

Uncommon  
Schools |

**ROXBURY PREP**

# 2015-2016 Annual Report

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Submitted: July 31, 2016

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## Letter from the Chairperson of the Board of Trustees

July 31, 2016

Dear Friends of Roxbury Preparatory Charter School,

It is with great pride that I present to you the *2015-2016 Annual Report* for Roxbury Preparatory Charter School. In this report you will find accounts of students mastering rigorous standards, developing leadership skills, and fostering community that long outlasts their tenures at Roxbury Prep. Roxbury Prep's mission of preparing students to enter, succeed in, and graduate from college continues to be realized this year as its seventh class of students, the Class of 2008, graduated from college.

The success of Roxbury Prep is clearly seen in its history of results on the state MCAS exams. Once again, Roxbury Prep stands as one of the highest-performing middle schools in Massachusetts, outperforming the state average in Math and ELA. The Roxbury Prep community looks forward to the release of 2016 PARCC results to prove once again that all students across the Commonwealth can perform at the highest levels when provided with effective structures and resources for curriculum, character, and community.

While the school takes the accountability inherent in the state exams seriously, its true measure of success is determined by the graduation and matriculation rates of the school's alumni in high school and college. This past year marked two major milestones in Roxbury Prep's expansion plan: The Roxbury Prep Dorchester Campus completed its growth and graduated its first class of 8<sup>th</sup> graders. In addition, Roxbury Prep High School opened its doors and now prepares for its second year.

Roxbury Prep's unwavering commitment to its students extends throughout high school and college. The Alumni Services Program provides alumni and their families with the tools needed to navigate the challenging path to college. Compared to a 9% six-year college graduation rate for the nation's low-income students, 40% of Roxbury Prep's graduating classes have graduated from colleges and universities across the nation and are currently enrolled in schools such as Harvard College, Boston College, New York University, Howard University, and UMASS Amherst. 72% of the Class of 2012 will enter college in the fall.

In 2015-2016, Roxbury Prep experienced the transition of its Managing Director, Dana Lehman. It is with deep gratitude that we thank Dana Lehman for her many years of service to Roxbury Prep and the students of Boston. We wish her the best in her future endeavors with Uncommon Schools.

We will continue to be ably led by Anna Hall as Chief Operating Officer and Kate Armstrong as Associate Chief Operating Officer and a team of instructional leaders from Uncommon Schools including Jesse Corburn, Julie Jackson and Maya Roth Bisignano.

As we close the 2015-2016 school year, we are reminded of the hard work and accountability we face as schools with a college mission. The tremendous gains of our students in both academics and character are a result of the heartfelt work of all those involved with the school. We must thank our stakeholders, whose generous support enables Roxbury Prep to continue to prepare Boston's youth to enter, succeed in, and graduate from college. We look forward to building stronger and new relationships in the coming years.

Sarah Kraus

Chairperson, Roxbury Preparatory Charter School Board of Trustees

## Introduction to the School

<b>Roxbury Preparatory Charter School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Multiple (Roxbury and Dorchester)
Regional or Non-Regional?	Non-regional	Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014
Maximum Enrollment	1800	Current Enrollment	1125
Chartered Grade Span	5-12	Current Grade Span	5-9 Mission Hill: 5-8 Lucy Stone: 5-8 Dorchester: 5-8 High School: 9
# of Instructional Days per school year	180	Students on Waitlist (7/1/2016)	627
School Hours	7:45 AM – 3:50 PM (7:45 AM – 12:30 PM Wednesday staff development)	Age of School	17 years
Mission Statement: Roxbury Preparatory Charter School (Roxbury Prep) is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life's possibilities; and 3) a community network supports student academic, social, and physical well-being.			

## Faithfulness to Charter

### Mission and Key Design Elements

#### Key Design Elements (with parenthetical citations to pages from the charter application):

- High academic expectations for all students through a standards-aligned, rigorous academic program that prepares all students for success in college and beyond (charter app pp. 8-9)

For evidence refer to "Program Delivery" on pages 7-8. These paragraphs discuss Roxbury Prep's academic program. Also refer to Appendix A noting the School's High School and College graduation rates.

- High behavioral expectations for all students through a structured school environment that maximizes time spent on student learning (charter app pp 14-15, 26-28)

For evidence refer to "Program Delivery" on page 8. Paragraph #3 discusses the code of conduct.

- Development of teacher proficiency through weekly observation and feedback and professional development targeted to teacher and student needs (charter app pp. 45-47)

For evidence refer to "Student Performance" on page 7 and "Program Delivery" on pages 7-8. These sections demonstrate Roxbury Prep's strategy of teacher development.

- Quarterly interim assessments and response to data to promote maximum student growth (charter app pp. 23-25)

For evidence refer to "Student Performance" on page 7 and "Program Delivery" on pages 7-8. In addition, refer to

Appendix A page 20 for a report on the internal assessment data used.

- Co-leadership model with one school leader focused on instruction and one focused on operations and each school leader managed by a senior leader at Uncommon with a proven track record of school leadership (pp. 43-45)

For evidence refer to "Organizational Viability" on pages 9 and 10 for a description of the leadership model at our schools.

### **The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.**

In 2015-2016, Roxbury Prep operated three middle schools and opened a high school: Mission Hill Campus served grades 5-8; Lucy Stone Campus served grades 5-8; and the Dorchester Campus served grades 5-8. The High School currently serves 9<sup>th</sup> grade and will add a grade each year until it reaches full enrollment serving grades 9-12.

Roxbury Prep's middle school campuses are aligned around the "3 C's" that have laid the foundation for Roxbury Prep since its opening:

**CURRICULUM** - Without good teachers, nothing else matters. Teachers are provided extensive support and coaching in curriculum development, instruction, and assessment, delivering engaging daily lessons and thoughtful, strategic unit plans.

**CHARACTER** - With mandatory uniforms, a strict code of conduct, and school values supported by an Advisory curriculum, Roxbury Prep ensures that students develop the academic, social, and moral skills required for success in college and in life.

**COMMUNITY** - At Roxbury Prep, we use our talents to make positive contributions to our communities. Through weekly Community Meeting, after school clubs and Enrichment, and local partnerships, Roxbury Prep students enrich their own school community, contribute to the neighborhoods of Roxbury and Dorchester, and benefit from the support of Boston community organizations and philanthropic supporters.

Roxbury Prep alumni receive continued guidance and support in their preparation for college through the school's Alumni Services Program. In addition to weekly phone calls to Roxbury Prep alumni and school visits to meet with teachers and administrators at each graduate's school, Alumni Services periodically holds workshops during evenings, weekends, holidays, and the summer months.

Roxbury Prep graduates continue to return to the school for a number of programs designed to support alumni in successfully completing high school and preparing for the college application process. The Alumni Services Program has evolved from a reactive program focused on crisis management to a proactive program focused on prevention and systems-building. With the launch of Roxbury Prep's High School, the focus is shifting further to one of supporting our current high school students on their continued paths to and ultimately through college.

### **Amendments to Charter**

Roxbury Prep did not request any amendments to its charter during the 2015-16 school year.

## Dissemination Efforts

Roxbury Prep recognizes that charter schools were created, in part, to spur broader systemic change. With this in mind, the school has implemented several strategies for sharing and spreading its best practices through these collaborative efforts, and the Board holds itself and the organization accountable with specific dissemination measures in its Balanced Score Card.

In the 2015-2016 school year, Roxbury Prep's four campuses recorded no less than 20 dissemination activities, ranging from hosting visits to other presentations, with audiences ranging from traditional public school districts to universities. A sample of visits/activities are listed in the table below.

Several of these activities are sustained efforts, requiring consistent staff time to support. Most notably, Roxbury Prep's Chief Operating Officer, Anna Hall, is a member of the Steering Committee for the Boston Compact, a historic collaboration between Boston Public Schools, Boston charter schools, and the Archdiocese of Boston to collaborate and share practices across all sectors.

