would help make a better future for more Rhode Islanders and I hope you will approve this grant.

Sincerely,



Michael Magee  
CEO  
Rhode Island Mayoral Academies  
160 Westminster St., Suite 202  
Providence, RI 02903



July 14, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW, Room 4W257  
Washington, DC 20202-5970

Dear Ms. Thornton:

On behalf of The Broad Center for the Management of School Systems, I wish to express my strong support of Blackstone Valley Prep (BVP) Mayoral Academy's application for a Charter Schools Program (CSP) Grant to replicate and expand its network of high performing schools.

The mission of The Broad Center for the Management of School Systems is to dramatically increase student achievement by recruiting, training and supporting leadership talent from across America to transform urban school systems.

The Broad Center has built a strong working relationship with Blackstone Valley Prep. We are proud that BVP is led by a team of alumni of The Broad Residency in Urban Education who serve as Executive Director, Chief Financial Officer, and Chief Operating Officer and is supported by a current Broad Resident. We are confident that BVP has the human capital leadership needed to scale and replicate their high quality program.

I have no doubt that together our work has made a large impact, and I know that BVP's expansion will only continue to benefit more students and better enable us to achieve our shared mission of ensuring that all children have access to an excellent education that allows them to learn and thrive.

I offer my full support for BVP's CSP grant application for replication and expansion as it grows to serve over 2,000 students. If you would like to contact me for any reason, please do not hesitate to reach out to me at [REDACTED] or by email at [REDACTED]

Sincerely,

[REDACTED]

Becca Bracy Knight  
Executive Director

2121 Avenue of the Stars  
Suite 3000  
Los Angeles, California 90067



BROWN

Chair  
Education Department  
Box 1938  
Providence, RI 02912  
401 863-1486  
Fax 401 863-1276

July 8, 2014

Ms. LaShawndra Thornton  
U.S. Department of Education  
400 Maryland Avenue SW., Room 4W257  
Washington, DC 20202-5970

Dear Ms. LaShawndra Thornton,

I would like to express my enthusiastic support for Blackstone Valley Prep Mayoral Academy (BVP) in its application for a Charter Schools Program (CSP) Grant to replicate and expand its network of high performing schools.

Brown University's Urban Education Policy program (UEP) and BVP have maintained a close working partnership. Our graduate student interns have provided research assistance to meet BVP's research and evaluation needs, such as identifying best practices around blended learning for its high school. We are evaluating BVP's partnership with other public school districts as part of their CSP Dissemination award. Our UEP faculty is conducting a correlational analysis on academic growth at BVP.

As part of the BVP application, I am pleased to lead an independent evaluation of student performance in BVP. A key goal of the independent evaluation is to generate causal inference on BVP student academic growth. I have signed confidential data sharing agreements with the Rhode Island Department of Education and with BVP. These agreements grant me access to student level information. Most importantly, with these two key sources of data access, I will be able to track individual students and their academic performance through randomized assignment, namely those students who are randomly assigned to BVP and other charter schools (through a lottery) and their peers who are randomly not assigned to charter schools. This randomized control trial will enable us to draw conclusion on the effectiveness of BVP as well as their charter peers.

In short, I fully support BVP's application and look forward to play a key role in the independent evaluation component of the BVP grant.

Sincerely Yours,

Kenneth Wong  
Professor and Director  
Urban Education Policy Program



SchoolWorks is an educational consulting company with more than 15 years of experience in developing and implementing school quality review (SQR) protocols. SchoolWorks is passionate about crafting quality standards and review protocols that build the capacity of educators and educational institutions to assess and improve all aspects of student achievement and well-being. SchoolWorks has been conducting school reviews on behalf of schools and charter management organizations across the country since 1998 and continues to work with clients such as the KIPP Foundation, the Kauffman Foundation and Kauffman School, the MA Department of Elementary and Secondary Education and Chicago Public Schools. SchoolWorks has experience in evaluating federal grants and has served as the external evaluator of the Bay State Reading Initiative for the past four years. SchoolWorks conducted a school quality review for Blackstone Valley Prep in 2012 in preparation for their renewal site visit later that year.

In all of its engagements, SchoolWorks follows its core values:

**We serve our clients best by collaborating and learning with them.**

*We do not have fixed solutions to problems. After understanding clients' values and objectives, we collect and analyze data with them to determine solutions that best fits their needs.*

**We apply global knowledge to local solutions.**

*We draw upon existing research, strategies and tools, making adaptations as necessary, to develop a unique approach for each client.*

**We believe that accountability is an essential aspect of successful organizations.**

*Establishing and sustaining high performance requires regular and systematic assessment of progress toward high standards.*

Using these core values, SchoolWorks proposes to partner with Blackstone Valley Prep by implementing the SchoolWorks Quality Review protocol to ensure fidelity to the Charter School Program Replication Grant application and high quality school implementation. In an effort to support the rapid growth of Blackstone Valley Prep, the annual SQR will provide formative, real-time feedback for the board, leaders, and teachers to ensure the strong student achievement outcomes expected. In addition, as a key partner with BVP, SchoolWorks will leverage its resources and experience to provide critical coaching to the leadership teams and others identified in need of support through the SQR process.

An overview of the SchoolWorks Quality Review process follows on the next pages.

### **What is the SchoolWorks Quality Review?**

The SchoolWorks School Quality Review (SQR) is a process that educators can use to understand and explain how well schools are working to educate students. The SQR places a team of experienced educators from SchoolWorks in a school to collect and analyze data about school performance. The SQR is based on a transparent, research-based set of standards – the SchoolWorks Quality Criteria (SQC) – that serve as the framework to understand the effectiveness of school practices. The SQC are used to promote understanding and dialogue between the school and the visiting team through both verbal and written feedback.

### **What are the SchoolWorks Quality Criteria?**

The SQC consists of a set of standards used to assess critical aspects of a school's culture, organization and academic program. SchoolWorks Quality Criteria and indicators are based on research of best educational practices, as well as on the expertise that SchoolWorks brings to the process after assessing more than 1,000 school programs since 1998. The SQC are organized into five domains: *Student Attainment, Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Governance and Leadership*. Each domain is further defined by a set of key questions and corresponding criteria and indicators that are used to provide more specific information on variables central to each domain.

### **What is the purpose of a SchoolWorks Quality Review (SQR)?**

The SQR serves a variety of purposes. It may be used: to provide summative findings about a school program; to provide formative feedback that a school can use to consider the effectiveness of its own practices; and as a catalyst for improvement and action planning purposes.

- **Summative review.** This type of review is used to provide findings in relation to the SQC about a school at the current time, most often for accountability purposes. Such reviews typically respond to specific criteria and do not make recommendations. A charter school authorizer, for example, might use a summative review to inform its decision about renewing the school for an additional term. It does not typically include recommendations.
- **Formative review.** This type of review also provides specific findings in relation to the SQC and, in addition, includes recommendations. Findings are the team's conclusions about school strengths and areas for growth. Recommendations are provided to inform the school's future improvement efforts and planning.
- **A review followed by on-site improvement planning.** This review is used to assess conditions at a school prior to improvement planning. Statements of findings are used to identify school strengths and areas for growth. Recommendations are provided to celebrate success and to be used as an initial step in identifying areas for improvement. This type of review also uses an action planning process in which the team and the school work together

to identify prioritized areas for improvement. The outcome is a prioritized action plan of next steps, including strategies, resources and timelines to accomplish goals.

### **How does the SchoolWorks Quality Review process work?**

The SQR utilizes multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's criteria and indicators. Evidence collection begins with the review of the key documents that describe the school and its students. These key documents, for example, include curricula and related teaching documents, professional development records and student assessment results. This provides the team with initial information about the school's programs and the students it serves. While on site, evidence collection continues through additional document reviews, classroom visits and interviews with key school stakeholders. After collecting evidence, the team meets daily to confirm, refute and modify its hypotheses about school performance and then communicates its progress to the school's leadership. The team listens to the school's responses and makes every effort to follow up on evidence that the school indicates the team should collect.

The SQR team uses evidence collected through these events to develop findings in relation to the protocol's criteria and indicators. In some reviews, these findings identify strengths and areas for growth and may also include recommendations. At the end of the visit, the team provides a brief oral report to school leadership about its findings. This verbal feedback is followed by a written report, detailing the evidence that led the team to reach its findings. The length and depth of both verbal feedback and written reporting depend on the type of review being conducted.

The SQR places a high value on engaging the school in understanding its own performance. The process may be described as an open, frank professional dialog between the school and the visiting team. The professionalism of the school and team is essential in the process. Both the school and the team have clear roles and responsibilities that are designed to promote good rapport and clear communication. All team members are governed by a code of conduct. Honesty, integrity, objectivity and a focus on the best interests of students and staff are essential to the success and positive impact of the site visit process.

### **What are the general steps in the SQR process?**

#### *Pre-visit Planning and Analysis*

The school prepares necessary documents. The project manager and team leader work with the school to organize the schedule for the site visit. Team members review documents and record their initial questions about the school's performance according to protocol standards.

#### *Evidence Gathering On Site*

On site, the team continues document reviews and conducts classroom visits and interviews with key school stakeholders.

#### *Development of Findings*

The team's primary objective is to develop findings in relation to the SchoolWorks Quality Criteria. To come to consensus on a set of findings, the team works together to collate and discuss available evidence collected throughout the SQR process. In some cases, findings are organized as strengths and areas for growth, and may include recommendations.

#### *Feedback to the School*

While on site, the team leader communicates with the leadership to keep the school informed of the team's progress and to seek the school's input on that progress. At the end of the SQR, the team provides an oral report of findings to school.

#### *Prioritization Session*

The SchoolWorks team leader facilitates a session for school leaders to assist in developing a prioritized action plans and to identify strategies for ongoing improvement based on the SQR findings.

#### *Written Report*

After the site visit, the school will receive a written report that formalizes the findings discussed on site.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 23 2011

RHODE ISLAND MAYORAL ACADEMY  
BLACKSTONE VALLEY  
C/O DANIEL C WAUGH  
160 WESTMINSTER ST STE 400  
PROVIDENCE, RI 02903

Employer Identification Number:  
27-0617933  
DLN:  
17053146308040  
Contact Person:  
GREGORY WOO ID# 95340  
Contact Telephone Number:  
[REDACTED]  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
July 23, 2009  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

RHODE ISLAND MAYORAL ACADEMY

We have sent a copy of this letter to your representative as indicated in your power of attorney.



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

RHODE ISLAND MAYORAL ACADEMY

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Deborah A. Gist  
Commissioner

July 16, 2013

Jeremy Chiappetta  
Executive Director  
Blackstone Valley Prep Mayoral Academy  
7 Fatima Drive  
Cumberland, RI 02864

Dear Mr. Chiappetta,

This correspondence will confirm the action taken by the Rhode Island Board of Education on the above-referenced item at its meeting on July 15, 2013.

**VOTED: THAT, the Rhode Island Board of Education moves to renew the charter of the Blackstone Valley Prep Mayoral Academy for a five (5) year term, and to grant an amendment to the charter reconfiguring the program to three elementary schools, three middle schools and a high school, to operate in accordance with and comply with the conditions set forth in this recommendation, from July 1<sup>st</sup>, 2014 to June 30<sup>th</sup>, 2019.**

This renewal is subject to the following condition being met by or before July 1, 2014:

1. Blackstone Valley Prep Mayoral Academy must meet the financial standards as set forth in Standard 3.1 of the Performance Framework.

This condition shall be removed upon a review of evidence indicating the condition has been met.

Sincerely,



Deborah A. Gist  
Commissioner

DAG: amt



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminister Street  
Providence, Rhode Island 02903-3400

Deborah A. Gist  
Commissioner

June 18, 2014

Mayor Daniel McKee  
President, Board of Directors  
Blackstone Valley Prep Mayoral Academy  
291 Broad Street  
Cumberland, RI 02864

Dear Mayor McKee —

Blackstone Valley Prep Mayoral Academy (BVPMA) was renewed by the Rhode Island Board of Education for a five-year term on July 15, 2013. The Board placed a condition on the renewal that BVPMA was required to meet by July 1, 2014. This letter confirms the renewal for Blackstone Valley Prep Mayoral Academy is free from conditions.

Members of the Office of Charter Schools (OCS) and BVPMA convened to review progress toward meeting the condition on renewal on November 6, 2013 and February 26, 2014. The BVPMA Board of Directors subsequently provided the OCS with a compilation of evidence and request to remove the condition on May 2, 2014. The OCS reviewed the compilation of evidence and found no reason to request additional evidence.

#### **SUMMARY OF CONDITIONS & EVIDENCE SUBMISSION**

**Condition 1:** Blackstone Valley Prep Mayoral Academy must meet the financial standards as set forth in Standard 3.1 of the Performance Framework.

BVPMA was expected to provide a variety of evidence demonstrating progress toward meeting the financial standards. BVPMA shared the fiscal 2014 budget with cash flows and the most recent unqualified opinion by BVPMA's auditor. BVPMA also provided the financial reports presented by school leadership and accepted by the Board at each meeting in fiscal year 2014 as well as the quarterly budget reports (3) submitted to the Rhode Island Office of Municipal Affairs.