Date	Type	Organization
10/23/2015	Visit	Youth Development Initiative Project, Northeastern University
10/21/2015	Visit	Edward Brooke Mattapan
10/2016	Visit	Building Excellent Schools
10/21/2016	Visit	Brooke Roslindale Operations Team
11/16/2016	Visit	Justin Schulze, Dean of Instruction, KIPP Columbus
12/8/2015	Visit	Codman Academy
1/27/2016	Professional Development	Citizen Schools
2/12/2016	Coaching	Mass Charter School Association (Coaching session)
4/7/2016	Visit	Katy Holmes from Oasis Academy
4/20/2016	Visit	Education Pioneers

## Academic Program Success

### Student Performance

To review 2015 MCAS data for Roxbury Prep please utilize the following link:

[http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=04840000&orgtypecode=5&](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04840000&orgtypecode=5&)

To review 2015 PARCC data for Roxbury Prep please utilize the following link:

[http://profiles.doe.mass.edu/parcc/achievement\\_level.aspx?orgcode=04840000&fycode=2015&orgtypecode=5&](http://profiles.doe.mass.edu/parcc/achievement_level.aspx?orgcode=04840000&fycode=2015&orgtypecode=5&)

For 2015-2016, all four campuses aligned to two key goals – committing to all teachers receiving an average of one feedback cycle per week (which consists of a classroom visit and observation, written feedback, and face-to-face meeting and debrief) and shared interim assessment system across Uncommon Schools. For the former, the school continued to develop a staffing model that ensured the Principals and Deans of Curriculum and Instruction had the training and time to execute feedback cycles and evaluations. For the latter, Roxbury Prep utilized a network administrator to facilitate a process for teachers to develop common standards and assessments, quarterly exams, and data systems to return exam data with 48 hours, followed by action planning supported by Principals)

Student growth is further supported by the use of an external assessment, iReady by Curriculum Associates. This web-based, adaptive assessment was used for multiple grades in 2015-2016, and showed that on average student grade-level mastery increased by a factor greater than 1.2 in eight months in Reading and Math.

## **Program Delivery**

Roxbury Prep teachers implement common instructional strategies to emphasize approaches to learning that facilitate academic success at Roxbury Prep and beyond and to reinforce important skills in multiple classes. Staff draws substantially from the Taxonomy of Effective Teaching Practices, developed by Doug Lemov of Uncommon Schools.

Roxbury Prep classes, Community Meetings, and school programs encourage students to be confident, responsible, positive, determined, compassionate, and reflective leaders. Advisory class deepens student understanding of such concepts as dignity, community, and leadership. The Advisory curriculum is an opportunity for students to read, write, reflect, and discuss the elements of the school Creed as they relate to current events and students' experiences. Advisory activities help students to develop good character, to create community, to improve literacy skills, and to become positive participants in their own and their peers' education.

Student achievement is dependent upon a positive, safe, caring, and vibrant school community. In order to ensure high academic standards, Roxbury Prep maintains high personal standards. The school requires a dress code and enforces a code of conduct designed to maintain a safe and positive learning environment. The safe environment allows classes to be focused and effective, and enables Roxbury Prep to celebrate learning and recognize each student's academic and personal talents and accomplishments.

The performance of Roxbury Prep teachers is assessed according to the Roxbury Prep Criteria for Outstanding Teaching detailed in the Roxbury Prep Teacher Evaluation Form. Principals and Deans of Curriculum and Instruction visit classes informally on a daily basis and provide feedback in weekly meetings and via email. This feedback evaluation is followed by a formal performance review meeting with a manager. All Roxbury Prep teachers and staff members are at-will and contracted on an annual basis.

Literacy and Math classes feature quarterly Interim Assessments, which consist of an exam with multiple choice and open-ended components. History, and Science classes feature Interim Assessments that consist of a quarterly project (e.g., lab report or essay) that reflects the content and skill standards of the class and exams with multiple choice and open-ended components. After each quarterly Interim Assessment administration, the entire Network gathers for Data Day, during which teachers receive item analyses and conduct thorough reviews of the data and create action plans. These action plans are reviewed the following week in a one-on-one meeting with the teacher and his/her Instructional Leader. In addition, teachers utilize formative classroom data that is reported every 4-6 weeks to students and families in the form of progress reports. Teachers utilize assessment data to refine and modify curriculum and provide additional support to individual students. In addition, Roxbury Prep administers national assessment exams to all students (formerly, Stanford 10 for 6<sup>th</sup> graders and now iReady for all grades). During August curriculum planning and following each quarter, teachers engage in a protocol to analyze student performance data and create curriculum modifications and student interventions, with assistance from Instructional Coaches, Deans, and the Principal.

Principals manage the academic program for quality and effectiveness at each campus; Uncommon Schools' Instructional Leadership ensures quality and effectiveness across the network in the following ways:

- development of curriculum, instructional strategies, and assessments;
- implementation of effective internal assessment systems and then using data to inform decisions;
- implementation of external assessment systems, including iReady, PARCC and MCAS, and using data to inform decisions; and
- curriculum alignment with state frameworks and PARCC.

Data is gathered for program evaluation at least twice per year via survey to all staff; through inspections and walk-throughs conducted by peers and Uncommon Schools; at monthly leadership team meetings and reflections; via annual family and Board surveys; and through dashboard data collected regularly by the Instructional Leadership, Associate Chief Operating Officer and Chief Operating Officer.

The following specialized instruction programs are provided to Roxbury Prep students with IEPs based on the educational needs of *currently* enrolled students with disabilities:

- General Education Modifications/Accommodations: Modified instruction with consultation and supervision from the Learning Specialist and Individual Needs Coordinator.
- Inclusion: Specialized instruction (e.g., in math, in writing) with the Learning Specialist within a general education classroom taught by a general education teacher.
- Pull-out: Math, Science, History and Specialized reading instruction with Really Great Reading Phonics Remediation
- Specialized Instruction: Specialized reading instruction with the Learning Specialist or a Reading Specialist (e.g., reading, organizational skills, etc.).

Roxbury Prep employs a Director of Special Education and English Language Learners to work across all of its campuses to coordinate services, manage compliance, and coach campus staff. The following related services are provided to Roxbury Prep students with IEPs based on the educational needs of *currently* enrolled students with disabilities: individual, family, and small group counseling (school counselor); evaluations; speech and language therapy; and occupational therapy. Additional related services can be secured through outside service providers.

Roxbury Prep provides special education services for students in accordance with state and federal special education laws, M.G.L. c.71B, the Individuals with Disabilities Education Act (IDEA), and the regulations associated with those laws. The Roxbury Prep Director of Special Education and English Language Learners and Individual Needs Coordinators are responsible for maintaining Individualized Education Programs (IEPs) in accordance with state and federal law and assisting teachers in making appropriate curriculum and instruction modifications. At the close of the 2015-2016 academic year, 218 students across the four campuses (19.4%) were classified as having special needs and had formal Individualized Education Programs or 504 Plans.

Roxbury Prep provides services for students with limited English proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The Roxbury Prep Director of Special Education and English Language Learners and Individual Needs Coordinators are responsible for overseeing students with limited English proficiency and supporting teachers in both instruction and curriculum. At the close of the 2015-2016 academic year, 154 students across the campuses (13.7 %) were classified as Limited English Proficient and received support in accordance with state and federal guidelines.

### **Social, Emotional and Health Needs**

Roxbury Prep Charter School used the 2015-2016 school year and recent changes in the law as an opportunity to re-examine discipline practices across all campuses and grade levels. In December 2015, March 2016 and May 2016 Deans of Students and School Leaders gathered to discuss constructive ways to alter the approach to discipline while maintaining our high expectations for students and an unwavering commitment to student safety.

The result is an approach that relies somewhat less on suspensions than in the past by developing a set of escalating consequences before suspension is used. Following the initial meeting of this group in December, 2015 suspensions dropped by approximately 50% across all schools.

Roxbury Prep remains committed to high expectations for students and to their safety. The school will continue to convene this group to share best practices and approaches. In addition, during the 2016-17 school year, all schools will have a Dean of Students and an Associate Dean of Students and will be implementing a web-based tool for tracking discipline data. This team at each campus will be responsible for proactively working with

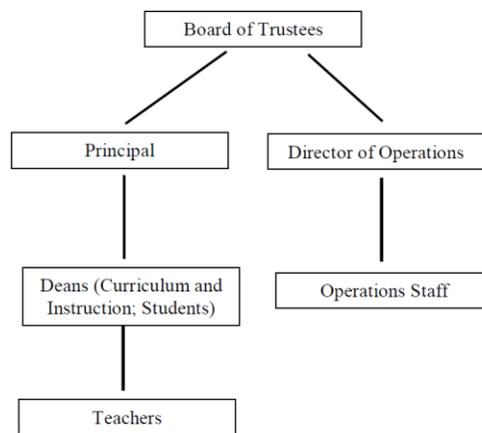
students and teachers in order to ensure that students are in school, in class and, most importantly, safe and learning.

During the 2016-17 school year each campus will have a full-time nurse, a full-time counselor, a Dean of Students and an Associate Dean of Students. This team at each campus will focus on proactively addressing the social, emotional and health needs of all Roxbury Prep students.

## Organizational Viability

### Organizational Structure of the School

All campus academic personnel report to a Principal or his/her designee. All campus operations personnel report to a Director of Operations. Campus structures now align with a model for additional deans to support the Principal in curriculum, instruction, and evaluation of teachers, as well as student culture/discipline. A chart is below.



### Network Structure

The Board utilizes an annual Balanced Scorecard to evaluate the quality of the network and individual campuses; as a leading indicator, the Board utilizes a standard dashboard at each of its meetings to assess interim data that aligns with those metrics. The data and action planning is driven by management, both the network and school leaders.

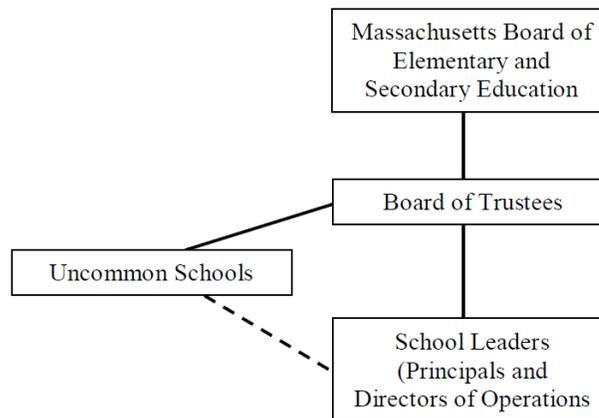
The majority of the work of the Board occurs at the committee level. The following standing committees of the Board of Trustees further the mission of the school:

- The Development Committee identifies and cultivates potential donors for the school through various meetings and events.
- The Finance Committee reviews monthly financial statements, assists with completion of the annual audit, and proposes the annual budget for Board approval.
- The Governance and Trusteeship Committee conducts the annual performance evaluations of the school leaders, evaluates prospective and current Board members, and nominates and orients new Board members.
- The Student Achievement Committee monitors the progress of Roxbury Prep students toward the academic standards in the Roxbury Prep Accountability Plan using standardized test scores, grades, interim assessments, and other measures of student progress.
- When necessary, the Board of Trustees forms ad hoc committees to address complex and pressing issues.

In negotiating the terms of the MOU with Uncommon Schools, the Board of Trustees closely followed regulations promulgated in the *Administrative and Governance Guide*. In exchange for a management fee, the Board receives programmatic and operational services from Uncommon Schools, ensuring that the school model is to be replicated at scale and with quality. In the agreement, the Board of Trustees clearly delineates its powers as the charter holder, retaining ultimate authority around management of the accountability plan, school leadership, budgeting, and all other functions that ensure academic success, organizational viability, and faithfulness to the charter.

The Principals and Directors of Operations are supported by an Uncommon Schools Associate Managing Director or Chief Schools Officer and Associate Chief Operating Officer with whom they meet at least weekly. The Associate Managing Director or Chief Schools Officer and Associate Chief Operating Officer provide hands-on support and coaching to the school leaders and assist the Board in evaluating and hiring school leaders.

There were no changes to the network organizational structures in 2015-2016.



### Teacher Evaluation

Roxbury Prep uses a teacher evaluation system that is aligned to, but more in depth than, the teacher evaluation model proposed by the state. The evaluation rubric can be found in the attachments.

### **Unaudited FY16 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)**

		<u>Original Budget</u>	<u>EOY Projected</u>	<u>Change in EOY Projected</u>
Revenue				
State Aid				
	Core Pupil Aid	16,555,987	17,165,298	609,311
Federal Grants				
	Title I	765,550	806,419	40,869
	Title II A	43,816	17,039	(26,777)
	Federal IDEA-B	216,876	216,876	0
	Federal ERATE	322,781	322,781	0
	Federal Child Nutrition Program	596,785	474,263	(122,522)
Misc Income				
	Uniform Collections	25,585	21,585	(4,000)

Mass Health Reimbursement	24,095	24,095	0
Private grants	1,300,000	500,000	(800,000)
School Activity Fees	58,469	58,469	0
Total Revenue	<u>19,909,944</u>	<u>19,606,825</u>	<u>(303,119)</u>
Expenditures			
Personnel			
Total School Leaders	903,300	775,998	(127,302)
Total School Deans/Directors	1,605,090	1,908,736	303,646
Total Teachers/Instructional Staff	5,626,162	5,518,203	(107,959)
Total Part-Time Program Salaries	402,050	411,170	9,120
Total Administrative/Support Salaries	661,908	563,374	(98,534)
Total Facilities Salaries	70,746	75,946	5,200
Bonuses	0	40,000	40,000
Total Benefits/Taxes	<u>1,199,215</u>	<u>1,000,898</u>	<u>(198,317)</u>
Total Personnel	10,468,471	10,294,325	(174,146)
Facilities Expenses			
Total Building	1,520,028	1,525,350	5,322
Total Utilities	170,000	136,000	(34,000)
Total Maintenance Services	262,150	169,321	(92,829)
Total Custodial	253,000	230,500	(22,500)
Total Security	215,000	222,200	7,200
Total Building Supplies	47,000	35,000	(12,000)
Total Furniture & Equipment	<u>220,878</u>	<u>179,153</u>	<u>(41,725)</u>
Total Facilities	2,688,056	2,497,524	(190,532)
School Programmatic Expenses			
Total Textbooks	140,555	90,061	(50,494)
Total Other Instructional Supplies	429,000	355,223	(73,777)
Total Assessments	3,678	3,795	117
Total Technology	1,154,840	1,059,396	(95,444)
Total Student Enrichment	466,907	492,624	25,717
Total Student Services	827,158	791,609	(35,550)
Total Professional Development	382,258	315,413	(66,846)
Total Staff Recruitment	77,625	82,450	4,825
Total Community Outreach	35,000	35,000	0
Total Enrollment Expenses	52,000	88,186	36,186
Total Contracted Special Services	316,321	272,585	(43,736)
Total Other Contracted Special Services	<u>19,500</u>	<u>11,000</u>	<u>(8,500)</u>
Total School Programmatic Expenses	3,904,842	3,597,341	(307,501)
Administrative Expenses			
Total Photocopying Lease	135,874	127,600	(8,274)
Total Printing/Stationery	7,700	4,300	(3,400)
Total Telecommunications	231,093	219,513	(11,580)
Total Office Supplies	168,937	177,000	8,063
Total Nursing Supplies	14,723	12,759	(1,964)
Total Postage/Shipping/Delivery	17,500	19,000	1,500
Total Insurance	104,461	93,458	(11,003)
Total Contracted Admin Services	116,266	128,847	12,581
Total Board Expenses	1,400	1,400	0
Total Misc. Expenses	64,000	64,000	0

Total Management Services (CMO)	<u>1,608,550</u>	<u>1,637,912</u>	<u>29,362</u>
Total Administrative Expenses	<u>2,470,504</u>	<u>2,485,789</u>	<u>15,285</u>
Total Expenditures	<u>19,531,873</u>	<u>18,874,979</u>	<u>(656,893)</u>
Net Revenue Over Expenditures	<u>378,072</u>	<u>731,846</u>	<u>353,774</u>

## Statement of Net Assets for FY 16 (Balance Sheet)

			<u>Current Year</u>
Assets			
Current Assets			
Operating Cash			
11400Y		Roxbury - Operating a/c	<u>3,255,392</u>
	Total Operating Cash		3,255,392
Accounts Receivable			
20010Y		Accounts Receivable	<u>153,296</u>
	Total Accounts Receivable		153,296
Other Current Assets			
20030Y		Pre-Paid Expenses	13,595
20035Y		FSA Benefit plan	<u>(10,822)</u>
20040Y		Payroll Advances	467
27000Y		Inter Company Btwn USI and Schools	<u>(19,836)</u>
	Total Other Current Assets		<u>(16,595)</u>
	Total Current Assets		3,392,092
Long-term Assets			
Property & Equipment			
28010Y		Furniture, fixtures, & equip	444,802
28015Y		Accumulated Deprec. F&F	<u>(307,868)</u>
28020Y		Computer & Software	1,604,762
28025Y		Accumulated Deprec. C&S	<u>(1,441,959)</u>
28030Y		Leasehold Improvement	6,202,242
28035Y		Accumulated Dep. Leasehold Improvements	<u>(2,852,073)</u>
28040Y		Vehicles	43,443
28045Y		Accumulated Depreciation Vehicles	<u>(43,443)</u>
	Total Property & Equipment		<u>3,649,906</u>
	Total Long-term Assets		<u>3,649,906</u>
	Total Assets		<u>7,041,999</u>
Liabilities			
Short-term Liabilities			
Accounts Payable			
30015Y		Accounts Payable Other Entities	<u>347,732</u>
	Total Accounts Payable		347,732
Deferred Revenue			
30030Y		Deferred Revenue	<u>101,941</u>
	Total Deferred Revenue		101,941
Other Short-term Liabilities			