BVPMA's submission of evidence was sufficient to complete the review. The OCS recommended to the Commissioner that the condition on renewal be removed. During the June 16, 2014 Board of Education meeting, the Commissioner included in her remarks a brief summary explaining that the condition on renewal had been met and was removed by the July 1, 2014 date in accordance with the motion approved by the Board of Education on July 15, 2013.

The Office of Charter Schools recognizes the engagement by the BVPMA Board of Directors and school leadership throughout the process to review and remove the conditions on renewal. Should you have any questions please contact Nora Meah at [REDACTED]

Regards,

[REDACTED]

Nora Meah  
Charter School Specialist  
Office of Transformation and Charter Schools  
Rhode Island Department of Education

Cc: Drew Allsopp, Charter School Coordinator, Jeremy Chiappetta, Executive Director, David Lauck, Director of Finance

NAME	GRADES (FALL 2014)	GRADES (AUTHORIZED)	ENROLLING COMMUNITIES
Academy for Career Exploration	9-12	9-12	Providence
Achievement First Providence Mayoral Academy	K-2	K-5	Cranston, Providence, North Providence, Warwick
Beacon Charter School	9-12	9-12	Statewide
Blackstone Academy Charter School	9-12	9-12	Central Falls, Pawtucket
Blackstone Valley Prep Mayoral Academy - ES1	K-4	K-4	Central Falls, Cumberland, Lincoln, Pawtucket
Blackstone Valley Prep Mayoral Academy - ES2	K-3	K-4	Central Falls, Cumberland, Lincoln, Pawtucket
Blackstone Valley Prep Mayoral Academy - MS	5-8	5-8	Central Falls, Cumberland, Lincoln, Pawtucket
Blackstone Valley Prep Mayoral Academy - HS	9	9-12	Central Falls, Cumberland, Lincoln, Pawtucket

Education Programs  
 Special Education  
 English Language Learners  
 Health & Safety  
 Additional Resources

**CONTACT INFORMATION**  
 Office of Transformation & Charter Schools

**Drew Allisopp**  
 Charter School Coordinator  
 401-222-8255

**Nora Meah**  
 Charter School Specialist  
 401-222-8182

**SITE DOCUMENTS**  
 Documents on this site require the use of the following programs:  
**DOC - Microsoft Word**  
**PDF - Acrobat Reader**  
**PPT - Microsoft PowerPoint**  
**XLS - Microsoft Excel**

**Blackstone Valley Prep Mayoral Academy School Specific Data (with comparisons to state and sending districts)  
2010-11, 2011-12, 2012-13, 2013-14**

School	Head of School	Address
Elementary School 1	Kyle Quadros	291 Broad Street, Cumberland RI 02864
Elementary School 2	Colleen Colarusso	7 Fatina Drive, Cumberland RI 02864
Middle School 1	Joy Souza	3 Fairlawn Way, Lincoln RI 02865

CU = Cumberland  
CF = Central Falls  
PA = Pawtucket  
LN = Lincoln

School	Year Founded	Grades Served	Students	% FRL	% ELL	% IEP	% Black	% White	Hispani	% Native	% Asian
Elementary School 1	2009	K-4	406	61	10	11	10	43	44	0	2
Elementary School 2	2011	K-2	241	68	20	9	11	37	48	1	3
Middle School 1	2010	5-8	340	65	16	12	12	36	49	0	3

% Attendance	ES1	ES2	MS1	State	CU	CF	PA	LN
2010-11	99	NA	99	94	96	93	95	98
2011-12	97	96	98	94	97	95	95	96
2012-13	97	97	97	94	96	90	96	95
2013-14	97	96	97	NA	NA	NA	NA	NA

% Retention	ES1	ES2	MS1	Mobility				
				State	CU	CF	PA	LN
2010-11	92	NA	NA					
2011-12	94	NA	85					
2012-13	98	98	97	13	8	27	21	10
2013-14	99	99	98	NA	NA	NA	NA	NA

% Chronic Absenteeism	ES1	ES2	MS1
2011-12	5	4	2
2012-13	4	3	3
2013-14	4	5	3

% Chronic Absenteeism	Elementary				
	State	CU	CF	PA	LN
2011-12	9	7	21	12	3
2012-13	12	4	25	9	7
2013-14	NA	NA	NA	NA	NA

% Chronic Absenteeism	Middle				
	State	CU	CF	PA	LN
2011-12	11	11	21	14	5
2012-13	14	11	24	13	11
2013-14	NA	NA	NA	NA	NA



**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

			Central Falls					
			18	16	12	7	4	0
			Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Overall
2010-11	Reading/ELA	5th Grade	52	14	18	NA	51	52
	Mathematics	5th Grade	39	8	17	NA	38	38
2011-12	Reading/ELA	5th Grade	52	7	16	55	51	53
		6th Grade	47	19	4	26	53	50
	Mathematics	5th Grade	50	7	16	54	46	49
		6th Grade	35	17	12	15	40	36
2012-13	Reading/ELA	3rd Grade	48	5	20	52	44	48
		5th Grade	38	4	19	37	38	38
		6th Grade	56	0	0	65	55	56
		7th Grade	37	4	0	23	38	36
	Mathematics	3rd Grade	38	3	18	35	35	37
		5th Grade	56	0	0	65	55	56
		6th Grade	43	8	0	60	41	44
		7th Grade	20	4	0	14	18	19
2013-14	Reading/ELA	3rd Grade	42	0	21	48	37	42
		4th Grade	48	3	13	52	45	47
		5th Grade	43	15	23	34	44	44
		6th Grade	37	10	3	36	37	37
		7th Grade	28	4	0	40	23	31
	Mathematics	8th Grade	40	9	6	17	44	38
		3rd Grade	30	3	12	31	30	31
		4th Grade	45	5	17	48	43	45
		5th Grade	31	6	8	31	33	34
		6th Grade	25	2	0	33	24	25
		7th Grade	20	0	0	29	17	22
		8th Grade	16	3	0	8	19	17

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

			Cumberland					
			18	16	12	7	4	0
			Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Overall
2010-11	Reading/ELA	5th Grade	52	43	NA	50	55	78
	Mathematics	5th Grade	36	21	NA	30	30	64
2011-12	Reading/ELA	5th Grade	72	33	NA	50	78	81
		6th Grade	47	44	NA	NA	70	80
	Mathematics	5th Grade	63	31	NA	20	48	75
		6th Grade	42	31	NA	NA	43	69
2012-13	Reading/ELA	3rd Grade	74	52	NA	NA	78	87
		5th Grade	58	35	NA	NA	46	81
		6th Grade	67	38	NA	NA	60	85
		7th Grade	58	42	NA	NA	55	77
	Mathematics	3rd Grade	55	30	NA	NA	66	73
		5th Grade	67	38	NA	NA	60	85
		6th Grade	65	24	NA	NA	60	77
		7th Grade	49	30	NA	NA	48	70
2013-14	Reading/ELA	3rd Grade	71	51	70	70	79	83
		4th Grade	76	35	NA	NA	67	84
		5th Grade	67	20	36	72	61	80
		6th Grade	62	34	NA	NA	59	84
		7th Grade	67	23	NA	40	62	78
	8th Grade	68	50	NA	50	69	82	
	Mathematics	3rd Grade	50	38	27	60	54	70
		4th Grade	63	21	NA	NA	68	75
		5th Grade	52	16	18	54	55	72
		6th Grade	60	20	NA	NA	64	76
7th Grade		58	19	NA	30	59	75	
8th Grade	52	27	NA	40	62	70		

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

			Pawtucket					
			18	16	12	7	4	0
			Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Overall
2010-11	Reading/ELA	5th Grade	63	21	25	55	62	64
	Mathematics	5th Grade	45	14	12	44	39	47
2011-12	Reading/ELA	5th Grade	59	64	17	64	55	61
		6th Grade	58	18	21	58	59	62
	Mathematics	5th Grade	50	12	7	53	50	53
		6th Grade	48	11	7	50	45	51
2012-13	Reading/ELA	3rd Grade	60	19	24	61	52	62
		5th Grade	63	63	30	65	64	66
		6th Grade	69	23	4	71	66	71
		7th Grade	52	11	7	53	55	54
	Mathematics	3rd Grade	44	13	10	42	37	47
		5th Grade	69	23	4	71	66	71
		6th Grade	52	10	13	51	55	55
		7th Grade	43	8	7	45	46	46
2013-14	Reading/ELA	3rd Grade	56	11	28	55	55	57
		4th Grade	62	17	18	60	60	63
		5th Grade	64	17	13	72	61	67
		6th Grade	68	14	22	70	67	69
		7th Grade	56	12	9	55	54	58
	Mathematics	8th Grade	61	26	28	59	64	63
		3rd Grade	40	5	17	41	35	41
		4th Grade	48	13	10	44	45	51
		5th Grade	46	9	9	45	44	49
		6th Grade	48	11	4	51	44	50
		7th Grade	46	8	18	46	45	49
		8th Grade	36	5	7	31	38	37

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

			Lincoln					
			18	16	12	7	4	0
			Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Overall
2010-11	Reading/ELA	5th Grade	72	22	NA	NA	NA	83
	Mathematics	5th Grade	53	22	NA	NA	NA	71
2011-12	Reading/ELA	5th Grade	75	21	NA	NA	NA	84
		6th Grade	64	31	NA	NA	NA	80
	Mathematics	5th Grade	63	18	NA	NA	NA	80
		6th Grade	54	25	NA	NA	NA	74
2012-13	Reading/ELA	3rd Grade	50	35	NA	NA	50	70
		5th Grade	65	25	NA	NA	57	82
		6th Grade	67	44	NA	60	NA	85
		7th Grade	66	25	NA	NA	NA	76
	Mathematics	3rd Grade	51	38	NA	NA	38	69
		5th Grade	67	44	NA	60	MA	85
		6th Grade	57	24	NA	50	NA	75
		7th Grade	49	16	NA	NA	NA	64
2013-14	Reading/ELA	3rd Grade	64	43	NA	NA	47	83
		4th Grade	68	42	NA	NA	82	81
		5th Grade	64	17	13	72	61	67
		6th Grade	63	37	NA	NA	91	84
		7th Grade	56	12	9	55	54	58
		8th Grade	81	41	NA	NA	NA	87
	Mathematics	3rd Grade	52	33	NA	NA	47	73
		4th Grade	72	40	NA	NA	76	79
		5th Grade	60	30	NA	67	57	74
		6th Grade	42	14	NA	NA	50	65
		7th Grade	61	19	NA	80	NA	76
		8th Grade	36	5	7	31	38	37

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

% Students at BVP from each sending district		Central Falls	Cumberland	Pawtucket	Lincoln
2010-11	5th Grade	35%	33%	25%	8%
2011-12	5th Grade	34%	29%	31%	5%
	6th Grade	34%	33%	27%	6%
2012-13	3rd Grade	22%	35%	36%	7%
	5th Grade	33%	30%	29%	8%
	6th Grade	36%	26%	35%	3%
	7th Grade	34%	31%	30%	4%
2013-14	3rd Grade	24%	29%	25%	20%
	4th Grade	22%	32%	40%	5%
	5th Grade	23%	30%	23%	12%
	6th Grade	32%	32%	28%	9%
	7th Grade	32%	29%	36%	3%
	8th Grade	31%	32%	31%	5%

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

		BVP					Lincoln						
		18	16	12	7	4	18	16	12	7	4		
% of Students in Sending Districts, by Demographic		Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic		
2010-11	5th Grade	65%	11%	20%	3%	48%	30%	18%	0%	2%	2%		
2011-12	5th Grade	61%	8%	10%	3%	45%	23%	13%	0%	3%	2%		
	6th Grade	62%	6%	8%	8%	46%	32%	19%	0%	3%	3%		
2012-13	3rd Grade	65%	8%	8%	14%	79%	31%	14%	3%	3%	7%		
	5th Grade	72%	5%	35%	10%	51%	28%	16%	0%	2%	6%		
	6th Grade	63%	18%	19%	6%	48%	30%	14%	0%	4%	3%		
	7th Grade	62%	5%	9%	10%	45%	33%	19%	0%	2%	4%		
2013-14	3rd Grade	58%	8%	9%	4%	43%	24%	10%	2%	1%	8%		
	4th Grade	65%	3%	9%	13%	51%	30%	16%	3%	3%	7%		
	5th Grade	51%	13%	46%	4%	52%	33%	15%	0%	5%	6%		
	6th Grade	71%	12%	21%	13%	49%	24%	15%	0%	2%	5%		
	7th Grade	64%	19%	14%	7%	49%	24%	10%	0%	4%	3%		
	8th Grade	60%	5%	6%	11%	46%	26%	15%	0%	2%	3%		