30107Y	403b (retirement) - employee	374
30113Y	MTRS - Retirement	<u>74,978</u>
	Total Other Short-term Liabilities	<u>75,352</u>
	Total Short-term Liabilities	<u>525,025</u>
	Total Liabilities	<u>525,025</u>
Net Assets		
	Beginning Net Assets	4,833,595
	Total Beginning Net Assets	4,833,595
	Current YTD Net Income	1,683,378
	Total Current YTD Net Income	<u>1,683,378</u>
	Total Net Assets	<u>6,516,974</u>
	Total Liabilities and Net Assets	<u>7,041,999</u>

### Approved School Budget for FY17

The school budget was approved via vote of the Board of Trustees, in compliance with Open Meeting Law, on June 27, 2016. This vote was recorded in the minutes, which will be approved at the Board's September meeting.

**Draft  
Budget**

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**2016-17**

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<b>PAID STUDENT ENROLLMENT</b>	<b>1,358.2</b>
<b>SPED ENROLLMENT</b>	<b>206.0</b>
<b>FRPL ENROLLMENT</b>	<b>1,181.6</b>
<b>TOTAL PERSONNEL</b>	<b>176.6</b>

<b>REVENUES</b>	
<b>CORE PUPIL AID</b>	<b>\$20,372,282</b>
<b>FEDERAL AID</b>	<b>\$2,095,185</b>
<b>OTHER PUBLIC INCOME</b>	<b>\$29,883</b>
<b>PHILANTHROPIC CONTRIBUTIONS</b>	<b>\$800,000</b>
<b>MISC INCOME</b>	<b>\$48,571</b>
<b>TOTAL REVENUES</b>	<b>\$23,345,922</b>

<b>EXPENDITURES</b>	
<b>PERSONNEL</b>	
<b>PROGRAM SALARIES</b>	<b>\$10,004,755</b>
<b>ADMIN/LEADERSHIP SALARIES</b>	<b>\$2,830,106</b>
<b>INSTRUCTIONAL SALARIES</b>	<b>\$7,174,649</b>

SUPPORT SALARIES	\$1,181,885
FACILITIES SALARIES	\$133,000
BONUS COMPENSATION	\$5,000
TOTAL SALARIES	\$11,324,640
TOTAL BENEFITS/TAXES	\$1,294,195
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$12,618,835</b>

**FACILITY/OCCUPANCY EXPENSES**

BUILDING EXPENSES	\$2,028,467
BUILDING FUND	\$0
UTILITIES	\$171,000
MAINTENANCE SERVICES	\$245,600
CUSTODIAL	\$285,500
SECURITY	\$269,428
BUILDING SUPPLIES	\$44,000
FURNITURE & EQUIPMENT	\$226,997
<b>TOTAL FACILITY EXPENSES</b>	<b>\$3,270,992</b>

**SCHOOL PROGRAMMATIC EXPENSES**

TEXTBOOKS	\$167,580
OTHER INSTRUCTIONAL SUPPLIES	\$419,826
ASSESSMENTS	\$19,106
TECHNOLOGY	\$1,240,821
STUDENT ENRICHMENT	\$727,773
STUDENT SERVICES	\$929,918
PROFESSIONAL DEVELOPMENT	\$449,140
STAFF RECRUITMENT	\$78,500
COMMUNITY OUTREACH	\$37,500
ENROLLMENT EXPENSES	\$132,400
CONTRACTED SPECIAL NEEDS SERVICES	\$205,750
OTHER CONTRACTED PROGRAM SERVICES	\$20,000
<b>TOTAL PROGRAM EXPENSES</b>	<b>\$4,428,315</b>

**ADMINISTRATIVE EXPENSES**

PHOTOCOPYING LEASE	\$173,489
PRINTING/STATIONERY	\$4,200
TELECOMMUNICATIONS	\$236,450
OFFICE SUPPLIES	\$200,000
NURSING SUPPLIES	\$12,000
POSTAGE/SHIPPING/DELIVERY	\$19,000
INSURANCE	\$108,000
CONTRACTED ADMIN SERVICES	\$111,000
BOARD EXPENSES	\$1,600
MISCELLANEOUS ADMIN EXPENSES	\$42,000
MANAGEMENT SERVICES (CMO)	\$1,923,228

<b>TOTAL ADMINISTRATIVE EXPENSES</b>	<b>\$2,830,967</b>
<b>TOTAL EXPENDITURES</b>	<b>\$23,149,109</b>
<i>Expenditures Per Pupil</i>	<i>\$17,045</i>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>\$196,813</b>
<i>Surplus (deficit) as a % of Revenues</i>	<i>0.8%</i>
Philanthropy	800,000
<b>ENDING FUND BALANCE</b>	<b>\$2,181,623</b>

### Capital Plan for FY17

Roxbury Prep has no capital projects planned for FY16 that extend beyond regular maintenance and repair. The school will undertake a considerable capital project within the next 2 years with the opening of its high school.

The high school:

1. Will need to accommodate up 850 students and 70 staff members; requiring a minimum of 60,000 square feet;
2. Will continue a facilities search due diligence in FY17;
3. Will secure a long-term facility for the 2017-2018 school-year, and will use leased space in the interim;
4. Has no estimated capital budget at this time without a site under contract;
5. Will finance the project through philanthropy and commercial or municipal financing, the scale and composition of which will be determined by the capital budget;
6. Does not have a capital reserve for the project.

## Additional Information

### Appendix A - Accountability Plan Objectives and Measures

	2015 - 2016 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<b>Measure:</b> Each year, 6-Year College Graduation rate (counted from 8th grade class, only 4-year degrees) is greater than the national average for low-income students. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>40% (70/174)</b> of students from Roxbury Prep Classes of 2002-2005 have graduated from a four-year college. This is more than four times the national average for low-income students, approximately 9% (Pell Institute, 2015).
<b>Measure:</b> Each year, college Enrollment of Graduates is greater than 50%. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>72% (48/67)</b> of students from Roxbury Prep's Class of 2012 were accepted to and will enroll in college this fall.
<b>Measure:</b> Each year, the High School Graduation Rate (counted from 8 <sup>th</sup> grade class) is greater than 80%. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>91% (61/67)</b> of Roxbury Prep's Class of 2012 graduated from high school this year; the remaining students will continue to pursue graduation through grade retention or