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

		BVP					Pawtucket						
		18	16	12	7	4	18	16	12	7	4		
% of Students in Sending Districts, by Demographic		Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic		
2010-11	5th Grade	65%	11%	20%	3%	48%	80%	14%	10%	21%	34%		
2011-12	5th Grade	61%	8%	10%	3%	45%	77%	12%	7%	23%	23%		
	6th Grade	62%	6%	8%	8%	46%	80%	15%	10%	23%	34%		
2012-13	3rd Grade	65%	8%	8%	14%	79%	78%	13%	12%	23%	31%		
	5th Grade	72%	5%	35%	10%	51%	79%	12%	7%	24%	32%		
	6th Grade	63%	18%	19%	6%	48%	78%	13%	5%	24%	29%		
	7th Grade	62%	5%	9%	10%	45%	82%	13%	11%	26%	33%		
2013-14	3rd Grade	58%	8%	9%	4%	43%	85%	10%	12%	25%	34%		
	4th Grade	65%	3%	9%	13%	51%	84%	13%	8%	22%	31%		
	5th Grade	51%	13%	46%	4%	52%	81%	13%	9%	24%	32%		
	6th Grade	71%	12%	21%	13%	49%	84%	14%	4%	24%	32%		
	7th Grade	64%	19%	14%	7%	49%	81%	13%	5%	24%	30%		
	8th Grade	60%	5%	6%	11%	46%	83%	16%	12%	28%	30%		

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

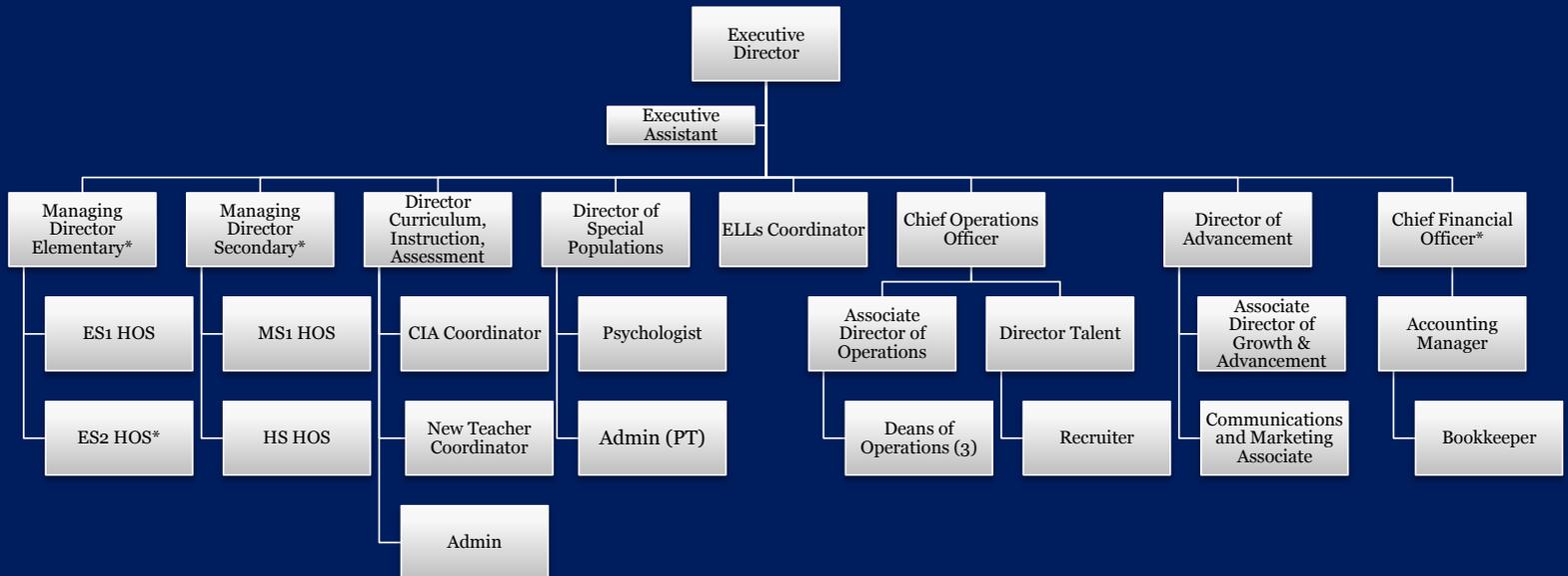
		BVP					Central Falls						
		18	16	12	7	4	18	16	12	7	4		
% of Students in Sending Districts, by Demographic		Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic		
2010-11	5th Grade	65%	11%	20%	3%	48%	97%	19%	6%	1%	72%		
2011-12	5th Grade	61%	8%	10%	3%	45%	92%	15%	19%	12%	71%		
	6th Grade	62%	6%	8%	8%	46%	91%	21%	14%	11%	75%		
2012-13	3rd Grade	65%	8%	8%	14%	79%	97%	17%	27%	11%	74%		
	5th Grade	72%	5%	35%	10%	51%	93%	24%	26%	9%	77%		
	6th Grade	63%	18%	19%	6%	48%	93%	13%	10%	10%	73%		
	7th Grade	62%	5%	9%	10%	45%	93%	23%	26%	18%	70%		
2013-14	3rd Grade	58%	8%	9%	4%	43%	90%	14%	29%	11%	77%		
	4th Grade	65%	3%	9%	13%	51%	87%	17%	18%	11%	75%		
	5th Grade	51%	13%	46%	4%	52%	90%	24%	13%	8%	78%		
	6th Grade	71%	12%	21%	13%	49%	88%	25%	19%	7%	78%		
	7th Grade	64%	19%	14%	7%	49%	80%	19%	13%	14%	68%		
	8th Grade	60%	5%	6%	11%	46%	75%	29%	15%	11%	77%		

**Blackstone Valley Prep Mayoral Academy Sending Districts Comparative Student Achievement Data  
2010-11, 2011-12, 2012-13, 2013-14**

		BVP					Cumberland				
		18	16	12	7	4	18	16	12	7	4
% of Students in Sending Districts, by Demographic		Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic	Economically Disadvantaged	Special Needs	English Language Learners	African American	Latino/Hispanic
2010-11	5th Grade	65%	11%	20%	3%	48%	23%	18%	1%	3%	7%
2011-12	5th Grade	61%	8%	10%	3%	45%	21%	17%	2%	3%	6%
	6th Grade	62%	6%	8%	8%	46%	26%	19%	2%	3%	8%
2012-13	3rd Grade	65%	8%	8%	14%	79%	19%	15%	2%	2%	8%
	5th Grade	72%	5%	35%	10%	51%	23%	13%	0%	2%	7%
	6th Grade	63%	18%	19%	6%	48%	23%	17%	2%	2%	7%
	7th Grade	62%	5%	9%	10%	45%	29%	21%	2%	2%	11%
2013-14	3rd Grade	58%	8%	9%	4%	43%	25%	15%	3%	3%	9%
	4th Grade	65%	3%	9%	13%	51%	21%	11%	2%	2%	9%
	5th Grade	51%	13%	46%	4%	52%	26%	13%	3%	3%	9%
	6th Grade	71%	12%	21%	13%	49%	23%	14%	1%	2%	7%
	7th Grade	64%	19%	14%	7%	49%	27%	17%	1%	3%	8%
	8th Grade	60%	5%	6%	11%	46%	29%	18%	2%	3%	10%



# BVP Network structure going into Fall '14

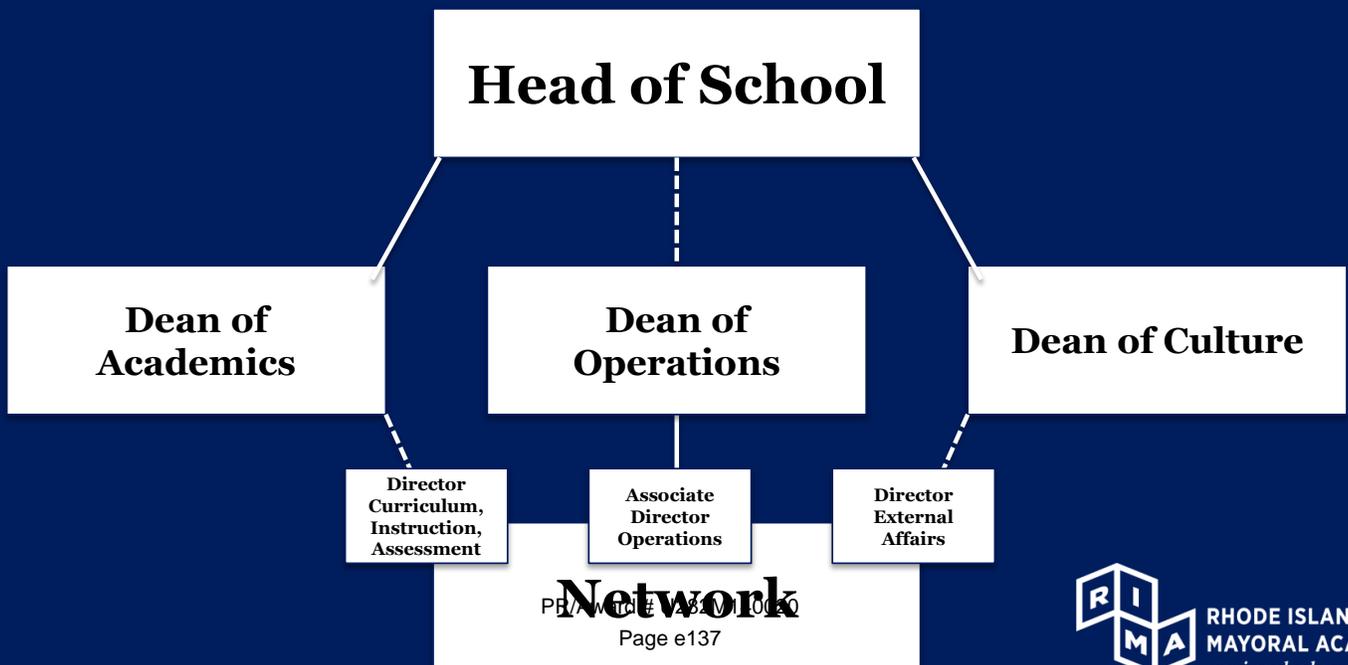


\*The Managing Director for Elementary also serves as the Head of School for ES2; MD for Secondary also serves as the CFO



# School Support Structure

**Solid line indicates management reporting structure; dotted line indicates supporting partner in the work.**



**Promising Evidence on Blackstone Valley Prep (BVP) Mayoral Academy as High Performing Community: Preliminary Findings from a Third-Party Correlational Analysis**

**Dr. Matthew Kraft  
Dr. Kenneth Wong**

**Brown University  
July 17, 2014**

**Summary of Key Findings: Correlational Analysis**

Descriptive evidence suggests that Blackstone Valley Prep (BVP) Mayoral Academy is succeeding at raising the academic achievement of its students dramatically.

To illustrate this point, we describe how the percentage of students who were proficient in mathematics and reading on the New England Common Assessment Program (NECAP) standardized tests changed from fifth to eighth grade among the most recent cohort of students with complete data. NECAP exams are administered in October of each year and are designed to assess students' learning from the previous academic year. Thus, fifth grade NECAP results provide a measure of middle school students' academic performance in the year *prior* to enrolling at BVP. As shown in Table 1, students who enrolled in BVP middle school in 2010-11 were, on average, slightly less likely to be proficient on the NECAP in both subjects compared to their peers in the four districts from which BVP enrolls. Three years later, 95 percent of these students at BVP were proficient in mathematics and 82 percent were proficient in reading. These levels of proficiency were 38 and 8 percentage points higher than the state averages in mathematics and reading, respectively. Even more impressive, these proficiency levels were 54 and 19 percentage points higher than a weighted average among students from the four sending districts. Thus, students who attended BVP were 132 percent more likely to be proficient in mathematics and 30 percent more likely to be proficient in reading than their peers in the four sending districts. The benefits of attending BVP also appear to be shared among all students. Table 1 shows that BVP succeeded in promoting high levels of achievement across a variety of student sub-groups which have been historically underserved by the public education system.

The high levels of achievement among students at BVP are not limited to high-stakes standardized tests. Students at BVP also take the STAR assessment each year, a low-stakes computer-adaptive test that assesses students' learning in mathematics and reading. In 2013-14, at the end of 2013-14 school year, eighth grade students at BVP were ranked at the 65<sup>th</sup> and 47<sup>th</sup> percentiles of achievement in mathematics and reading, nationally. These comparative levels of achievement are impressive given that BVP, when compared with the sending districts, serves a student population with substantially larger proportion of low-income, minority, and limited English proficient students.

## Research Design

### *Data*

In order to assess the degree to which selection bias might account for the high levels of achievement among BVP students, we conducted a variety of Ordinary Least Squares (OLS) regression analysis. These analyses take advantage of a unique panel dataset provided by the Rhode Island Department of Education which contains average scaled scores and proportions of students at each achievement level for NECAP tests in mathematics, reading, and writing. The dataset contains four years of data from the 2010-11 to the 2013-14 school years, with data for grades three through eight. Importantly, the data files also contain information on the number of students who took each test who are classified by a variety of student characteristics. We use these test count data to construct grade-level averages of student characteristics among all 54 districts and across all four school years.

### *Sample*

We specify two primary analytic samples for the OLS regression analyses we present below. First, we begin our analyses using our full analytic sample of 1,124 unique district-grade-year observations across the entire state for both mathematics and reading. We then restrict this sample to include only the four sending districts (Central Falls, Cumberland, Lincoln, and Pawtucket) and Blackstone Valley Prep schools. This restricted sample includes 121 district-grade-year observations in both subjects. Next, we narrow our analytic sample to include only cohorts of sixth, seventh, and eighth grade students in each school for whom there are available fifth grade proficiency levels. These fifth grade proficiency levels provide a measure of middle schools students' academic performance in the year *prior* to enrolling at BVP middle school given that NECAP exams are administered in October. We include these controls to account for any differences in proficiency levels that are specific to each grade cohort in each school. We are able to include 237 district-grade-year observations for each subject in this lagged-achievement sample and 30 observations among the four sending districts and BVP.

### *Empirical Approach*

We fit the following OLS regression models using our full analytic sample:

$$(1) \quad Y_{dgt} = \alpha(BPV_{dgt}) + \gamma X_{dgt} + \pi_{gt} + \varepsilon_{dgt}$$

where  $Y$  represents the percentage of students who are proficient on the NECAP exam in a given subject for district  $d$ , in grade  $g$ , in year  $t$ .  $BVP$  is our “treatment” indicator for district-grade-year observations among students who attended Blackstone Valley Prep. We include a vector of average student characteristics,  $X$ , which captures a rich set of controls for the proportion of students in a given district, grade, and year of a given gender, race, Independent Education Plan status, Free or Reduced Price Lunch Status, the Title I status of their school, 504 Plan status, Limited English Proficient status, as well as district enrollment size. We also include a set of grade-by-year fixed effects,  $\pi$ , to restrict our comparisons to differences in achievement across districts among the same cohort of students in a given year. The final term,  $\varepsilon$ , represents a mean-zero idiosyncratic error term. We estimate standard errors clustered at the district level to account for the non-independence of error terms due to repeated observations within a district

across grades and over time. If we find that our estimates of the coefficient  $\alpha$  associated with the indicator *BVP* are positive and statistically significant, it will suggest that BVP students outperform their peers even when controlling for district-level differences in a range of student characteristics.

We then extend these analyses in our lagged-achievement sample by augmenting model 1 as follows:

$$(2) \quad Y_{dgt} = \alpha(BPV_{dgt}) + \gamma X_{dgt} + \tau Y_{d(t-p)} + \pi_{gt} + \varepsilon_{dgt}$$

Model 2 includes an additional control,  $Y_{d(t-p)}$ , the percentage of students who were proficient in fifth grade in a given subject for each district cohort. Notice that this term does not vary by grade level because it is the same for a cohort observed in sixth, seventh or eighth grade.  $p$  represents the number of years prior to the current year a given cohort was in fifth grade.

### **Students in BVP Showed Strong Performance**

#### *Controlling for Student Characteristics*

The correlational analyses we present below are consistent with a possible causal relationship between attending BVP and large gains in student achievement. In Table 2 and 3, we present taxonomy of regression models in which we examine the relationship between BVP schools and the average percentage of students who score proficient or higher on the NECAP in mathematics and reading, respectively. In our baseline model in column 1 of Table 2, we see that students in BVP schools are 18 percentage points more likely to earn a proficient score in mathematics than the average district school across the state. When we add our full vector of controls for average student characteristics, we see that this association increases to 28 percentage points. In column 3, we restrict our comparisons to the same grade levels a given year by adding grade-by-year fixed effects. This results in a similar estimate that attending a BVP school is associated with over a 25 percentage point positive change in the percentage of students who are proficient in mathematics.

Columns 4 and 5 present results from our restricted sample of sending district schools where results in column 5 are weighted by the proportion of a cohort at BVP that resides within each of the four sending districts. This sample restriction serves to narrow the comparison of BVP with only those districts in the surrounding area that serves similar students. Here again we see consistent results with estimates of the positive association of attending BVP with the percentage of students scoring proficient ranging from 28 to 34 percentage points.

Results for reading achievement follow the same pattern but are about half as large as those in mathematics. In Table 3, we find that when we 1) add controls for student characteristics, 2) restrict comparisons to the same cohorts in each year, and 3) restrict the comparison group to only the four sending districts, the association between BVP and the percent of students scoring proficient increases. Our coefficient estimates across columns 2 through 5 range from an 11 to 16 percentage point advantage for BVP students.

The results in Tables 2 and 3 present suggestive evidence that student sorting on observed characteristic is not driving the high levels of achievement enjoyed among BVP students. Furthermore, the consistent increase in the estimated association when background characteristics are include in the model and when the sample is restrict to the relevant sending districts suggest that if anything, any bias due to student sorting would attenuate the true effect of attending BVP, not inflated it. Finally, the consistency of these results across subjects and regression models adds additional weight to the robustness of the observed association.

#### *Controlling for Prior Student Achievement*

In Tables 4 and 5, we present results from model 2 where we control for the percentage of each cohort that was proficient in a given subject in 5<sup>th</sup> grade. These analyses are necessarily restricted to sixth, seventh, and eighth grades as well as only those cohorts for which 5<sup>th</sup> grade achievement is available in the data. The results from these analyses are strikingly consistent with those above. In Table 4, we see that adding controls for prior achievement in column 2 nearly doubles the positive association between attending Blackstone Valley Prep and the percentage of students who score proficient on the NECAP in mathematics. Controlling for prior achievement, student characteristics, and grade-by-year fixed effects results in a positive association of almost 30 percentage points. These estimates remain of similar magnitude when we further restrict the comparison group to only the four sending districts.

In reading, the results suggest that not controlling for prior achievement in model 1 might have even attenuated the positive association between BVP and the percentage of students scoring proficient. In Table 5 column 4, which includes our full set of controls, we find that attending BVP is associated with an almost 14 percentage point positive change in the percentage of students who score proficient. Columns 5 and 6, which use our restricted comparison group of four sending districts, suggest an even larger relationship -- on the order of 33 percentage points when using the weighted sample.

#### *Using Scaled Scores as Alternative Outcomes*

Our primary analyses above use the percentage of students who scored proficient on the NECAP exams across grades and subjects. We use this threshold measure because it is the relevant cut score the state of Rhode Island uses to make consequential decisions about student advancement and school accountability. It is also a measure that is easily aggregated across the different grade-level test forms and is comparable across subjects. However, proficiency measures fail to capture the range of student achievement gains. They are also susceptible to efforts to increase performance by focusing on those students just below the proficiency threshold to the detriment of the lowest and highest performing students. In Tables 6 and 7, we present results from model 1 where we use scaled scores in mathematics and reading as our outcomes of interest, respectively. These regression models all include grade-by-year fixed effects to account for difference in scaling procedures across test-levels and grades. Our results confirm the positive and statistically significant association between BVP and student achievement. In models that include controls for student characteristics and use a weighted sample of sending districts (column 4), we find that attending BVP is associate with 9.1 and 5.7 positive change in scaled score points on a scale range of 80 points.

Collectively, these analyses present strong evidence that the high levels of academic achievement among students at BVP are not due to selection bias on a range of observed student characteristics or prior achievement. The observed pattern we see where controlling for average differences among students across districts, grades, and years leads to even larger associations between BVP and student achievement suggest that any potential bias due to unobserved student characteristics is likely to attenuate this positive relationship, not induce a large spurious association. Finally, the consistency of these results across subjects and measures of academic achievement adds further weight to the robustness of these results. We believe the evidence clearly suggests BVP's practices make a difference for students.

### **Next Step: The Need for a Rigorous Evaluation**

We are able to present evidence of promise based on a correlational study with strong statistical controls for selection bias. Researchers from Brown University led by Dr. Matthew Kraft and Dr. Kenneth Wong have conducted these analyses as independent evaluators. Their findings shed important light on the promise of BVP's practices.

On face value, the descriptive evidence strongly suggests that BVP is succeeding at helping students master core academic content in mathematics and reading. However, attributing the strong performance of BVP students to the quality of their schooling rather than other factors requires a much higher bar of evidence. It could be that students who choose to enter the lottery to attend BVP are different from their peers who did not apply in a variety of ways. For example, BVP students could benefit from initially higher levels of cognitive skills and knowledge, could come from families that dedicate more time and resources to their children's education, or may be less likely to be disadvantage students who are still learning English or have special education needs. The descriptive evidence above cannot account for these outside of school influences that might explain the large differences in achievement between BVP students and their peers from the four sending districts.

Fully accounting for the all possible alternative explanations requires researchers to conduct a program evaluation using a research design that supports strong causal inferences. As part of this grant application, we propose to use the natural experiment of the lottery application process to arrive at unbiased estimates of the effect of attending BVP on student achievement. This design has been used to evaluate a variety of over-subscribed charter schools in previous studies.

Table 1: Fifth and Eighth Grade Percent Proficient on NECAP State Tests in Mathematics and Reading for the 2013-14 Eighth Grade Class at Blackstone Valley Prep

	<u>Mathematics</u>			<u>Reading/ELA</u>		
	Weighted Sending District	State	BVP	Weighted Sending District	State	BVP
	<u>5th Grade % Proficient 2010-11</u>					
All Students	51	62	48	66	73	61
	<u>8th Grade % Proficient in 2013-14</u>					
Economically Disadvantaged	35	41	94	58	60	76
Special Needs	11	8	89	29	20	66
English Language Learners	NA	36	93	NA	54	79
African American	27	35	100	NA	59	83
Latino/Hispanic	41	49	80	NA	31	40
All Students	41	57	95	63	74	82

Table 2: The Association between Attending Blackstone Valley Prep and the Percentage of Students who Score Proficient on the NECAP Standardized Test in Mathematics

	(1)	(2)	(3)	(4)	(5)
Blackstone Valley Prep	17.82** (6.426)	28.00*** (4.727)	25.53*** (2.999)	27.72*** (3.741)	33.77*** (0.625)
Percent Male		0.595 (7.200)	-12.12** (4.574)	-29.95 (23.77)	-90.98*** (4.861)
Percent Latino		-33.11* (14.34)	3.426 (9.232)	-30.80 (34.83)	-13.85* (6.433)
Percent Asian		47.72 (25.66)	24.82 (16.31)	-31.73 (88.37)	68.95*** (16.15)
Percent Black		-76.14*** (17.70)	-9.137 (11.47)	-57.18 (35.80)	-123.3*** (6.247)
Percent White		-18.90 (14.57)	-3.625 (9.308)	1.581 (33.78)	42.44*** (6.317)
Percent IEP		-41.32*** (7.144)	-21.78*** (4.585)	-80.40*** (22.85)	-85.55*** (3.897)
Percent Low SES		-37.86*** (3.989)	-58.23*** (2.579)	-15.70 (11.40)	28.00*** (2.489)
Percent Not Receiving Title I		-9.874*** (1.995)	-6.355*** (1.307)	-0.101 (2.724)	2.113*** (0.500)
Percent on a 504 Plan		-39.80** (14.76)	4.912 (9.570)	37.83 (66.19)	285.7*** (25.19)
Percent not LEP		-33.23*** (7.023)	3.635 (4.698)	-5.497 (14.30)	17.39*** (2.780)
Student Enrollment		-0.013*** (0.002)	-0.008*** (0.001)	0.004 (0.008)	0.025*** (0.002)
Constant	63.40*** (0.575)	149.3*** (16.98)	99.89*** (11.07)	106.8* (42.31)	66.56*** (8.501)
Observations	1124	1124	1124	121	121

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001. Standard errors clustered by district in parentheses. Estimate in models 3,4, and 5 all included grade-by-year fixed effects. Models 4 and 5 are restricted to only include the four sending districts as comparison districts. Model 5 is weighted by the proportion of students at Blackstone Valley Prep that are from each of the four sending districts.