		alternative credits (e.g., GED).
<b>Measure:</b> Over 40% of graduating RPC 8 <sup>th</sup> grade students will enroll in “competitive admission” (independent, parochial, or exam) college preparatory high schools. <b>MISSION HILL CAMPUS</b>	<b>Not Applicable</b>	With the advent of Roxbury Prep High School this measure is no longer applicable.
<b>Measure:</b> Over 90% of graduating RPC 8 <sup>th</sup> grade students will enroll in high schools with explicit college preparatory missions. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>100%</b> of the graduating 8 <sup>th</sup> grade class will attend competitive admission, pilot, charter, and Boston Public schools with explicit college preparatory missions. This includes enrollment at Roxbury Prep High School.
	<b>2015 – 2016 Performance (Met/Not Met)</b>	<b>Evidence</b>
Objective: The Board of Trustees and school leadership will establish effective working relationships with Uncommon Schools. Changes in the school’s relationship with Uncommon Schools comply with required charter amendment procedures.		
<b>Measure:</b> The Board of Trustees will conduct an annual evaluation of Uncommon Schools using a survey element and the Balanced Scorecard. <b>NETWORK</b>	<b>Met</b>	On September 30, 2015, the Board completed and reviewed its Balanced Scorecard. On March 30, 2016, the Board convened and reviewed evaluation data from Uncommon Schools and received a presentation from Brett Peiser, Uncommon Schools CEO; all data received from surveys revealed satisfactory performance or higher.
<b>Measure:</b> The Board of Trustees will create a system for remediating any elements of unsatisfactory performance with Uncommon Schools. <b>NETWORK</b>	<b>Met</b>	No services or performance were determined to be unsatisfactory in 2015-2016.  The board will undertake in 2016-2017 to develop a system for remediating any elements of unsatisfactory performance by Uncommon Schools, should those areas arise in the future.
	<b>2015 – 2016 Performance (Met/Not Met)</b>	<b>Evidence</b>
Objective: Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) or PARCC exams in all subject areas and at all grade levels tested for accountability purposes.		
<b>Measure:</b> Roxbury Prep students will achieve Level 4 or 5 on the ELA PARCC at a higher rate than Boston Public Schools and the state of Massachusetts by the end of their second year of enrollment. <b>MISSION HILL CAMPUS, LUCY STONE CAMPUS and DORCHESTER CAMPUS</b>	<b>Partially Met</b>	<b>60%</b> of Roxbury Prep 6 <sup>th</sup> grade students scored Level 4 or 5 on the 2015 ELA PARCC, compared to a rate of 60% for the Commonwealth and 39% for Boston Public Schools. 75% of Roxbury Prep 7 <sup>th</sup> grade students scored Level 4 or 5 on the 2015 ELA PARCC, compared to a rate of 61% for the Commonwealth and 42% for Boston Public Schools. <b>63%</b> of Roxbury Prep 8 <sup>th</sup> grade students scored Level 4 or 5 on the 2015 ELA PARCC, compared to a rate of 64% for the Commonwealth and 41% for Boston Public

		Schools.	
<b>Measure:</b> Roxbury Prep students will achieve advanced/proficient on the Math PARCC at a higher rate than Boston Public Schools and the state of Massachusetts by the end of their second year of enrollment. <b>MISSION HILL CAMPUS AND LUCY STONE CAMPUS</b>	<b>Partially Met</b>	<b>46%</b> of Roxbury Prep 6 <sup>th</sup> grade students scored Level 4 or 5 on the 2015 Math PARCC, compared to a rate of 53% for the Commonwealth and 30% for Boston Public Schools. <b>63%</b> of Roxbury Prep 7 <sup>th</sup> grade students scored Level 4 or 5 on the 2015 Math PARCC, compared to a rate of 45% for the Commonwealth and 27% for Boston Public Schools. <b>56%</b> of Roxbury Prep 8 <sup>th</sup> grade students scored Level 4 or 5 on the 2015 Math PARCC, compared to a rate of 80% for the Commonwealth and 24% for Boston Public Schools.	
<b>Measure:</b> Roxbury Prep students will achieve advanced/proficient on the Science MCAS at a higher rate than Boston Public Schools and the state of Massachusetts by the end of their second year of enrollment. <b>MISSION HILL CAMPUS and LUCY STONE CAMPUS</b>	<b>Partially Met</b>	<b>22%</b> of Roxbury Prep 8 <sup>th</sup> grade students scored advanced/proficient on the 2014 Science MCAS, compared to a rate of 42% for the Commonwealth and 14% for Boston Public Schools.	
	<b>2015 - 2016 Performance (Met/Not Met)</b>	<b>Evidence</b>	
Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.			
<b>Measure:</b> Roxbury Prep students will achieve a median Transitional SGP of 50 or higher in the aggregate across grades for ELA. <b>NETWORK</b>	<b>Met</b>	The combined median SGP for all Roxbury Prep students on the 2014 ELA MCAS exams (grades 5-8) was <b>80</b> .	
<b>Measure:</b> Roxbury Prep students will achieve a median Transitional SGP of 50 or higher in the aggregate across grades for Math. <b>NETWORK</b>	<b>Met</b>	The combined median SGP for all Roxbury Prep students on the 2013 Math MCAS (grades 5-8) was <b>84</b> .	
<b>Measure:</b> Roxbury Prep students will achieve a median SGP of 40 or higher in the aggregate for all statistically significant sub-groups in ELA and Math.  <b>NETWORK</b>	<b>Met</b>	<b>Subgroup</b>	
		<b>ELA SGP</b>	
		Students w/Disabilities	79
		ELL and Former ELL	83
		Economically Disadvantaged	81
		High needs	81
		Afr. Amer./Black	81
		Hispanic/Latino	79
		<b>Subgroup</b>	<b>Math SGP</b>
		Students w/Disabilities	77
		ELL and Former ELL	84
		Economically Disadvantaged	85
		High needs	84
		Afr. Amer./Black	84
Hispanic/Latino	84		

	2015 - 2016 Performance (Met/Not Met)	Evidence
Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
<b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>NETWORK</b>	Partially Met	Roxbury Prep students achieved 60/70% or above on 9 of 15 Interim Assessments across grades 5-8. 6 courses did not meet the goal, of those 5 had an average one point below the goal. Roxbury Prep utilized the updated Common Core-aligned ELA and math Uncommon assessments in 2015-2016. These assessments were far more rigorous than previous assessments. Though scores decreased from past years, student mastery increased on this more rigorous assessment. The new assessments provided strong preparation for the PARCC exams. Science and history exams were also revised to increase rigor.  As stated, Principals and instructional leaders follow an intentional six-week protocol, utilizing analysis by teachers, to remediate skills and content knowledge prior to the subsequent assessment.
<b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>MISSION HILL CAMPUS</b>	Met	Mission Hill Campus students achieved 60/70% or above on 15 of 15 Interim Assessments in grades 5 through 8 (7/7 for grades 5 and 6; 8/8 for grades 7 and 8).
<b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>LUCY STONE CAMPUS</b>	Partially Met	Lucy Stone Campus students achieved 60%/70% or above on 11 of 15 Interim Assessments in grades 5 through 8 (7/7 for grades 5 and 6; 4/8 for grades 7 and 8).
<b>Measure:</b> : The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>DORCHESTER CAMPUS</b>	Partially Met	Dorchester Campus students achieved 60%/70% or above on 10 of 15 Interim Assessments in grades 5 through 7 (7/7 for grades 5 and 6; 3/8 for grades 7 and 8).
	2015 - 2016 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. The school's annual audit is free of material or repeated findings.		
<b>Measure:</b> The school's annual budget is sustained	Met	Unaudited FY16 financials show that enrollment

by its enrollment. <b>NETWORK</b>		sustained the budget (including support of significant capital projects) without the need for private revenue.
<b>Measure:</b> Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. <b>NETWORK</b>	<b>Met</b>	Unaudited FY16 financials show the school ran its program with net assets remaining positive. The school continues to utilize sound financial practices and a line of credit of up to \$3M, which was not drawn upon in FY16, to ensure adequate cash flow.
<b>Measure:</b> There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. <b>NETWORK</b>	<b>Partially Met</b>	The FY15 audit detected no material weaknesses or significant deficiencies pertaining to financial management. In its opinion, the auditor noted that the organization's net position and cash flows were accurately represented and were done in accordance with generally accepted accounting principles. The auditor did find a failure of internal controls to ensure that all employees submitted to a criminal background check and that the results of the check were documented. Testing of thirty employees' payroll records found nine who were missing this documentation. While management ensures that the background checks were performed, new policies were implemented since the audit to ensure that records are better tracked.
Objective: The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.		
<b>Measure:</b> Roxbury Prep applications for enrollment exceed total available seats by at least 25%. <b>NETWORK</b>	<b>Met</b>	For the March 2016 lottery, the school received 1175 applications for approximately 360 available seats, exceeding availability by <b>more than 225%</b> .
Objective: The board of trustees is responsible to the school community(ies) it serves.		
<b>Measure:</b> The Board of Trustees conducts an annual evaluation process of its own effectiveness using a survey element and the Balanced Scorecard. <b>NETWORK</b>	<b>Met</b>	On September 30, 2015, the Board completed and reviewed its Balanced Scorecard. On March 30, 2016, the Board convened and reviewed evaluation data from Uncommon Schools and received a presentation from Brett Peiser, Uncommon Schools CEO; all data received from surveys revealed satisfactory performance or higher.  In the 2016-2017 school year, the Board will undertake to review and revise its annual self-evaluation process.
<b>Measure:</b> The Board of Trustees will create a system for remediating any elements of unsatisfactory performance. <b>NETWORK</b>	<b>Met</b>	No services or performance were determined to be unsatisfactory in 2015-2016.  The board will undertake in 2016-2017 to develop a system for remediating any elements of unsatisfactory performance by Uncommon Schools, should those areas arise in the future.
Objective: The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.		
<b>Measure:</b> Roxbury Prep student attendance is at	<b>Not Met</b>	Roxbury Prep's overall attendance rate was <b>94%</b> for

least 95%. <b>NETWORK</b>		2015-2016.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	Mission Hill's overall attendance rate was <b>95%</b> for 2015-2016.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>LUCY STONE CAMPUS</b>	<b>Met</b>	Lucy Stone's overall attendance rate was <b>95%</b> for 2015-2016.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>DORCHESTER CAMPUS</b>	<b>Met</b>	Dorchester Campus' overall attendance rate was <b>95%</b> for 2015-2016.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>HIGH SCHOOL</b>	<b>Not Met</b>	The High School's overall attendance rate was <b>91%</b> for 2015-16.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>NETWORK</b>	<b>Met</b>	<b>85%</b> of all Roxbury Prep families gave their campus an overall grade of "B" or higher on its annual survey.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>98%</b> of Mission Hill Campus families gave the school an overall grade of "B" or higher on its annual survey.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>LUCY STONE CAMPUS</b>	<b>Not Met</b>	<b>71%</b> of Lucy Stone Campus families gave the school an overall grade of "B" or higher on its annual survey.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>DORCHESTER CAMPUS</b>	<b>Met</b>	<b>86%</b> of Dorchester Campus families gave the school an overall grade of "B" or higher on its annual survey.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>HIGH SCHOOL CAMPUS</b>	<b>Not Met</b>	<b>41%</b> of High School Campus families gave the school an overall grade of "B" or higher on its annual survey.

## Appendix B Charter School Recruitment and Retention Plan

### Charter School Recruitment and Retention Plan

In 2015-2016, Roxbury Prep implemented its recruitment plan successfully. Utilizing a Director of Special Projects and seasonal recruitment team consisting of college-aged Roxbury Prep alumni, the team implemented all of the planned activities – third party mailings in home languages, media, recruitment activities through Boston Public Schools (including applications at family resources centers), participation in recruitment fairs, and utilizing school events/open houses to recruit. The team implemented the three strategies that were discussed in previous years – use of an online system for both completing and tracking applications (available in all prevalent languages), utilizing the recruitment team to verify applications are complete and accurate, and engaging current families and students to recruit families.

Data extracted from the CHART tool and online profile show that Roxbury Prep was at or above the first quartile for all sub-groups: First Language not English, English Language Learners, Students with Disabilities, Economically Disadvantaged, and High Needs.

In 2015-2016, Roxbury Prep implemented its retention plan successfully. The campuses implemented the same drivers that have resulted in strong student retention for years – student orientations, an enhanced Advisory system to promote constant family communication, family events and conferences, additional family meetings, enrichment to engage diverse learners, and extensive tutoring and summer school to assist with remediation.

As of June 17, 2016, Roxbury Prep had retained **94.5%** of its students from the first school day in 2015-2016, evidence of the strength of its retention plan and engagement activities.

# Recruitment Plan

2016 – 2017

## General Recruitment Activities

**List recruitment activities undertaken each year which apply to all students.**

Utilization of third-party mail house to ensure all eligible families of students in the proper grade spans receive information about Roxbury Prep, as well as an application; materials are provided in the family's reported home language.
Availability of the application on the Roxbury Prep website and completion of applications online. Availability of community computers at all campuses. Assistance to families without internet access to complete online application.
Utilization of recruitment team to verify applications in real-time.
Participation in conferences, open houses, and fairs with Boston Public Schools, other Boston charter schools and vast network of community-based organizations (non-profit organizations, churches, etc.)
Open houses held at Roxbury Prep before and after the lottery.
Individual and coordinated media advertisement (community papers, radio, etc.)
Assignment of Director of Special Projects (as 0.25 FTE)

## Recruitment Plan – Goals and Strategies

**List goals and strategies for recruitment activities for each demographic group.**

<b>Demographic Group:</b> A. Special education students	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Utilization of SPEFAC meeting for recruitment</li> <li>3. Profile of Special Education classes in Prospective Family Newsletter</li> </ol>
<b>Demographic Group:</b> B. Limited English-proficient students	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Recruitment mailers in Spanish and Haitian Creole</li> <li>3. LEP recruitment meeting(s) in Spanish and Haitian Creole</li> <li>4. Availability to complete online application in Spanish, Haitian Creole and other languages</li> <li>5. Student recruitment teams to use instant phone interpretation service for phone calls</li> <li>6. Use of community based programs to better identify LEP students and families</li> <li>7. Highlight success of ELL learners in marketing materials</li> </ol>
<b>Demographic Group:</b> C. Students eligible for free lunch	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Advertise Roxbury Prep's participation in Community Eligibility, allowing all students a free breakfast and lunch</li> </ol>
<b>Demographic Group:</b> D. Students eligible for reduced price lunch	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Advertise Roxbury Prep's participation in Community Eligibility, allowing all students a free breakfast and lunch</li> </ol>
<b>Demographic Group:</b> E. Students who are sub-proficient	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Use of community-based organizations to better identify students already in remediation programs</li> <li>3. Use of new EWIS system to identify at-risk students</li> </ol>
<b>Demographic Group:</b> F. Students at risk of dropping out of school	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Use of new EWIS system to identify at-risk students</li> <li>3. Application mailing to all 8<sup>th</sup> grade families</li> </ol>

<b>Demographic Group:</b> G. Students who have dropped out of school	Not applicable to Roxbury Prep in the 2015-16 school year
<b>Demographic Group:</b> H. Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Use of new EWIS system to identify at-risk students</li> </ol>

## Retention Plan

### 2015 – 2016

**Implementation Summary:**

In 2015-2016, Roxbury Prep implemented its retention plan successfully. The campuses implemented the same drivers that have resulted in strong student retention for years – student orientations, an enhanced Advisory system to promote constant family communication, family events and conferences, additional family meetings, enrichment to engage diverse learners, and extensive tutoring and summer school to assist with remediation.

The 2015-16 Roxbury Prep retention plan was designed and implemented to target the subgroups that were underrepresented at Roxbury Prep. Roxbury Prep placed emphasis on the advisory system to allow families the opportunity to connect with the Roxbury Prep staff and allow advisors to discuss any potential issues with families. The advisory program proved to be a useful retention strategy, as it ensured that all families were contacted at least every two weeks by their students’ advisor, regardless of academic standing. Advisory allowed families to feel more engaged with the Roxbury Prep community.

Each campus generated grades on a weekly basis and entered into discussions with families as early as possible to discuss students that were struggling academically and/or culturally. By the end of the quarter, advisors and school leaders called families to discuss grades and ensure that any persistent academic issues or behavioral issues were dealt with.

In 2015-16, Roxbury Prep also engaged students at risk of being held back with Summer School. At the end of the year, students that failed two or fewer content areas were asked to attend summer school. Students that successfully completed their final exams during summer school were promoted to the next grade. Those students that failed to pass their final exams in summer school were retained in their previous grade level. Families were contacted by Roxbury Prep staff to discuss the benefits keeping their child at Roxbury Prep and the benefits of summer school or being held back a grade. Additionally, families were kept abreast and engaged throughout the Summer School process.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	90%

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	<p><b>Family Orientation</b> → Before the start of school, two mandatory family orientations will give families the opportunity to learn about the systems, policies, and procedures of Roxbury Prep and the reasoning behind them. These orientations will also give families a chance to connect with each other and with staff members. Additional orientations may be held closer to lottery results.</p> <p><b>Advisory System</b> → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. The advisory program will ensure that each family receives a call from their child’s Advisor at least twice a month. The new database will be used to track persistent problems discussed during phone check-ins. Roxbury Prep will consider including Individual Needs team members on the advisory calls or setting up a separate IN initiative to ensure that families of special education students are contacted with equal or greater frequency.</p>
Limited English-proficient students	<p><b>Family Meetings</b> → Families will be invited to each school campus to participate in meetings where they can connect with other families and staff.</p> <p><b>Family Orientation</b> → Prior to the start of the school year, Roxbury Prep will engage families in two mandatory family orientations. Roxbury Prep will use family orientations to connect with all students and families; however, the orientations will be used to provide LEP students and families the opportunity to connect with other families and staff. Family engagement and community were found to be a key factor in the education of LEP students. (Ortiz 2004)</p> <p><b>Family Coordinator</b> → Roxbury Prep is in the process of hiring a Family and Community Engagement Coordinator. The role will include connecting LEP families with resources in the community.</p>
Economically Disadvantaged Students	<p><b>Enrichment/Clubs</b> → All students are able to participate in Roxbury Prep’s after school clubs such as soccer, basketball, track, step team, theater and talent performances. There is no charge for these activities, ensuring that they are available to all students. These activities help build students’ connections to school.</p>
Students who are sub-proficient	<p><b>Homework Help</b> → Roxbury Prep will provide a Homework Help program for students who need additional help to complete their homework. These services will help students and families adjust to the high academic demands at Roxbury Prep.</p> <p><b>Advisory System</b> → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the Advisor-Family relationship is critical to ensure problem solving. Building on practices at Roxbury Prep, Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. A new database system will provide additional tracking and automation.</p>