Table 3: The Association between Attending Blackstone Valley Prep and the Percentage of Students who Score Proficient on the NECAP Standardized Test in Reading

	(1)	(2)	(3)	(4)	(5)
Blackstone Valley Prep	2.713 (4.482)	10.76*** (2.530)	11.23*** (2.374)	16.39*** (2.704)	14.59*** (0.555)
Percent Male		-26.61*** (3.856)	-24.18*** (3.625)	-16.81 (17.00)	-3.854 (4.147)
Percent Latino		7.679 (7.639)	0.335 (7.278)	16.54 (23.82)	6.655 (5.290)
Percent Asian		31.07* (13.72)	32.57* (12.90)	170.9** (62.36)	222.5*** (13.69)
Percent Black		4.034 (9.413)	-6.932 (9.022)	6.636 (24.49)	-8.318 (5.167)
Percent White		4.834 (7.765)	1.872 (7.339)	56.05* (23.26)	63.42*** (5.288)
Percent IEP		-47.34*** (3.814)	-49.56*** (3.619)	-61.51*** (16.07)	-50.70*** (3.386)
Percent Low SES		-35.48*** (2.132)	-34.00*** (2.039)	3.213 (8.163)	29.09*** (2.169)
Percent Not Receiving Title I		-1.146 (1.068)	-3.014** (1.034)	0.441 (1.943)	3.708*** (0.428)
Percent on a 504 Plan		14.93 (7.938)	7.514 (7.614)	65.18 (46.99)	-37.08 (21.89)
Percent not LEP		20.84*** (3.778)	13.63*** (3.742)	15.05 (10.26)	16.69*** (2.447)
Student Enrollment		-0.005*** (0.001)	-0.006*** (0.001)	0.006 (0.005)	0.003* (0.001)
Constant	77.62*** (0.401)	87.55*** (9.066)	98.65*** (8.752)	29.57 (29.13)	4.783 (7.173)
Observations	1124	1124	1124	121	121

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001. Standard errors clustered by district in parentheses. Estimate in models 3,4, and 5 all included grade-by-year fixed effects. Models 4 and 5 are restricted to only include the four sending districts as comparison districts. Model 5 is weighted by the proportion of students at Blackstone Valley Prep that are from each of the four sending districts.

Table 4: The Association between Attending Blackstone Valley Prep and the Percentage of Students who Score Proficient on the NECAP Standardized Test in Mathematics, Controlling for Fifth Grade Test Scores

	(1)	(2)	(3)	(4)	(5)	(6)
Blackstone Valley Prep	15.87*	28.70***	30.05***	29.81***	22.41	20.23***
	(6.326)	(3.299)	(3.719)	(3.591)	(10.27)	(0.968)
Percent Proficient in 5th Grade		0.961***	0.560***	0.589***	0.326	0.298***
		(0.0377)	(0.0644)	(0.0647)	(0.363)	(0.0300)
Percent Male			1.618	-0.559	117.8	177.6***
			(10.00)	(9.685)	(93.69)	(9.942)
Percent Latino			-13.10	-18.37	-105.9	-63.58***
			(18.21)	(17.81)	(139.2)	(11.14)
Percent Asian			31.93	21.34	230.7	331.3***
			(29.96)	(29.16)	(182.2)	(15.04)
Percent Black			-15.77	-21.12	-228.3	-172.5***
			(22.74)	(22.22)	(152.5)	(12.20)
Percent White			-17.45	-25.84	-98.64	-63.10***
			(16.79)	(16.45)	(155.2)	(12.13)
Percent IEP			-10.52	-9.917	-168.6*	-186.8***
			(8.706)	(8.428)	(69.02)	(5.903)
Percent Low SES			-28.62***	-29.00***	8.505	2.249
			(5.781)	(5.648)	(22.46)	(2.002)
Percent Not Receiving Title I			-4.221	-2.735	0.404	-1.295**
			(3.334)	(3.238)	(4.565)	(0.444)
Percent 504 Plan			-23.15	-19.24	-217.5	-343.8***
			(19.91)	(19.27)	(218.1)	(30.94)
Percent Not LEP			12.76	15.03	4.620	6.656*
			(12.51)	(12.27)	(32.58)	(2.835)
Enrollment			-0.00612**	-0.00542**	0.0178	0.0151***
			(0.00188)	(0.00182)	(0.0280)	(0.00287)
Constant	67.63***	0.841	48.62*	51.60*	96.40	35.05***
	(1.006)	(2.670)	(21.46)	(20.89)	(130.0)	(9.967)
Observations	237	237	237	237	30	30

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001. Standard errors clustered by district in parentheses. Estimate in models 4,5, and 6 all included grade-by-year fixed effects. Models 5 and 6 are restricted to only include the four sending districts as comparison districts. Model 6 is weighted by the proportion of students at Blackstone Valley Prep that are from each of the four sending districts.

Table 5: The Association between Attending Blackstone Valley Prep and the Percentage of Students who Score Proficient on the NECAP Standardized test in Reading, Controlling for Fifth Grade Test Scores

	(1)	(2)	(3)	(4)	(5)	(6)
Blackstone Valley Prep	1.827 (5.313)	28.70*** (3.299)	13.83*** (3.122)	13.65*** (3.066)	36.22** (9.439)	33.31*** (1.074)
Percent Proficient in 5th Grade		0.961*** (0.0377)	0.576*** (0.0620)	0.583*** (0.0612)	0.377 (0.466)	0.0716 (0.0468)
Percent Male			-11.92 (8.304)	-13.01 (8.177)	-60.62 (78.93)	27.16** (10.48)
Percent Latino			-32.36* (14.81)	-36.60* (14.61)	268.9 (123.6)	337.0*** (11.97)
Percent Asian			-35.01 (24.85)	-42.73 (24.53)	507.5** (159.7)	618.5*** (14.99)
Percent Black			-27.69 (18.62)	-32.89 (18.40)	188.6 (138.0)	308.8*** (13.62)
Percent White			-30.71* (13.74)	-35.69** (13.61)	291.3* (131.7)	382.6*** (12.45)
Percent IEP			-12.07 (7.504)	-12.34 (7.382)	24.93 (59.01)	31.29*** (6.000)
Percent Low SES			-17.94*** (4.504)	-18.16*** (4.432)	16.68 (21.81)	32.71*** (2.523)
Percent Not Receiving Title I			2.338 (2.785)	2.752 (2.748)	2.653 (4.333)	0.286 (0.498)
Percent 504 Plan			14.62 (16.55)	14.74 (16.28)	337.2 (215.8)	-62.42 (37.15)
Percent Not LEP			-9.126 (10.47)	-10.14 (10.41)	40.72 (34.53)	65.82*** (3.488)
Enrollment			-0.005*** (0.002)	-0.005** (0.002)	0.074* (0.027)	0.059*** (0.003)
Constant	78.17*** (0.845)	0.841 (2.670)	86.59*** (18.19)	92.05*** (18.05)	-272.5* (119.3)	-405.5*** (11.46)
Observations	237	237	237	237	30	30

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001. Standard errors clustered by district in parentheses. Estimate in models 4,5, and 6 all included grade-by-year fixed effects. Models 5 and 6 are restricted to only include the four sending districts as comparison districts. Model 6 is weighted by the proportion of students at Blackstone Valley Prep that are from each of the four sending districts.

Table 6: The Association between Attending Blackstone Valley Prep and the Student Scaled Scores on the NECAP Standardized Test in Mathematics

	(1)	(2)	(3)	(4)
Blackstone Valley Prep	4.648** (1.570)	7.628*** (0.835)	9.012*** (0.963)	9.094*** (0.156)
Percent Male		-6.087*** (1.274)	-3.745 (6.115)	-15.71*** (1.216)
Percent Latino		1.526 (2.571)	-10.52 (8.962)	-28.42*** (1.609)
Percent Asian		12.31** (4.540)	8.656 (22.74)	-2.879 (4.040)
Percent Black		-0.853 (3.193)	-9.379 (9.210)	-31.28*** (1.563)
Percent White		-0.540 (2.592)	1.587 (8.690)	-11.41*** (1.580)
Percent IEP		-11.33*** (1.277)	-19.11** (5.880)	-23.89*** (0.975)
Percent Low SES		-15.77*** (0.718)	-2.916 (2.934)	0.922 (0.623)
Percent Not Receiving Title I		-1.412*** (0.364)	0.145 (0.701)	0.387** (0.125)
Percent on a 504 Plan		1.014 (2.665)	3.569 (17.03)	34.35*** (6.300)
Percent not LEP		3.669** (1.308)	-0.616 (3.679)	-2.256** (0.695)
Student Enrollment		-0.003*** (0.000)	-0.000 (0.002)	-0.001*** (0.000)
Constant	665.9*** (0.139)	674.6*** (3.084)	673.3*** (10.89)	618.2*** (2.126)
Observations	1124	1124	121	121

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001. Standard errors clustered by district in parentheses. All models included grade-by-year fixed effects. Models 3 and 4 are restricted to only include the four sending districts as comparison districts.

Table 7: The Association between Attending Blackstone Valley Prep and Student Scaled Scores on the NECAP Standardized Test in Reading

	(1)	(2)	(3)	(4)
Blackstone Valley Prep	0.548 (1.694)	3.636*** (0.930)	5.941*** (0.970)	5.710*** (0.159)
Percent Male		-10.22*** (1.421)	-12.74* (6.099)	-14.91*** (1.185)
Percent Latino		-8.136** (2.853)	-9.236 (8.545)	-28.14*** (1.512)
Percent Asian		11.63* (5.056)	50.31* (22.37)	79.60*** (3.911)
Percent Black		-9.651** (3.536)	-13.67 (8.787)	-33.08*** (1.476)
Percent White		-7.178* (2.877)	10.41 (8.342)	0.0298 (1.511)
Percent IEP		-19.26*** (1.419)	-17.29** (5.765)	-10.13*** (0.967)
Percent Low SES		-13.61*** (0.799)	5.740 (2.928)	15.96*** (0.620)
Percent Not Receiving Title I		-1.137** (0.405)	0.228 (0.697)	1.133*** (0.122)
Percent on a 504 Plan		3.607 (2.985)	45.22** (16.85)	36.51*** (6.255)
Percent not LEP		1.713 (1.467)	-0.871 (3.682)	1.186 (0.699)
Student Enrollment		-0.002*** (0.000)	-0.000 (0.002)	-0.004*** (0.000)
Constant	671.4*** (0.150)	691.0*** (3.430)	672.8*** (10.45)	601.5*** (2.050)
Observations	1124	1124	121	121

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001. Standard errors clustered by district in parentheses. All models included grade-by-year fixed effects. Models 3 and 4 are restricted to only include the four sending districts as comparison districts.



# Blackstone Valley Prep Mayoral Academy

**PERSEVERANCE. RESPECT. INTEGRITY. DISCIPLINE. ENTHUSIASM.**

- Home
- Math
- Social Studies
- Science
- English Language Arts
- Enrichment
- Contact

## Blackstone Valley Prep Mayoral Academy Curriculum Grades K-12



### News

[BVP Model for Curriculum, Instruction, and Assessment-Edition 1](#)

[On the NECAP: BVP 8th-graders' math scores are highest in state](#)

[Scholars Surpass State NECAP Averages In Every Grade and Subject](#)

[Executive Director Jeremy Chiappetta: Common Core is Common Sense](#)

*In math and ELA, we have rolled out a process for the development, review and refinement of curriculum. Please see the slideshow below for course overviews in Math, Science, and Social Studies.*

Theme	September	October	November	December	January	February	March	April	May	June
Community	All About Me	Community Helpers	American Symbols & Celebrations	Seasons	The World Around Us	American Indians of New England	Evolution of Money			
Roles in Society	In Our Community	Civic Participation	American Leaders	Geography						

# SurveyWorks Parent Survey 2013-2014

## School-State Comparison Report

## Families & Communities

### Involvement in Decision-making

Does this school involve you in these types of school-level decisions? Select all that apply.

	This School		Statewide	
	#	%	#	%
Fundraising/event planning	93	67.4	9269	53.5
School rules	49	35.5	5178	29.9
Before and after school programs	54	39.1	5533	31.9
School programs	56	40.6	5362	30.9
Choosing curricula	12	8.7	1417	8.2
Budget	14	10.1	1785	10.3
Facilities	23	16.7	1574	9.1
I am not aware of any of these.	25	18.1	5299	30.6
<b>Total</b>	<b>138*</b>	<b>--</b>	<b>17327*</b>	<b>--</b>

\*For "choose all that apply" items, the total may not equal the sum of response options, and the percentages may not total 100%.

### Parent-School Partnership

How strongly do you agree or disagree with the following statements?

	Total	This School %				Total	Strongly Disagree	Statewide %		
		Strongly Disagree	Disagree	Agree	Strongly Agree			Disagree	Agree	Strongly Agree
This school views parents as important partners.	150	0.7	2.7	23.3	73.3	19259	1.8	5.5	48.5	44.2
This school and I have the same goals for my child.	149	0.0	2.0	22.1	75.8	19233	1.7	6.5	51.4	40.4

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# SurveyWorks Parent Survey 2013-2014

## School-State Comparison Report

## Families & Communities

### Involvement in Decision-making

Does this school involve you in these types of school-level decisions? Select all that apply.

	This School		Statewide	
	#	%	#	%
Fundraising/event planning	84	54.9	9269	53.5
School rules	60	39.2	5178	29.9
Before and after school programs	39	25.5	5533	31.9
School programs	69	45.1	5362	30.9
Choosing curricula	13	8.5	1417	8.2
Budget	17	11.1	1785	10.3
Facilities	30	19.6	1574	9.1
I am not aware of any of these.	33	21.6	5299	30.6
<b>Total</b>	<b>153*</b>	<b>--</b>	<b>17327*</b>	<b>--</b>

\*For "choose all that apply" items, the total may not equal the sum of response options, and the percentages may not total 100%.

### Parent-School Partnership

How strongly do you agree or disagree with the following statements?

	Total	This School %				Total	Strongly Disagree	Statewide %		
		Strongly Disagree	Disagree	Agree	Strongly Agree			Disagree	Agree	Strongly Agree
This school views parents as important partners.	163	0.6	1.8	30.7	66.9	19259	1.8	5.5	48.5	44.2
This school and I have the same goals for my child.	160	0.0	0.0	23.8	76.3	19233	1.7	6.5	51.4	40.4

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# SurveyWorks Parent Survey 2013-2014

## School-State Comparison Report

## Families & Communities

### Involvement in Decision-making

Does this school involve you in these types of school-level decisions? Select all that apply.

	This School		Statewide	
	#	%	#	%
Fundraising/event planning	118	61.8	9269	53.5
School rules	80	41.9	5178	29.9
Before and after school programs	94	49.2	5533	31.9
School programs	87	45.5	5362	30.9
Choosing curricula	23	12.0	1417	8.2
Budget	24	12.6	1785	10.3
Facilities	43	22.5	1574	9.1
I am not aware of any of these.	41	21.5	5299	30.6
<b>Total</b>	<b>191*</b>	<b>--</b>	<b>17327*</b>	<b>--</b>

\*For "choose all that apply" items, the total may not equal the sum of response options, and the percentages may not total 100%.

### Parent-School Partnership

How strongly do you agree or disagree with the following statements?

	Total	This School %				Total	Statewide %			
		Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
This school views parents as important partners.	201	2.5	4.0	37.8	55.7	19259	1.8	5.5	48.5	44.2
This school and I have the same goals for my child.	201	1.0	0.0	37.3	61.7	19233	1.7	6.5	51.4	40.4

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## Teacher and Staff Recruitment

# of days until Day 1:

Personnel	Milestones	Tasks	Point	Target Start	Target Finish	Must Finish	Status	Notes
Personnel	Identify # of teachers/staff we need for year 1	Research what courses we can offer with technology	SL	9/1/2013	9/20/2013	12/30/2013	Completed	
		Speak to founding leaders at other charter HS		9/1/2013	9/30/2013	9/30/2013	Completed	
		Submit # of teachers/staff to Recruiting		9/1/2013	9/30/2013	9/30/2013	Completed	
		Develop specific teacher/staff descriptions for recruiting team		10/2/2013	10/11/2013	10/11/2013	Completed	
	Identify # of teachers/staff we need for year 2, 3, 4	Research what courses we can offer with technology	SL	9/1/2013	9/20/2013	12/30/2013	Completed	
		Speak to founding leaders at other charter HS		9/1/2013	11/29/2013	12/27/2013	Completed	
	Hire Founding Staff	Hire Physics Teacher	SL	1/6/2014	4/1/2014	4/25/2014	Completed	
		Hire Social Studies Teacher		1/6/2014	4/1/2014	4/25/2014	Completed	
		Hire ELA Teacher		1/6/2014	4/1/2014	4/25/2014	Completed	
		Hire Math Teacher		1/6/2014	4/1/2014	4/25/2014	Completed	
		Hire Art Teacher		1/6/2014	4/1/2014	4/25/2014	Completed	
		Hire Special Ed Teacher		1/6/2014	4/1/2014	4/25/2014	Completed	
Hire PE Teacher		1/6/2014		4/1/2014	6/15/2014	Completed		
Hire College/Career Advisor		1/6/2014		4/1/2014	4/25/2014	Completed		
Hire Dean of Students		1/6/2014		4/1/2014	4/25/2014	Completed		
Hire Part-time Social Worker		1/6/2014		5/30/2014	6/15/2014	On-Track		

PR/Award # U282M140020

Establish recruiting plan and onboarding schedule for new teachers/staff	Hire Part-time Nurse		1/6/2014	5/30/2014	6/15/2014	On-Track		
	Launch 2013-14 Refer a Team Member campaign internally and schedule some key team members to visit alma maters	EA	10/17/2013	12/23/2013	12/23/2013	Completed		
	Media Campaign that includes casting both a wide net as well as a targeted list of individuals/networks; Planned print ads for Ed Week, TFA "One Day", "Teachers of Color" magazine, FB and LInked In ads	EA	10/1/2013	3/28/2014	3/28/2014	Completed		
	Utilize online agencies designed to recruit talent including Indeed, My Ed Match, and others (as researched and identified).	EA	10/15/2013	6/28/2014	6/28/2014	Completed		
	Travel to fairs, universities to meet with prospects	EA, SL	10/15/2013	Rolling		On-Track		
	Meet w/ TFA and RIC to reserve a # of seats for CMs and Fellows	SL	11/1/2013	5/1/2013	5/1/2013	Not Started		

	Update BVP Website Including a built out school tab where SL can publicize/inform Update Career Portal with 2013-14 info; Develop online webinars/video for recruitment as well as early onboarding to be housed on the website	EA	10/1/2013	12/23/2013	12/23/2013	Completed		
	Develop a community relations plan to build public awareness and support for school, include a press strategy	EA	TBD	TBD	TBD	Not Started		
	Hire 90% of Staff by May 2014	EA	9/3/2013	11/1/2013	11/1/2013	Completed		
	Determine what video software/tool we need to build in order to utilize video for selection purposes	EA	9/13/2013	11/30/2013	11/30/2013	Not Started		



**Onboarding\_Hired Personnel**

# of days until Day 1:

	Milestones	Tasks	Point	Target Start	Target Finish	Must Finish	Status	Notes
Personnel	Establish onboarding plan and schedule for new teachers/ staff		EA	12/1/2013	1/31/2014	2/15/2014	Completed	
	April Retreat programming for HS Founding staff	Determine location and make reservations	EA	2/1/2014	2/15/2014	2/15/2014	Completed	
		Determine daily agendas	SL	2/17/2014	3/28/2014	4/11/2014	Completed	
		Determine and create pre-reading materials	SL, EA	2/17/2014	3/27/2014	3/27/2014	Completed	
		Determine and create session materials	SL, EA	3/17/2014	4/11/2014	4/11/2014	Completed	
		Invite HS Founding Staff	SL	3/1/2014	4/1/2014	4/1/2014	Completed	
		Coordinate with Highlander re: individual BL/Tech assessments	SL	3/13/2014	3/28/2014	3/28/2014	Completed	
		Determine what other BVP leaders/HOS should be there and invite	EA	4/1/2014	4/1/2014	4/1/2014	Completed	
		Send out pre-reading materials	SL	3/28/2014	3/28/2014	3/28/2014	Completed	
		Hold April Retreat	SL	4/25/2014	4/27/2014	4/27/2014	Completed	
		Create exit ticket	SL, EA	4/14/2014	4/18/2014	4/23/2014	Completed	

	Ensure all teachers hold valid RI teaching certificates for the grades they teach and that these are on file in their personnel files	Coordinate with whomever does this for the network or individual schools currently	O	Ongoing	Ongoing	8/1/2014	On-Track		
	Ensure criminal background checks have been completed for all employees	Check criminal background checks have been completed	O	Ongoing	Ongoing	8/1/2014	On-Track		
	Document teacher training opportunities through professional development plan	Determine times for school based pd (CPT, early release, etc); review network PD offerings--summer, year long, etc; GAN-greates area of need; facilitators; themes	SL	2/1/2014	5/1/2014	5/1/2014	At-Risk		
	Enroll all staff in Aspen	Enroll all staff in Aspen	O	Ongoing	Ongoing	8/15/2014	On-Track		
	Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff	TBD	O	Ongoing	Ongoing	August	On-Track		

	Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information	TBD	O	Ongoing	Ongoing	August	On-Track		
	Ensure annual review of every teacher	Review policies and procedures at our 3 schools; determine number of evaluators; calendar time for observations, evaluations, coaching and support	CIA	6/1/2014	7/1/2014	8/1/2014	On-Track		

Governance	Adopt policies and procedures for the school - establish policies in key areas, including: attendance, check signing, credit card, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, student discipline, internet use, overnight excursion, background checks on volunteers, founders - adopt policies of authorizer with waivers in other areas	Review existing BVP handbook (s)	SL	10/1/2013	11/15/2013	11/30/2013	Completed		
		Collect handbooks from model high schools for comparison	SL	10/1/2013	2/15/2014	2/15/2014	Completed		
	Clarify roles and responsibilities of administration and of governing body	Speak during August PD	SL, ED			August PD	Not Started		

**Scholar Culture**

# of days until Day 1:

	Milestones	Tasks	Point	Target Start	Target Finish	Must Finish	Status	Notes
Scholar Culture	School Culture Implementation Plan	Develop plan (including roles/responsibilities)	SL, DoC	4/1/2014	5/30/2014	5/30/2014	On-Track	
		Develop communication to parents and scholars	SL, DoC	7/1/2014	7/8/2014	8/1/2014	Not Started	
		Regularly revisit during PD and team meetings	SL	8/1/2013	Ongoing	Ongoing	Not Started	
	Advisory Plan	Create Advisory Overview Draft	GC	2/3/2014	2/14/2014	2/14/2014	Completed	
		Create Advisory Structure/Processes	GC	3/24/2014	4/25/2014	6/30/2014	Not Started	
		Create Advisory Topics for full academic year	GC	3/24/2014	5/30/2014	6/30/2014	Not Started	
		Create Advisory Draft 2	GC	5/1/2014	5/30/2014	6/30/2014	Not Started	
		Create Advisory Plan Draft 3 to share with teachers	SL, GC	6/30/2014	8/8/2014	8/8/2014	Not Started	
	Week ONE	Complete Final Advisory Plan	SL	8/11/2014	8/15/2014	8/15/2014	Not Started	
		Plan Week ONE	SL, GC	4/26/2014	4/27/2014	6/30/2014	Not Started	
			Create Materials for Week ONE	SL, GC	6/2/2014	8/15/2014	8/15/2014	Not Started

**Academics Technology**

# of days until Day 1:

	Milestones	Tasks	Point	Target Start	Target Finish	Must Finish	Status	Notes
<b>Academic Program</b>	Comprehensive School Design Plan	Table of Contents	SL	8/1/2013	9/3/2013	9/6/2013	Completed	
		Draft	SL	9/9/2013	12/6/2013	12/31/2013	Completed	
		Final	SL	1/2/2014	3/7/2014	3/30/2014	Completed	
		Determine how/who to share with	SL, ED	4/1/2014	4/4/2014	4/30/2014	Not Started	
		Communicate the final plan with community	SL, ED	4/7/2014	4/30/2014	4/30/2014	Not Started	
	Develop Curriculum	Develop and finalize graduation requirements	SL	1/27/2014	3/30/2014	3/30/2014	Completed	
		Lori to review Program of Studies (sequence/requirements)	CIA	3/17/2014	3/21/2014	3/21/2014	Completed	
		Program of Studies/Course Descriptions (9-12 all subjects including specials)	EA	2/3/2014	4/4/2014	4/4/2014	Completed	
		Long Term Plans (9th grade only)	CIA	3/1/2014	5/2/2014	5/2/2014	Completed	
		Determine how lesson planning will work/what lesson design will be	SL, CIA	3/17/2014	5/30/2014	5/30/2014	Completed	
		Norm on tasks and structures handed to new staff prior to start of academic year	CIA	3/31/2014	4/18/2014	4/18/2014	On-Track	
		JSS to communicate with Andrew to ask if he would create the skeletal long term plans by 5/1	SL	4/1/2014	5/1/2014	5/1/2014	Completed	
		Long Term Plan for Physics 1st (skeletal)	Instructional Staff	4/7/2014	5/2/2014	5/2/2014	On-Track	
		Assessments (end of course)	CIA, Instructional Staff	6/30/2014	6/30/2014	6/30/2014	On-Track	
		Assessments (trimester level)	CIA	6/30/2014	9/15/2014	9/15/2014	On-Track	
		Unit Plans (9th only)	Instructional Staff	6/1/2014	8/1/2014	8/1/2014	On-Track	
		Create Curriculum Plan for Specials (Art and PE)	SL	4/7/2014	4/30/2014	4/30/2014	On-Track	
		Create proficiency scales	CIA	5/1/2014	5/30/2014	5/30/2014	On-Track	
		Create Specials Curriculum (9th only?)	Instructional Staff	6/1/2014	8/1/2014	8/1/2014	On-Track	

Support New Scholars	Collect and analyze student baseline data: educational, demographic	CIA, O	TBD	6/30/2014	6/30/2014	Not Started	
	Track student demographics: compare to state, district, explore discrepancies	CIA, O	TBD	TBD	TBD	Not Started	
	Email 8th grade families about 8th grade Feb Break HW packet	SL	2/11/2014	2/11/2014	2/11/2014	Completed	
	Send 8th grade packets to new families	O	2/14/2014	2/14/2014	2/14/2014	Completed	
	Create Agenda for Accepted Scholar Celebration	SL	3/3/2014	3/24/2014	3/25/2014	Completed	
	Ask 8th grade parents to bring dessert	SL	3/21/2014	3/24/2014	3/25/2014	Completed	
	Lead Accepted Scholar Celebration	SL	3/27/2014	3/27/2014	3/27/2014	Completed	
	Hold enrollment meetings/STAR assessment	CIA, O	3/31/2014	4/26/2014	4/26/2014	Completed	
	Determine what individual materials to send out for April Break packets and communicate with scholars that they will be receiving packet	SL	3/31/2014	4/16/2014	4/16/2014	Completed	
	Collect and analyze STAR results and share with Jonathan/Lori/Lina/JC	CIA	3/31/2014	4/30/2014	4/30/2014	Not Started	
	Develop individual learning plans (request IEPs once enrolled)	SL	4/28/2014	5/30/2014	5/30/2014	Not Started	
	Send out April Break packet (or online packet?)	SL	TBD based on STAR	TBD based on STAR	TBD based on STAR	Completed	
	Once enrolled, set up individual meetings with HOS	SL	5/5/2014	5/9/2014	5/9/2014	Not Started	
	Determine if current 8th graders will be taking 8th grade SA or 9th grade and determine SA location	SL	4/7/2014	4/11/2014	4/30/2014	Completed	
	Invite scholars to Summer Academy	SL	4/30/2014	4/30/2014	4/30/2014	Not Started	

		Confirm attendance	SL	5/12/2014	5/16/2014	5/16/2014	Not Started	
Scholar Driven Learning Plan		Create trackers, rubrics, google-sheets	CIA	3/1/2014	5/30/2014	5/30/2014	Not Started	
		Develop process for who, when, how often, where	SL	5/1/2014	5/30/2014	5/30/2014	Not Started	
	Academic Rigor in Curriculum	Create (leverage from what exists) rubrics that measure academic rigor for all classes	CIA	4/1/2014	4/30/2014	4/30/2014	Not Started	
Senior Projects and Portfolios		Review rubrics at NPHS, Coventry, etc	SL	5/5/2014	5/16/2014	5/16/2014	Completed	
		Attend senior project presentations at North Providence High School	SL, CIA	5/21/2014	5/21/2014	5/21/2014	Not Started	
		Develop rubrics for senior project and portfolios (start to use in 9th grade)	SL	5/16/2014	5/30/2014	5/30/2014	Not Started	
Schedules		Create Draft Example Schedule	SL	1/2/2014	3/3/2014	3/3/2014	Completed	
		Determine teacher prep time	SL	4/1/2014	4/4/2014	4/4/2014	Completed	
		Determine where to house schedules	SL, Instructional Staff	4/1/2014	4/30/2014	4/30/2014	On-Track	
		Determine when to share scholar schedules	SL, Instructional Staff	4/1/2014	4/30/2014	4/30/2014	On-Track	
		Create Master Schedule	SL, Instructional Staff	4/29/2014	5/30/2014	5/30/2014	On-Track	
		Create Block 9 Schedule (ELOs, Staffing, Scholars)	SL, Instructional Staff	6/1/2014	6/30/2014	6/30/2014	At-Risk	
		Create Teacher Schedules	SL, Instructional Staff	6/1/2014	6/30/2014	6/30/2014	At-Risk	
		Create Individual Scholar Schedules	SL, Instructional Staff	7/1/2014	7/30/2014	7/30/2014	At-Risk	
		Finalize all schedules	SL, Instructional Staff	5/1/2014	8/1/2014	8/1/2014	At-Risk	
	Ensure that adequate classroom materials, technology and books are available to all		Determine classroom technology needs	SL	4/1/2014	7/1/2014	7/1/2014	On-Track
		Determine classroom needs	SL, Instructional Staff	6/1/2014	7/1/2014	7/1/2014	On-Track	
		Work with ELL & SPED admins to ensure accessibility	SL	6/1/2014	8/1/2014	8/1/2014	Not Started	
Ensure that students performing below grade level are		Identify best practices from successful schools	SL	10/1/2013	2/1/2014	2/1/2014	Completed	
		Determine how is this currently done at the middle school	SL	10/15/2013	10/15/2013	10/15/2013	Completed	

		Determine if this is a leadership opportunity for a veteran teacher (intervention coordinator) and eventual full-time role	SL	2/1/2014	4/4/2014	4/4/2014	Completed	
	Ensure high school students will earn a minimum of XX credits prior to graduation	Pick brains of local principals (Shea, Smithfield, etc.)	SL	9/15/2013	10/15/2013	10/15/2013	Completed	
		Determine whose responsibility this will be at the HS - to keep track of student progress. College Advisor?	SL	10/30/2013	4/30/2013	8/1/2014	Completed	
	Ensure all special ed students' IEPs are current and that specified services in each are being met	Coordinate with Susan on steps that need to be taken	SL, CIA	10/1/2013	5/1/2014	8/1/2014	Not Started	
Technology	Blended Learning Program	Identify content and learning services vendors; Determine instructional models to use	SL, Instructional Staff	1/3/2014	3/3/2014	3/3/2014	Completed	
		Create Blended Learning Overview for teachers	SL	2/1/2014	2/28/2014	2/28/2014	Completed	
		Determine how progress and success of the implementation will be measured, by whom, and when; Create measures to determine if BL is working	SL	4/1/2014	4/30/2014	6/30/2014	Not Started	
		Finalize list of content and learning services; instructional models; tech/online classroom tools, etc	SL	4/1/2014	5/30/2014	5/30/2014	Not Started	
		Make sure there is integration with SIS and learning platforms with single sign on for students and easy groupings for teachers	SL, O	4/1/2014	5/30/2014	5/30/2014	Not Started	
		Confirm infrastructure	O	4/1/2014	5/30/2014	5/30/2014	Not Started	

		Determine how evaluation will work with the BL model; what will HOS review/how often?	SL	5/1/2014	6/30/2014	6/30/2014	Not Started		
		Create PD for the content/learning services and for instructional models for teachers	SL	5/30/2014	7/30/2014	7/30/2014	Not Started		
		Blended Learning Implementation - Develop Communication strategies	SL	5/30/2014	7/30/2014	7/30/2014	Not Started		
	Determine LMS/Platforms		Decide on LMS/supporting platforms	SL	3/3/2014	3/31/2014	3/31/2014	Completed	
			Purchase LMS	O			5/30/2014	Completed	
			Create training for staff	O				Not Started	
	Develop Technology Policy		Review current Policy at BVP/Blended schools	SL	1/6/2014	1/10/2014	1/10/2014	Completed	
			Review policies at other blended schools	O	1/6/2014	1/31/2014	1/31/2014	Completed	
			Create technology policy	O	2/1/2014	3/21/2014	3/21/2014	Completed	
			Create tech policy statements for parent/scholar signature	O	2/1/2014	3/21/2014	3/21/2014	Completed	
		Get technology policy signed by all scholars and parents	SL	9/3/2014	9/3/2014	9/3/2014	Not Started		
Personalization		Develop plan to keep track of student progress and determine who will be responsible	SL	4/1/2014	5/30/2014	8/1/1930	Not Started		



	Internet policy, signed by all students and parents	Review current BVP tech Policy and at other Blended schools	SL	4/1/2014	6/1/2014	7/1/2013	Completed	
	Documentation of all state and federal programs run by the school?	TBD	F	7/1/2014	8/1/2014	9/1/2014	Not Started	
	Documentation of all private, public, and other grants	TBD	F	7/1/2014	8/1/2014	9/1/2014	Not Started	
	Annual reports to authorizers including programmatic and fiscal audits	TBD	F	7/1/2014	8/1/2014	9/1/2014	Not Started	
	Insurance policies: General liability, Property, Worker's Comp	TBD	O				Completed	
	Student files, including IEP	TBD	CIA				On-Track	
	Documentation of lottery method and results	List of enrolled students, coded to show primary attendance area children, siblings, and founder's children	O	2/1/2014	3/1/2014	4/1/2014	Completed	
		List of students who applied for the lottery or application forms	O	4/1/2014	5/1/2014	5/30/2014	Completed	
		Waiting list	O	TBD	TBD	TBD	Completed	

Adopt policies and procedures for the school - establish policies in key areas, including: attendance, check signing, credit card, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, student discipline, internet use, overnight excursion, background checks on volunteers, founders - adopt policies of authorizer with waivers in other areas	Review existing BVP handbook (s)	SL	10/1/2013	11/15/2013	11/30/2013	Completed	
	Collect handbooks from model high schools for comparison	SL	10/1/2013	2/15/2014	2/15/2014	On-Track	
Clarify roles and responsibilities of administration and of network team	Speak during August PD	ED			August PD	Not Started	

**Community Engagement**

# of days until Day 1:

	Milestones	Tasks	Point	Target Start	Target Finish	Must Finish	Status	Notes
Community Engagement	Materials for parents/scholars staff	Develop one pagers for parents /scholars / new staff	SL	11/1/2013	11/30/2013	11/30/2013	Completed	
		Hand out parent one pagers during HS info sessions	SL	12/9/2013	1/10/2013	1/10/2013	Completed	
		8th grade teachers to hand out parent one pagers during teacher/parent conferences	SL	12/9/2013	12/13/2013	12/13/2013	Completed	
	Bring HS awareness to MS teachers	Review HS vision with 8th grade teachers	SL	11/12/2013	11/12/2013	11/12/2013	Completed	
		Hold MS Teacher focus group re: scholar/parent/ staff one pagers	SL	12/4/2013	12/4/2013	12/4/2013	Completed	
	Recruit 9th grade scholars from outside of BVP	Meet with Learning Community Staff	SL	12/11/2013	12/11/2013	12/11/2013	Completed	
		Hold HS Info Session at Learning Community	SL	?	?	?	Completed	
		Hold HS Info Session at Segway	SL	1/9/2014	1/9/2014	1/9/2014	Completed	
		Attend lottery info sessions with Steven	SL	1/27/2014	1/31/2014	1/31/2014	Completed	

	Documentation of lottery method and results	List of enrolled students, coded to show primary attendance area children, siblings, and founder's children	O	2/1/2014	3/1/2014	4/1/2014	Completed			
		List of students who applied for the lottery or application forms	O	2/1/2014	3/1/2014	3/1/2014	Completed			
		Waiting list	O	3/1/2014	8/1/2014	8/1/2014	Completed			
	Locate community partners	Create list of community partners	SL	2/3/2014	8/1/2014	8/30/2014	On-Track			
		Identify which partners align with current student interests	SL	2/24/2014	8/1/2014	8/30/2014	On-Track			
		Develop relationships with community partners (after school programs, summer programs, and potential ELOs); Develop list for outreach	SL	2/24/2014	8/1/2014	8/30/2014	On-Track			
	<b>Student Engagement</b>	Recruit current BVP 8th graders	Hold 8th grade Scholar Forum to get scholars to answer questions on what they want in a HS	SL	9/25/2013	9/25/2013	9/25/2013	Completed		
			Create HS uniform survey form	SL	1/2/2013	1/3/2013	1/6/2014	Completed		
			Hold 8th grade Scholar Forum to give scholar choice on HS uniform	SL	1/6/2014	1/6/2014	1/6/2014	Completed		

Determine 8th grade scholar interests	Develop Interest Survey	SL	2/7/2014	2/14/2014	2/14/2014	Completed			
	Administer Interest Survey	SL	3/10/2014	3/14/2014	3/14/2014	Completed			
	Analyze results/share with Dave	SL	3/17/2014	3/21/2014	3/21/2014	Completed			
	Share results with Dave	SL				Completed			
	Create ELO Info Session Presentation and Align Speakers	SL	5/1/2014	6/13/2014	6/13/2014	Completed			
	Hold ELO session with 8th graders	SL	6/13/2014	6/13/2014	6/13/2014	Completed			
<b>Parent Engagement</b>	Receive parent thoughts on HS	SL	11/15/2013	12/6/2013	12/6/2013	Completed			
	Determine number of students to take from lottery	O	1/31/2014	2/14/2014	2/14/2014	Completed			
	Keep parents involved	Recruit "Power Parents"	SL	11/11/2013	11/29/2013	11/29/2013	Completed		
		Hold Family HS Info Sessions	SL	12/9/2013	1/10/2014	1/10/2014	Completed		
		Create HS FLC; invite parents	SL	7/15/2014	8/1/2014	8/30/2014	Not Started		
Encourage HS teachers to use multiple outreach strategies (phone calls, home visits, class websites, social media, newsletters)		SL	7/15/2014	8/1/2014	8/30/2014	Not Started			

**Illustrative School Design Project Plan 2013-2014**

**August PD, Summer Academy, Teacher Support throughout the Year**

# of days until Day 1:

	Milestones	Tasks	Point	Target Start	Target Finish	Must Finish	Status	Notes
<b>Summer Academy</b>	Hold Summer Academy	Determine if Typing Camp will be required for all scholars; if all, communicate with current scholars	SL	4/1/2014	4/30/2014	4/30/2014	Not Started	
		Determine program to use for Typing Camp and determine logistics	SL	4/1/2014	4/30/2014	4/30/2014	Not Started	
		Determine curriculum and pre/post assessments (will daily programming be online or using hard copies?)	SL	5/1/2014	6/30/2014	6/30/2014	Not Started	
		Determine who is teaching	SL	5/1/2014	5/30/2014	5/30/2014	Complete	
		Determine and finalize logistics	SL	5/1/2014	7/30/2014	7/30/2014	On-Track	
		Create Scholar schedule during Academy?	SL	5/30/2014	7/30/2014	7/30/2014	On-Track	

<b>August PD</b>	Create PD Plan	Develop list of what PD will be for HS staff only and what PD they should attend with rest of the Network staff	SL	4/1/2014	7/1/2014	7/4/2014	On-Track	
		Determine who is leading each session	SL	4/1/2014	6/30/2014	7/4/2014	On-Track	
		Determine and finalize logistics	SL	4/1/2014	6/30/2014	7/4/2014	On-Track	
<b>Teacher Support throughout the Year</b>	Professional Development	Develop list of all PD to cover during the year	SL, CIA	5/1/2014	5/30/2014	5/30/2014	On-Track	
	Teacher Feedback	Commit to doing bi-weekly survey	SL	8/1/2014	6/30/2014	6/30/2015	Not Started	
		Network Surveys	O	8/1/2014	6/30/2015	6/30/2015	Complete	
	Develop document that shows teachers how they will be supported throughout the year	Create teacher support plan that involves everything in the "Teacher Supports" section (part of onboarding?)	SL	5/1/2014	5/30/2014	5/30/2014	Not Started	

## Budget Narrative File(s)

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**Section A - Budget Summary**

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
<b>Personnel</b>	██████	██████	██████	██████	██████	██████
<b>Fringe Benefits</b>	55,250	56,355	57,482	45,897	46,815	<b>261,800</b>
<b>Travel</b>	1,100	1,122	1,144	1,167	1,191	<b>5,724</b>
<b>Equipment</b>	36,800	75,072	114,860	156,210	159,334	<b>542,276</b>
<b>Supplies</b>	0	0	0	0	0	<b>0</b>
<b>Contractual</b>	60,000	60,900	61,818	47,754	98,709	<b>329,182</b>
<b>Construction</b>	0	0	0	0	0	<b>0</b>
<b>Other</b>	0	0	0	0	0	<b>0</b>
<b>Total Direct Costs</b>	██████	██████	██████	██████	██████	██████
<b>Indirect Costs</b>	0	0	0	0	0	<b>0</b>
<b>Training Stipends</b>	0	0	0	0	0	<b>0</b>
<b>Total Costs</b>	<b>429,400</b>	<b>475,224</b>	<b>522,715</b>	<b>480,515</b>	<b>540,125</b>	<b>2,447,978</b>

**Section C - Budget Narrative**

*Summary*

The budget provided will allow BVP to continue its growth in the four communities it serves, ultimately **servicing over 2,000 students** across seven schools in Central Falls, Cumberland, Pawtucket and Lincoln by 2018 and **preparing every student** for success in college and the world beyond. The budget has been conservatively constructed to achieve the project goals through design and refinement of the educational program and expansion of BVP’s network. These expenses will allow for the effective opening and growth of four new schools over the grant period, which will result in a doubling of BVP’s enrollment over the grant period, with schools in place to ultimately serve over 2,500 students at full enrollment (at less than \$2,500 per seat).

It should be noted that the budget includes only allowable expenditures, including travel for annual Project Director meetings, and assumes 2% annual inflation (including salaries) after Year One.

The budget narrative below will provide greater detail on each federal grant category.

*Personnel*

Personnel represents the largest component of the Project Budget, and is reflective of BVP’s belief that great people, as opposed to fancy buildings or brand new textbooks every year, make great schools. The portions of salaries and benefits for each professional listed below that are not dedicated to grant eligible activities will be covered by other dedicated and known funding sources. Furthermore, once BVP has reached the scale contemplated in the Project Goals, the organization will generate sufficient recurring entitlement revenue to fund all of the positions described (excluding the Program Design roles, which are one-time in nature).

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
<b>Curriculum Development</b>	██████	██████	██████	██████	██████	██████
<b>Program Design</b>	██████	██████	██████	█	█	██████
<b>Community Engagement</b>	██████	██████	██████	██████	██████	██████
<b>Program Direction</b>	██████	██████	██████	██████	██████	██████
<b>Total Personnel</b>	██████	██████	██████	██████	██████	██████

- Curriculum Development

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Curriculum, Instruction, and Assessment Director	██████	██████	██████	██████	██████	██████
Curriculum, Instruction, and Assessment Coordinator	██████	██████	██████	██████	██████	██████
Network STEM Coordinator	██████	██████	██████	██████	██████	██████
SpEd Admin	██████	██████	██████	██████	██████	██████
<b>Total Curriculum Development</b>	██████	██████	██████	██████	██████	██████

As described in the Project Narrative, building excellent curriculum materials is arguably the most critical aspect of effectively expanding BVP’s network of schools and ensuring positive outcomes for our students. At the network leadership level, BVP’s Curriculum, Instruction, and Assessment (CIA) team leads the organizational commitment to providing students with a rigorous curriculum designed to prepare them for success in college and the world beyond. BVP believes that the most important job of teachers is teaching and that they do that job best when unencumbered by excessive responsibilities beyond that. The CIA team is responsible for the creation of rigorous, standards-aligned units of study that incorporate plans for instruction. In order to make sure that there is a clear line between the written, intended curriculum and the taught curriculum, it is essential that the curriculum writers and the teachers who will deliver that instruction are on the same page regarding the essential outcomes of any given unit. Over the course of the grant period, the CIA Director (██████ annual salary), CIA Coordinator

(██████ annual salary), Network STEM Coordinator (██████ annual salary), and Special Education Administrator (██████ annual salary) will spend 50% of their time engaged in the development of curriculum materials, development of BVP’s instructional staff, and refinement of the desired educational outcomes and methods of measuring progress toward achieving those results.

This work will include not only curriculum development for new grade levels, but also extensive work with new teachers, deans, and school leaders to ensure that there is a clear line between the written, intended curriculum and the taught curriculum. By deliberately focusing these efforts on BVP’s expanding and new schools, the CIA team will ensure consistency regarding the essential outcomes as we grow. Additionally, this team drives BVP’s month-long professional development for new staff every August, as well as regular sessions throughout the year.

- Program Design

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Leadership Fellow (ES3)	██████					██████
Leadership Fellow (MS2)		██████				██████
Leadership Fellow (MS3)			██████			██████
<b>Total Program Design</b>	██████	██████	██████	█	█	██████

In order to ensure effective and high quality school design for each new school BVP will open, the organization takes a full year in advance of opening to develop and prepare new school leaders. The “year-zero” program includes critical work towards the project goals, including engagement with the community and families, working with the CIA team to tailor curriculum and school design, staff recruitment and development, and extensive leadership training (current and aspiring school leaders are participants or graduates of Rhode Island’s Principal Residency Network (PRN), Building Excellent Schools (BES), LENS, Aspiring Transformational Leaders

(ATL), and other nationally recognized programs). Each new school leader (\$80,000 annual salary) will spend 75% of their “year-zero” engaged in the grant eligible activities outlines above.

- Community Engagement

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Advancement, Partnership, and Family Engagement Director	██████	██████	██████	██████	██████	██████
Advancement, Partnership, and Family Engagement Associate Director	██████	██████	██████	██████	██████	██████
Advancement, Partnership, and Family Engagement Coordinator	██████	██████	██████	██████	██████	██████739
<b>Total Community Engagement</b>	██████	██████	██████	██████	██████	██████

In addition to the extensive work done by school leaders with our families, BVP also utilizes a team of external affairs professionals at the network level to ensure that the organization is engaged in exhaustive outreach to inform our communities about our schools. These efforts, described in greater detail in the Project Narrative, include work with community-based organizations, school tours, work with existing families on outreach, Lottery Day, and additional one-off events. This work is undertaken to ensure that **all** students and families in our four communities are aware of our schools and have the opportunity to attend. The Director (██████ annual salary), Associate Director (██████ annual salary), and Coordinator (██████

annual salary) will each spend 15% of their time on these grant eligible activities, specific to the opening and expansion of new BVP schools.

- Project Direction

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Program Director	██████	██████	██████	██████	██████	██████

BVP’s Program Director will be responsible for monitoring and reporting on all aspects of performance against the project goals and the project budget. The Program Director (██████ annual salary) will spend 15% of their time on these activities.

*Fringe Benefits*

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
<b>Fringe Benefits</b>	55,250	56,355	57,482	45,897	46,815	<b>261,800</b>

Fringe Benefits include medical, dental, life, retirement, short-term disability, FICA, and medicare for all employees described in the Personnel section (pro-rated for the portion of their time spent on grant eligible activities). This amount is estimated at 20% of salary.

*Travel*

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
<b>Travel</b>	1,100	1,122	1,144	1,167	1,191	<b>5,724</b>

Travel represents the Project Director’s trip to the annual meeting as required by the grant. The totals include an assumed \$500 in air or train costs, as well as two nights of hotel (\$250 each) and two days of per diem for food and miscellaneous costs (\$50 each).

*Equipment*

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Laptop Carts	10,800	22,032	33,709	45,844	46,761	<b>159,146</b>
Furniture	26,000	53,040	81,151	110,366	112,573	<b>383,130</b>
<b>Total Equipment</b>	<b>36,800</b>	<b>75,072</b>	<b>114,860</b>	<b>156,210</b>	<b>159,334</b>	<b>542,276</b>

Smart use of technology is a critical component of BVP’s *Next Generation* design for learning at the high school. Moreover, several pilots are showing significant benefits for leveraging technology more expansively in K-8. As noted in the Project Narrative, technology at BVP supports our commitment to academic rigor and personalization by providing: personalized learning plans for each scholar; powerful tools for work and collaboration (e.g. Google Apps for Education); accurate and timely feedback to scholars and teachers; access to dynamic courseware and curricular resources; greater control over pacing; and opportunities to pursue personal interests and passion projects. In order to provide these invaluable tools to all of our scholars in

a cost effective manner, BVP will purchase one cart of netbooks for each new grade level added. Carts of 30 netbooks at \$360 each will cost \$10,800, with additional cohorts added in years two (two carts purchased), three (three carts purchased), and four (four carts purchased). Year five purchasing will be flat with year four (four carts).

BVP will also purchase furniture for each new grade level added. BVP’s experience in creating modern, flexible and efficient classrooms and learning spaces suggests that a grade level of furniture (student desks and chairs, staff desks and chairs, small group pull-out tables and chairs, floor mats, collaborative work tables, bookcases, and other miscellaneous items) will cost \$26,000. As described in the technology portion, additional cohorts added in years two (two grade levels purchased), three (three grade levels purchased), and four (four grade levels purchased). Year five purchasing will be flat with year four (four grade levels).

*Contractual*

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Internal Program Audit - SchoolWorks	20,000	20,400	20,808	21,224	21,649	<b>104,081</b>
Third Party Evaluation - Brown University					50,000	<b>50,000</b>
Human Capital Tools and Consulting	25,000	25,500	26,010	26,530	27,061	<b>130,101</b>
Leadership Fellowship Training Programs	15,000	15,000	15,000			<b>45,000</b>
<b>Total Contractual</b>	<b>60,000</b>	<b>60,900</b>	<b>61,818</b>	<b>47,754</b>	<b>98,709</b>	<b>329,182</b>

BVP will utilize an annual organizational audit by SchoolWorks, as discussed in the Project Narrative, in order to effectively track progress against the Project Goals, as well as to assess the curricular, developmental, and operational needs of the organization as it grows. This audit is expected to cost \$20,000 and be conducted once a year.

BVP will use Brown University to conduct the third party evaluation of the project at a one-time cost of \$75,000 in the final year of the grant.

As noted in the Project Narrative, effective execution of the Project Goals will require the addition of a substantial number of high quality instructional staff as new schools are opened and continue to grow. In order to maximize the work of BVP's human capital professionals, the organization utilizes a number of technological tools to aid in the recruiting, screening, and cataloging of applicants. Applications such as OpenHire, SchoolSpring, myEdMatch, recruitby, and others are critical to the successful expansion of BVP's instructional staff. Prior experience with these applications indicates an annual cost of \$25,000.

BVP will use a variety of nationally recognized programs to supplement the professional development of its new school leaders in their planning year. Previous programs, as outlined in the Personnel section, suggest a cost of [REDACTED] per leadership fellow and will only be required in the the first three years of the grant.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Rhode Island Mayoral Academy Blackstone Valley

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Rhode Island Mayoral Academy Blackstone Valley	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	David		Lauck	

Address:

Street1:	291 Broad Street
Street2:	
City:	Cumberland
County:	
State:	RI: Rhode Island
Zip Code:	02864
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available: 

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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