<p>Students at risk of dropping out of school</p>	<p><b>Summer Academic Program</b> → Roxbury Prep will offer a Summer Academic Program for students who fail one or two of their six academic classes. By participating in the Summer Academic Program, students have the opportunity to master skills they did not master during the year and re-take final exams at the end of the session. Students who successfully pass their exams at the end of the Summer Academic Program will be promoted to the next grade.</p> <p><b>Family Engagement</b> → In addition to the advisory system used for all students, families of students at risk of dropping out will be engaged via meetings or phone calls to ensure the persistence of the student. Roxbury Prep will target this level of engagement toward students with poor attendance records, high suspension rates, and/or poor performance.</p> <p><b>Advisory System</b> → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the Advisor-Family relationship is critical to ensure problem solving. Building on practices at Roxbury Prep, Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. A new database system will provide additional tracking and automation. The advisors will pay key attention to the students that have poor attendance and grades, a key risk factor associated with dropping out of school.</p> <p><b>Homework Help</b> → Roxbury Prep will provide a Homework Help program for students who need additional help to complete their homework. These services will help students and families adjust to the high academic demands at Roxbury Prep.</p>
<p>Students who have dropped out of school</p>	<p>Not applicable to Roxbury Prep in the 2015-16 school year</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>The entire student body, including all subgroups of students, is eligible for the programs and services listed above. Students that are struggling at a Roxbury Prep school, either academically or socially, will be encouraged to engage with the programs offered at the school or in the community.</p>

**Appendix C – School and Student Data Tables**

**School and Student Data Tables**

To review 2015-2016 student enrollment data for Roxbury Prep please utilize the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04840505&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	644	56.3%
Asian	5	0.5%
Hispanic	472	41.3%
Native American	2	0.2%
White	10	0.9%
Native Hawaiian, Pacific Islander	1	0.1%
Multi-race, non-Hispanic	9	0.8%
Special education	177	15.5%
Limited English proficient	162	14.2%
Economically disadvantaged	602	52.6%

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Dana Lehman, Managing Director (Uncommon Schools)	Manages network’s curriculum and instruction.	8/1/2001	March 31, 2016
Julie Jackson, Chief Schools Officer	Manages network’s curriculum and instruction.	1/1/2016	N/A
Jesse Coburn,		1/1/2016	N/A
Maya Roth Bisignano		1/1/2016	N/A
Anna Hall, Chief Operating Officer (Uncommon Schools)	Manages the network’s finances and operations.	7/1/2015	N/A
Kate Armstrong, Associate Chief Operating Officer	Manages the network’s finances and operations.	7/1/2015	N/A
Ryan Kelly, Principal (Mission Hill)	Manages the school’s curriculum and instruction.	8/1/2006	N/A
Eddie Branchaud, Director of Operations (Mission Hill)	Manages the school’s finances and operations.	8/1/2014	N/A
Meekerley Sanon, Co-Principal (Lucy Stone)	Manages the school’s curriculum and instruction.	8/1/2011	N/A
Nikhil Bhatia, Co-Principal (Lucy Stone)	Manages the school’s curriculum and instruction.	8/1/2012	N/A

Adam Seidel, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	8/1/2012	N/A
Dan Cosgrove, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2014	N/A
Ray Cruz, Director of Operations (Dorchester)	Manages the school's finances and operations.	1/5/2015	N/A
MaryAdair McGrath, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	7/1/2014	N/A
Shradha M. Patel, Principal (High School)	Manages the school's curriculum and instruction.	7/1/2015	N/A
Juan Fernandez, Director of Operations (High School)	Manages the school's finances and operations.	7/1/2015	N/A
Megan Britt, Director of Strategic Initiatives	Manages cross-campus initiatives.	8/1/2015	N/A
Oliver Truog, Director of Special Projects	Manages cross-campus infrastructure and initiatives.	7/1/2011	N/A
Emily Monteiro, Director of Alumni Services	Provides support to Roxbury Prep alumni in high school and college	9/1/2007	N/A

<b>TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR</b>			
	<b>Number as of the last day of the 2015-2016 school year</b>	<b>Departures during the 2014-2015 school year</b>	<b>Departures at the end of the school year</b>
Teachers	105	3	20
Other Staff	49	6	9

<b>BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Mr. Dick Balzer	Trustee	Governance and Trusteeship	1	Elected: September 2014 Term Ends: June 2017
Ms. Hope Crosier	Trustee	Student Achievement Chair	2	Elected: June 2012 Re-Elected: June 2015 Term Ends: June 2018
Mr. Russell Franks	Trustee	Finance (Treasurer)	2	Elected: June 2012 Re-Elected: June 2015 Term Ends: June 2018
Ms. Renee Foster	Trustee	Student Achievement	1	Elected: June 2014 Term Ends: June 2017
Ms. Kristina Gonzalez	Trustee	Student Achievement	1	Elected: June 2013 Term Ends: June 2016
Mr. Marcus Gordon	Trustee	Finance	1	Elected: November 2014 Term Ends: June 2017
Ms. Sarah Kraus	Trustee	Chairperson	2	Elected: June 2012 Re-Elected: June 2015 Term Ends: June 2018

Mr. Richard McQuaid	Trustee	Governance and Trusteeship Chair	2	Elected: June 2011 Re-Elected: June 2014 Term Ends: June 2017
Ms. Janet Nahirny	Trustee	Student Achievement	1	Elected: June 2014 Term Ends: June 2017
Mr. William Schawbel	Trustee	Development	2	Elected: June 2011 Re-Elected: June 2014 Term Ends: June 2017
Mr. Marvin Venay	Trustee	Governance and Trusteeship	2	Elected: June 2009 Term Ends: June 2016 (second term)
Mr. Mark Baranski	Trustee	Finance	1	Elected: June 2015 Term Ends: June 2018
Mr. Jeff Naylor	Trustee	Finance	1	Elected: June 2015 Term Ends: June 2018
Mr. Drew Tamoney	Trustee	Governance and Trusteeship	1	Elected: June 2015 Term Ends: June 2018

**Appendix D – Additional Required Information**

**Key Leadership Changes**

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	Anna Hall
Assistant Charter School Leader	Kate Armstrong
Special Education Director	Natasha Douthitt
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	Natasha Douthitt

**Facilities**

Location	Dates of Occupancy
86 Wachusett Street, Jamaica Plain, MA	August 1, 2016

**Enrollment**

Action	Date(s)
Student Application Deadline	March 1, 2017
Lottery	March 8, 2017

**Complaints**

There was one formal complaint received by the Board of Trustees in 2015-2016. The Family received a response in writing, following policy.

## Attachments – Teacher Evaluation Document

CURRICULUM PLANNING		RATING SCALE
		(1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
<b>Curriculum Templates</b>  Effectively uses CAT's and Weekly Planning Templates to meticulously plan rigorous, coherent, student-centered curriculum that aligns to MA standards and college-ready RPC standards.		
<b>Daily Lesson Planning</b>  Effectively uses lesson plan template to design data-driven lessons in which objectives, do now, method of instruction, exit tickets and homework assignments are aligned, rigorous, student-centered and engaging. Consistently submits Lesson Template and Family Syllabus on time.		
<b>Content Expertise</b>  Demonstrates a mastery of content, and draws upon this mastery to engage students and help them make constant connections between course content and their prior knowledge, other classes, daily lives, etc.		
<b>Areas of Strengths:</b>  <b>Area for Improvement:</b>		
CLASSROOM MANAGEMENT		RATING SCALE
		(1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
<b>Expectations</b>  Consistently maintains high academic and behavioral expectations for all students. Clearly conveys that all students are capable of meeting/exceeding these expectations through hard work and perseverance.		
<b>Engagement and Motivation</b>  Consistently utilizes positive reinforcements based on the needs of individual students and situations.		
<b>Accountability</b>  Consistently reacts to violations of classroom/school rules immediately, clearly and assertively to maximize instructional time. Effectively considers individual students and situations when reacting in the moment.		
<b>Procedures</b>  Utilizes common procedures and creates class-specific procedures that maximize both instructional time and the teacher's ability to focus on instruction during class.		
<b>Areas of Strengths:</b>  <b>Area for Improvement:</b>		

## INSTRUCTION AND ASSESSMENT

**Writing Content Instruction:** Demonstrates an intricate knowledge of writing and grammar instruction, and draws upon this mastery to engage students and help them make constant connections between the two. Explicitly addresses grammar and conventions standards through mini-lessons and immediate application, emphasizing the importance of correct grammar in students' own writing. Ensures that students work to master three types of writing: argument, informational/explanatory, and narrative through a range of writing projects; ensures that students are writing routinely over extended time frames for a range of tasks, purposes, and audiences. Guides students through reflection upon their own writing, helping them identify strengths and weaknesses, with the end-goal of effective, authentic, independent editing. Incorporates grade-appropriate research skills into the curriculum. Most importantly, emphasizes writing as a critical life skill, conveying the urgency and joy behind the fact that literacy equals freedom.

**History Content Instruction:** Demonstrates an intricate mastery of history content, and draws upon this mastery to engage students and help them make constant connections between course content and their prior knowledge, other classes, daily lives, etc. Effectively merges the instruction of the skills detailed below with the content, in order to be efficient and maximize the development of students' critical thinking, reading, speaking and writing skills. Skills: Incorporates maps and explicitly teaches students mapping skills. Connects historical events to current events around the world so that students can make connections between history and the present. Uses a rich diversity of reading materials to build students' non-fiction reading skills and enhance student comprehension of historical themes and content. Uses a variety of writing prompts and class discussions to help students use text-based historical knowledge to build logical arguments in writing and aloud. Explicitly teaches research and citation skills necessary for students' future success in history classes.

**Math Content Instruction:** Demonstrates an intricate knowledge of math content, and draws upon this mastery to engage students and help them make constant connections between course content and their prior knowledge, other classes, daily lives, etc. Carefully chooses when to emphasize which of the strategies below in order for instruction to be both efficient and maximize the development of students' critical thinking skills and understandings of math applications. Strictly enforces the proper usage of math vocabulary notation. Strategies: Ensures students develop a solid conceptual understanding of mathematical concepts by using proofs, manipulative, demonstrations, etc. Incorporates cumulative review and problem solving out of context to ensure retention of material. Utilizes real-life applications in mathematics instruction. Ensures students develop problem solving skills and the ability to explain their mathematical thinking in writing.

**Reading Content Instruction:** Demonstrates an intricate knowledge of texts, background knowledge, and vocabulary, and draws upon this mastery to engage students and consistently help them improve their reading comprehension, textual analysis, and vocabulary. Simultaneously instructs on both a rigorous and rudimentary level, emphasizing students' critical thinking skills while also monitoring students' fluency, modeling correct examples of pronunciation and intonation. Provides multiple supports to help students access texts: mandating interactive reading, explicitly teaching sophisticated vocabulary, incorporating non-fiction, using pre-reading to strengthen cultural literacy, and providing frequent and varied forums for students to write about reading and discuss each text, making connections with their own world as well as other texts. Plans classes that include a variety of full-class reading, pair reading, group reading, and independent reading; hold students accountable for each type of reading. Most importantly, emphasizes reading as a critical life skill, conveying the urgency and joy behind the fact that literacy equals freedom.

**Science Content Instruction:** Addresses scientific concepts in a rigorous way, enforcing high standards around vocabulary and explanation. Utilizes hands-on activities, demonstrations, and models to enhance understanding and make concepts engaging for students. Incorporates laboratory activities that require students to develop independence and practice skills of the scientific method. Incorporates graphs, charts, pictures, and diagrams to effectively teach students to analyze information in these forms. Effectively teaches students to explain scientific concepts in writing and provide ample practice time and feedback.

### OVERARCHING INSTRUCTION AND ASSESSMENT:

### RATING SCALE

(1 – needs improvement, 2 – working towards,

3 – proficient, 4 – advanced)

**Tutoring Sessions:** Tutoring sessions are always structured and have clear outcomes. Students are selected for tutoring based on clear criteria, tutoring sessions are differentiated based on student mastery levels, and tutoring occurs 3 times per week.

**Study Skills:** Explicitly teaches a variety of study skills (recording assignments, note-taking, test prep, long-term project management) and binder organization strategies, utilizing individualized strategies for different students.

**Assessments:** Administers formal assessments (tests, quizzes, projects) as often as necessary, aligning assessments to RPC standards. Regularly and consistently integrates on-going assessments in the form of

Check For Understanding questions, Exit Tickets, etc.	
<b>Grading and Feedback:</b> Grading systems are consistent and extremely efficient, and provide a detailed picture of student performance in a way that helps individual students learn their strengths and weaknesses in order to improve their performance	
<b>Data-Driven Instruction:</b> Utilizes most recent data to plan new materials, review materials, action-plans, and tutoring in order to improve student understanding of concepts and content.	
<b>Areas of Strengths:</b> <b>Area for Improvement:</b>	
<b>STUDENT CULTURE: ADVISORY, ADVISING AND FAMILY COMMUNICATION</b>	<b>RATING SCALE</b>  (1 – needs improvement, 2 – working towards,  3 – proficient, 4 – advanced)
<b>Advisory Team:</b> Works collaboratively with advisory team to create a positive advisory culture and effective advisory management systems.	
<b>Advisee and Family Relationships:</b> Uses knowledge of individual advisees/families to customize interactions and leverage relationships to maximize student achievement. Meets frequently with advisees to review progress and set goals. Makes Advisory phone calls at least once every other week, sharing positive feedback, areas of growth, strategies for family engagement, upcoming events, and scheduling family meetings as necessary.	
<b>Collegiate Hour and Community Meeting:</b> Often shares responsibility for the development of Advisory lessons that are well-aligned with the school creed and college prep mission. The use of new and existing resources is balanced, allowing lessons to be developed in a time-efficient manner and delivered well ahead of time Coordinates with Advisory partner(s) ahead of time to plan for the successful execution of the lesson.	
<b>Teacher-Family Communication:</b> Regularly communicates with families to celebrate success, share concerns, and coordinate to help students be successful in his/her course.	
<b>Areas of Strengths:</b> <b>Area for Improvement:</b>	
<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>RATING SCALE</b>  (1 – needs improvement, 2 – working towards,  3 – proficient, 4 – advanced)
<b>Professionalism:</b> Invariably adheres to personnel policies (including attendance and dress code) and is a role model for other staff. Is always punctual and meticulous with paperwork, responsibilities, and assignments.	
<b>Communication:</b> All communication is productive and designed to strengthen working relationships. Expresses concerns to appropriate colleagues and/or administrators thoughtfully, promptly, responsibly, and in a solutions-oriented manner.	
<b>Teamwork:</b> Volunteers to share responsibility for grade level, department, and school wide tasks, selecting opportunities that maximize contributions while maintaining a reasonable balance with other responsibilities. Participates thoughtfully and collegially in meetings. Listens well, contribute thoughtfully, and considers a variety of viewpoints and strategies during meetings and when problem-solving.	
<b>Common Expectations:</b> Consistently complies with and enforces all "common expectations" (as outlined in the staff handbook, in grade level teams, with departments, or as introduced throughout the	

year), taking responsibility for all students in the school.	
<b>Professional Development (PD):</b> Clearly communicates professional goals, actively seeks out professional development from a variety of internal and external sources, and regularly modifies practices and implements strategies learned through professional development opportunities.	
<b>Observation, Analysis and Feedback:</b> Regularly prepared and timely for teacher development meetings. Eagerly engages data and feedback with a sense of urgency and optimism. Promptly and effectively "owns" plans and implements next action steps to ensure academic achievement for all students.	
<b>Areas of Strengths:</b>	
<b>Area for Improvement:</b>	

Summary: