

Uncommon
Schools |

ROXBURY PREP

2016-2017 Annual Report

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Submitted: July 31, 2017

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Letter from the Chairperson of the Board of Trustees

July 31, 2017

Dear Friends of Roxbury Preparatory Charter School,

It is with great pride that I present to you the *2016-2017 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 eighth class of students, the Class of 2009, graduated from college. As Roxbury Prep watches its middle school alumni from year's past continue the path to college, the school is entering a new phase as it guides the first class of students through Roxbury Prep High School.

The success of Roxbury Prep is clearly seen in strong PARCC test results and the state's ranking of the school as a Level 1 school. As Massachusetts moves from PARCC to MCAS 2.0 the Roxbury Prep community looks forward to comparing itself to the rest of the state with the release of 2017 MCAS 2.0 results to prove once again that all students 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 college. This past year saw the school continue its growth, enrolling more than 1250 students and employing more than 130 dedicated professionals.

Compared to a 12% 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. 78% of the Class of 2013 will enter college in the fall.

In 2016-2017, Roxbury Prep continued 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 2016-2017 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

<i>Roxbury Preparatory Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston
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	1260
Chartered Grade Span	5-12	Current Grade Span	5-10 Mission Hill: 5-8 Lucy Stone: 5-8 Dorchester: 5-8 High School: 9, 10
# of Instructional Days per school year	180	Students on Waitlist (7/1/2017)	593
School Hours	7:45 AM – 3:50 PM (7:45 AM – 12:30 PM Friday staff development)	Age of School	18 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 5-6. 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 5. 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 5 and “Program Delivery” on pages 5-6. 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 5 and “Program Delivery” on pages 5-6. In addition, refer to

Appendix A page 16 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 7-8 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 2016-2017, Roxbury Prep operated three middle schools and 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 9th and 10th grades 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.

Amendments to Charter

Roxbury Prep requested one amendment to its charter during the 2016-17 school year.

Date	Amendment Requested	Pending or Approved?
1/20/2017	Updated Enrollment Policy	Approved

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.

In the 2016-2017 school year, Roxbury Prep's five 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. Roxbury Prep is in continued conversations with Boston Public Schools about a structured collaboration around dissemination of best practices.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Leadership practices	School walkthrough and Q and A	Principal	School Leadership	Building Excellent Schools - Fellows	No grant funding and no artifacts, materials, agendas.
Instructional Leadership practices	School walkthrough and Q and A	Principal	School Leadership	KIPP Columbus	No grant funding and no artifacts, materials, agendas.
Operations systems	School walkthrough and Q and A	Associate Chief Operating Officer (ACOO); Director of Operations (DOO)	School Leadership	KIPP MA – Operations Teams	No grant funding and no artifacts, materials, agendas.
Instructional methods	School walkthrough	Director of Strategic Initiatives	Instruction	MA Charter School Association	No grant funding and no artifacts, materials, agendas.
Arts instructional methods	Class visits.	Performing Arts Teacher	Instruction	Toni Bee – Artist	No grant funding and no artifacts, materials, agendas.
Operations systems	School walkthrough and Q and A	Director of Operations	School Leadership	Principals – Detroit, MI	No grant funding and no artifacts, materials, agendas.
Instructional Leadership practices	School walkthrough and Q and A	Principals	Instruction	Principals – Blackstone Valley, MA	No grant funding and no artifacts, materials, agendas.
Instructional Leadership practices	School walkthrough and interview.	Principals	Professional Climate	Harvard Graduate School of Education	No grant funding and no artifacts, materials, agendas.
Operational and instructional	School walkthrough and Q and A	Director of Operations	School Leadership	Fort Prep – Principals	No grant funding and no artifacts, materials, agendas.

systems					
Curriculum and Instruction	School walkthrough.	Principals	Instruction	TFA	No grant funding and no artifacts, materials, agendas.
RPLS	School walkthrough and Q and A.	Director of Operations	School Leadership	Dartmouth Tuck School of Business	No grant funding and no artifacts, materials, agendas.
ELA and Math Teaching	School visit and classroom observations	Instructional Leaders	Instruction	Match Teacher Residents	No grant funding and no artifacts, materials, agendas.
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School design, instructional coaching	School visit, classroom observations and meet with school leader	Principal	Mission and Key Design Elements	David Thomas, London England – Founding a school.	No grant funding and no artifacts, materials, agendas.
School design, curriculum design, instructional coaching	School visit, classroom observations and meet with school leader	Principal	Mission and Key Design Elements	Teach for America	No grant funding and no artifacts, materials, agendas.
ELA and Math Teaching	School visit, classroom observations and meet with school leader	Principal	Instruction	Poder Academy, Cheyenne, WY	No grant funding and no artifacts, materials, agendas.

Academic Program Success

Student Performance

To review 2016 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&

To review 2016 PARCC data for Roxbury Prep please utilize the following link:

http://profiles.doe.mass.edu/parcc/achievement_level.aspx?orgcode=04840000&fycode=2016&orgtypecode=5&

For 2016-2017, all four schools 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-wide process 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)

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, Math, History and Science classes feature quarterly Interim Assessments, which consist of an exam with multiple choice and open-ended components. The interim assessments are the same across all Uncommon Schools, which allows teachers to compare data across many schools and teachers. 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. 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 MCAS, and using data to inform decisions; and
- curriculum alignment with state frameworks and MCAS.

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 2016-2017 academic year, 223 students across the four schools (17.7%) 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 2016-2017 academic year, 284 students across the four schools (22.6 %) were classified as Limited English Proficient and received support in accordance with state and federal guidelines.

Roxbury Prep is aware of the upcoming changes to the Curriculum Framework for Science, and learning standards for Math, English Language Arts and Literacy. Roxbury Prep teachers have 3 weeks of professional development in August. A large portion of this time is spent on curriculum review. Roxbury Prep principals, instructional leaders and teachers will ensure that the already rigorous curricula will conform to the revised standards. If changes are required they will be reviewed and implemented during the first quarter of the school year.

Social, Emotional and Health Needs

The 2016-17 school year represents the second year of Roxbury Prep's re-examination of discipline practices across all campuses and grade levels. This school year represents the first time that all schools had a Dean of

Students and an Associate Dean of Students. Additionally, Roxbury Prep expanded the number of Social Workers across the network. In August 2016 all Deans of Students, Associate Deans of Students and school leaders gathered for professional development. The session focused on maintaining our high expectations for students and an unwavering commitment to student safety. Additional professional development will be conducted for both Deans and Social workers during the 2017-18 school year.

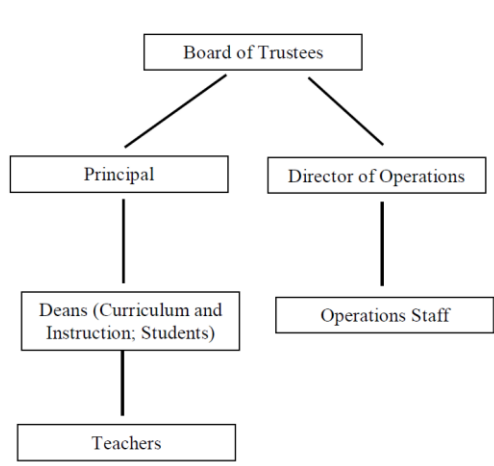
In addition, the 2016-17 school year saw the schools use a new data tracking tool to give staff better information about all discipline incidents in school, even those that do not lead to a suspension. The greater emphasis on data has given Deans and school leaders a tool to be proactive.

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. During the 2017-18 school year each school will have a full-time nurse, a full-time counselor, a Dean of Students and an Associate Dean of Students. This team at each school 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.

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 a Board Dashboard 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:

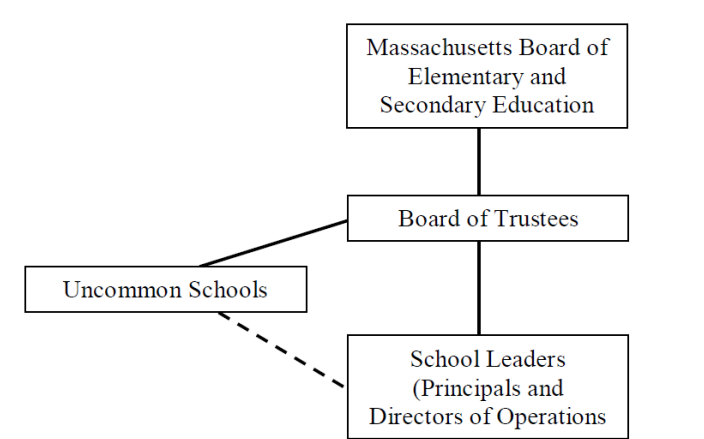
- The Development Committee identifies and cultivates potential donors for the school through various meetings and events.
- The Finance Committee reviews monthly financial statements, assists with completion of the annual audit, and proposes the annual budget for Board approval.

- 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 2016-2017.



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	20,372,260	21,001,680	629,420
Federal Grants			
Title I	927,818	1,118,175	190,357
Title II A	19,130	19,342	212
Federal IDEA-B	268,950	268,950	0
Federal ERATE	200,483	0	(200,483)
Federal Child Nutrition Program	678,806	610,004	(68,802)
Federal CSP School Start Up Reimbursement	0	368,059	368,059
Miscellaneous Income			
Mass Health Reimbursement/Special Education	29,883	29,883	0
Private grants	800,000	0	(800,000)
Uniform Collections	34,567	10,000	(24,567)
School Activity Fees	14,000	14,000	0
Total Revenue	<u>23,345,897</u>	<u>23,440,093</u>	<u>94,196</u>
Expenditures			
Personnel			
Total School Leaders	967,525	967,524	(1)
Total School Deans/Directors	2,203,778	2,141,341	(62,437)
Total Teachers	6,595,169	6,391,438	(203,731)
Total Part-Time Program Salaries	579,479	439,778	(139,701)
Total Administrative/Support Salaries	840,688	697,687	(143,001)
Total Facilities Salaries	133,000	125,407	(7,594)
Total Performance Bonus Compensation	5,000	77,250	72,250
Total Benefits/Taxes	1,294,196	1,195,610	(98,586)
Total Personnel	12,618,835	12,036,035	(582,800)
Facility/Occupancy Expenses			
Total Building	2,028,235	1,918,886	(109,349)
Total Utilities	171,000	194,000	23,000
Total Maintenance Services	245,600	227,920	(17,680)
Total Custodial	285,500	305,500	20,000
Total Security	269,428	235,000	(34,428)
Total Bulding Supplies	44,000	31,000	(13,000)
Total Furniture & Equipment	226,997	100,673	(126,324)
Total Facility/Occupancy Expenses	3,270,760	3,012,979	(257,781)
School Programmatic Expenses			
Total Textbooks	167,580	183,102	15,522
Total Other Instructional Supplies	419,827	402,395	(17,432)
Total Assessments	19,106	19,965	859
Total Technology	1,240,821	1,224,659	(16,162)
Total Student Enrichment	727,773	536,465	(191,308)
Total Student Services	929,919	879,166	(50,753)
Total Professional Development	449,140	484,165	35,025

Total Staff Recruitment	78,500	132,000	53,500
Total Community Outreach	37,500	38,500	1,000
Total Enrollment Expenses	132,400	132,400	0
Total Contracted Special Need Services	205,750	432,000	226,250
Total Other Contracted Program Services	<u>20,000</u>	<u>2,750</u>	<u>(17,250)</u>
Total School Programmatic Expenses	4,428,316	4,467,567	39,251
Administrative Expenses			
Total Photocopying Lease	173,489	205,273	31,784
Total Printing/Stationery	4,200	1,900	(2,300)
Total Telecommunications	236,450	245,550	9,100
Total Office Supplies	200,000	182,000	(18,000)
Total Nursing Supplies	12,000	14,000	2,000
Total Postage/Shipping/Delivery	19,000	21,000	2,000
Total Insurance	108,000	112,972	4,972
Total Contracted Admin Services	111,000	142,192	31,192
Total Board Expenses	1,600	2,050	450
Total Misc Admin Expenses	42,000	58,000	16,000
Total Management Services (CMO)	<u>1,923,226</u>	<u>1,987,665</u>	<u>64,439</u>
Total Administrative Expenses	2,830,965	2,972,601	141,636
Total Expenditures	<u>23,148,876</u>	<u>22,489,182</u>	<u>(659,694)</u>
Net Revenue Over Expenditures	<u>197,021</u>	<u>950,911</u>	<u>753,890</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>3,721,044</u>
	Total Operating Cash		<u>3,721,044</u>
Accounts Receivable			
20010Y	Accounts Receivable		<u>6,138</u>
	Total Accounts Receivable		<u>6,138</u>
Other Current Assets			
20030Y	Pre-Paid Expenses		<u>19,418</u>
20035Y	FSA Benefit plan		<u>(634)</u>
20040Y	Payroll Advances		<u>1,804</u>
27000Y	Inter Company AR Btwn USI and Schools		<u>(166,376)</u>
	Total Other Current Assets		<u>(145,788)</u>
	Total Current Assets		<u>3,581,394</u>
Long-term Assets			
Property & Equipment			
28010Y	Furniture, fixtures, & equip		<u>720,047</u>
28015Y	Accumulated Deprec. F&F		<u>(356,223)</u>
28020Y	Computer & Software		<u>2,230,963</u>
28025Y	Accumulated Deprec. C&S		<u>(1,720,566)</u>
28030Y	Leasehold Improvement		<u>6,339,193</u>
28035Y	Accumulated Dep. Leasehold		<u>(3,426,265)</u>

		Improvements	
28040Y		Vehicles	<u>112,383</u>
		Accumulated Depreciation	
28045Y		Vehicles	<u>(57,231)</u>
	Total Property & Equipment		<u>3,842,301</u>
	Total Long-term Assets		<u>3,842,301</u>
	Total Assets		<u>7,423,695</u>
	Liabilities		
	Short-term Liabilities		
	Accounts Payable		
30015Y		Accounts Payable Other Entities	<u>451,976</u>
	Total Accounts Payable		<u>451,976</u>
	Deferred Revenue		
30019Y		Notes Payable	<u>49,320</u>
30030Y		Deferred Revenue	<u>65,871</u>
	Total Deferred Revenue		<u>115,191</u>
	Other Short-term Liabilities		
30107Y		403b (retirement) - employee	<u>757</u>
30113Y		MTRS - Retirement	<u>84,432</u>
	Total Other Short-term Liabilities		<u>85,189</u>
	Total Short-term Liabilities		<u>652,356</u>
	Total Liabilities		<u>652,356</u>
	Net Assets		
	Beginning Net Assets		<u>6,049,194</u>
	Total Beginning Net Assets		<u>6,049,194</u>
	Current YTD Net Income		
	Total Current YTD Net Income		<u>722,144</u>
	Total Net Assets		<u>6,771,338</u>
	Total Liabilities and Net Assets		<u>7,423,695</u>

Approved School Budget for FY18

The school budget was approved via vote of the Board of Trustees, in compliance with Open Meeting Law, on June 14, 2017. This vote was recorded in the minutes, which will be approved at the Board's September meeting.

Approved Budget 2017-18
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PAID STUDENT ENROLLMENT	1,461.0
SPED ENROLLMENT	250.6
FRPL ENROLLMENT	

	1,283.0
TOTAL PERSONNEL	195.2

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BEGINNING FUND BALANCE \$4,342,370

REVENUES

CORE PUPIL AID	\$23,083,800
FEDERAL AID	\$2,650,122
OTHER PUBLIC INCOME	\$38,336
PHILANTHROPIC CONTRIBUTIONS	\$0
MISC INCOME	\$24,000

TOTAL REVENUES **\$25,796,258**

EXPENDITURES

PERSONNEL

PROGRAM SALARIES	\$11,148,991
ADMIN/LEADERSHIP SALARIES	\$3,651,927
INSTRUCTIONAL SALARIES	\$7,497,064
SUPPORT SALARIES	\$1,068,277
FACILITIES SALARIES	\$139,419
BONUS COMPENSATION	\$56,000

TOTAL SALARIES \$12,412,688

TOTAL BENEFITS/TAXES \$1,517,961

TOTAL PERSONNEL EXPENSES **\$13,930,648**

FACILITY/OCCUPANCY EXPENSES

BUILDING EXPENSES	\$2,385,015
BUILDING FUND	\$0
UTILITIES	\$182,000
MAINTENANCE SERVICES	\$403,500
CUSTODIAL	\$337,250
SECURITY	\$230,000
BUILDING SUPPLIES	\$40,000
FURNITURE & EQUIPMENT	\$129,039

TOTAL FACILITY EXPENSES **\$3,706,804**

SCHOOL PROGRAMMATIC EXPENSES

TEXTBOOKS	\$94,732
OTHER INSTRUCTIONAL SUPPLIES	\$469,436
ASSESSMENTS	\$56,820
TECHNOLOGY	\$1,090,596
STUDENT ENRICHMENT	\$642,922
STUDENT SERVICES	\$900,602
PROFESSIONAL DEVELOPMENT	\$566,581
STAFF RECRUITMENT	\$116,700
COMMUNITY OUTREACH	\$41,000
ENROLLMENT EXPENSES	\$135,891
CONTRACTED SPECIAL NEEDS SERVICES	\$348,500
OTHER CONTRACTED PROGRAM SERVICES	\$27,200

TOTAL PROGRAM EXPENSES	\$4,490,980
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ADMINISTRATIVE EXPENSES

PHOTOCOPYING LEASE	\$213,200
PRINTING/STATIONERY	\$6,200
TELECOMMUNICATIONS	\$263,712
OFFICE SUPPLIES	\$205,000
NURSING SUPPLIES	\$14,000
POSTAGE/SHIPPING/DELIVERY	\$20,500
INSURANCE	\$120,968
CONTRACTED ADMIN SERVICES	\$108,102
BOARD EXPENSES	\$2,000
MISCELLANEOUS ADMIN EXPENSES	\$47,000
MANAGEMENT SERVICES (CMO)	\$2,159,486

TOTAL ADMINISTRATIVE EXPENSES	\$3,160,168
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TOTAL EXPENDITURES	\$25,288,600
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<i>Expenditures Per Pupil</i>	<i>\$17,309</i>
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ANNUAL SURPLUS (DEFICIT)	\$507,658
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<i>Surplus (deficit) as a % of Revenues</i>	<i>2.0%</i>
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Capital Plan for FY18

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 to 850 students and 70 staff members; requiring a minimum of 60,000 square feet;
2. Will continue a facilities search due diligence in FY18;
3. Will secure a long-term facility for the 2018-2019 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.

Appendix A - Accountability Plan Objectives and Measures

	2016 - 2017 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).		
Measure: 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. MISSION HILL CAMPUS	Met	40% (90/224) 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 12% (Pell Institute, 2017).
Measure: Each year, college Enrollment of Graduates is greater than 50%. MISSION HILL CAMPUS	Met	78% (54/69) of students from Roxbury Prep's Class of 2013 were accepted to and will enroll in college this fall.
Measure: Each year, the High School Graduation Rate (counted from 8 th grade class) is greater than 80%. MISSION HILL CAMPUS	Met	93% (64/69) of Roxbury Prep's Class of 2013 graduated from high school this year; the remaining students will continue to pursue graduation through grade retention or alternative credits (e.g., GED).
Measure: Over 40% of graduating RPC 8 th grade students will enroll in "competitive admission" (independent, parochial, or exam) college preparatory high schools. MISSION HILL CAMPUS	Not Applicable	With the advent of Roxbury Prep High School this measure is no longer applicable.
Measure: Over 90% of graduating RPC 8 th grade students will enroll in high schools with explicit college preparatory missions. MISSION HILL CAMPUS	Met	100% of the graduating 8 th 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.
	2016 - 2017 Performance (Met/Not Met)	Evidence
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.		
Measure: The Board of Trustees will conduct an annual evaluation of Uncommon Schools using a survey element and the Balanced Scorecard. NETWORK	Met	At each board meeting the Board reviewed the Dashboard. On February 1, 2017, 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.
Measure: The Board of Trustees will create a system for remediating any elements of unsatisfactory performance with Uncommon Schools. NETWORK	Met	No services or performance were determined to be unsatisfactory in 2016-2017.
	2016 - 2017 Performance (Met/Not Met)	Evidence
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. **Note - The state did not release statewide numbers as some districts took MCAS in lieu of PARCC. Therefore, there are no comparisons to the Massachusetts average.**		
Measure: 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. MISSION HILL CAMPUS, LUCY STONE CAMPUS and DORCHESTER CAMPUS	Met	57% of Roxbury Prep 6 th grade students scored Level 4 or 5 on the 2016 ELA PARCC, compared to a rate of 40% for Boston Public Schools. 62% of Roxbury Prep 7 th grade students scored Level 4 or 5 on the 2016 ELA PARCC, compared to a rate of 47% for Boston Public Schools. 63% of Roxbury Prep 8 th grade students scored Level 4 or 5 on the 2016 ELA PARCC, compared to a rate of 42% for Boston Public Schools.
Measure: 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. MISSION HILL CAMPUS, LUCY STONE CAMPUS, and DORCHESTER CAMPUS	Partially Met	54% of Roxbury Prep 6 th grade students scored Level 4 or 5 on the 2016 Math PARCC, compared to a rate of 33% for Boston Public Schools. 56% of Roxbury Prep 7 th grade students scored Level 4 or 5 on the 2016 Math PARCC, compared to a rate of 35% for Boston Public Schools. 64% of Roxbury Prep 8 th grade students scored Level 4 or 5 on the 2016 Algebra PARCC, compared to a rate of 70% for Boston Public Schools (note that only 17% of BPS 8 th graders took Algebra).
Measure: 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. MISSION HILL CAMPUS, LUCY STONE CAMPUS, and DORCHESTER CAMPUS	Partially Met	33% of Roxbury Prep 8 th grade students scored advanced/proficient on the 2016 Science MCAS, compared to a rate of 41% for the Commonwealth and 13% for Boston Public Schools.
	2016 - 2017 Performance (Met/Not Met)	Evidence
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.		
Measure: Roxbury Prep students will achieve a median Transitional SGP of 50 or higher in the	Met	The combined median SGP for all Roxbury Prep students on the 2016 ELA PARCC exams

aggregate across grades for ELA. NETWORK		(grades 5-8) was 62.	
Measure: Roxbury Prep students will achieve a median Transitional SGP of 50 or higher in the aggregate across grades for Math. NETWORK	Met	The combined median SGP for all Roxbury Prep students on the 2016 Math PARCC (grades 5-8) was 68.	
Measure: 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. NETWORK	Met		
		Subgroup	ELA SGP
		Students w/Disabilities	58
		ELL and Former ELL	66
		Economically Disadvantaged	61
		High needs	62
		Afr. Amer./Black	58
		Hispanic/Latino	64
		Subgroup	Math SGP
		Students w/Disabilities	53.5
		ELL and Former ELL	67
		Economically Disadvantaged	68
		High needs	68
		Afr. Amer./Black	67
Hispanic/Latino	70		

	2016 - 2017 Performance (Met/Not Met)	Evidence
Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
Measure: The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 th and 6 th grade and 70% or above in 7 th and 8 th grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. NETWORK	Met	Roxbury Prep students achieved 60/70% or above on 15 of 15 Interim Assessments across grades 5-8. Roxbury Prep utilized the updated Common Core-aligned ELA and math Uncommon assessments in 2016-2017. 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.
Measure: The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 th and 6 th grade and 70% or above in 7 th and 8 th grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. MISSION HILL CAMPUS	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).
Measure: The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 th and 6 th grade and 70% or above in 7 th and 8 th grade. When this goal is not	Partially Met	Lucy Stone Campus students achieved 60%/70% or above on 14 of 15 Interim Assessments in grades 5 through 8 (7/7 for grades 5 and 6; 7/8 for grades 7 and 8).

met, extra monitoring of the action plan will be done by the Principal. LUCY STONE CAMPUS		
Measure: : The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 th and 6 th grade and 70% or above in 7 th and 8 th grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. DORCHESTER CAMPUS	Partially Met	Dorchester Campus students achieved 60%/70% or above on 14 of 15 Interim Assessments in grades 5 through 8 (7/7 for grades 5 and 6; 7/8 for grades 7 and 8).
	2016 - 2017 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.		
Measure: The school's annual budget is sustained by its enrollment. NETWORK	Met	Unaudited FY17 financials show that enrollment sustained the budget without the need for private revenue.
Measure: 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. NETWORK	Met	Unaudited FY17 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 FY17, to ensure adequate cash flow.
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. NETWORK	Met	The FY16 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.
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.		
Measure: Roxbury Prep applications for enrollment exceed total available seats by at least 25%. NETWORK	Met	For the March 2017 lottery, the school received 1374 applications for approximately 360 available seats, exceeding availability by more than 380% .
Objective: The board of trustees is responsible to the school community(ies) it serves.		
Measure: The Board of Trustees conducts an annual evaluation process of its own effectiveness using a survey element and the Balanced Scorecard. NETWORK	Met	At each board meeting the Board reviewed the Dashboard. In June, 2017, the Board conducted a self-assessment via an anonymous survey. The results reflected that the Board is clear on the school's mission and believes that it is an effective governing body. The Board is planning a summer retreat in order to analyze the survey results more closely.
Measure: The Board of Trustees will create a system for remediating any elements of	Met	No services or performance were determined to be

unsatisfactory performance. NETWORK		unsatisfactory in 2016-2017. The upcoming Board retreat will address these issues.
Objective: The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.		
Measure: Roxbury Prep student attendance is at least 95%. NETWORK	Not Met	Roxbury Prep's overall attendance rate was 93.2% for 2016-2017.
Measure: Roxbury Prep student attendance is at least 95%. MISSION HILL CAMPUS	Not Met	Mission Hill's overall attendance rate was 93.2% for 2016-2017.
Measure: Roxbury Prep student attendance is at least 95%. LUCY STONE CAMPUS	Not Met	Lucy Stone's overall attendance rate was 93.6% for 2016-2017.
Measure: Roxbury Prep student attendance is at least 95%. DORCHESTER CAMPUS	Not Met	Dorchester Campus' overall attendance rate was 94.2% for 2016-2017.
Measure: Roxbury Prep student attendance is at least 95%. HIGH SCHOOL	Not Met	The High School's overall attendance rate was 91.7% for 2016-2017.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. NETWORK	Met	80% of all Roxbury Prep families gave their campus an overall grade of "B" or higher on its annual survey.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. MISSION HILL CAMPUS	Met	86% of Mission Hill Campus families gave the school an overall grade of "B" or higher on its annual survey.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. LUCY STONE CAMPUS	Not Met	79% of Lucy Stone Campus families gave the school an overall grade of "B" or higher on its annual survey.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. DORCHESTER CAMPUS	Not Met	75% of Dorchester Campus families gave the school an overall grade of "B" or higher on its annual survey.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. HIGH SCHOOL CAMPUS	Not Met	67% 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 2016-2017, Roxbury Prep implemented its recruitment plan successfully. Utilizing a Director of Special Projects and campus based staff, the team implemented all of the planned activities – third party mailings in home languages, media (English Radio, Spanish Radio, Billboards, Spanish newspaper ads), recruitment activities through Boston Public Schools (including applications at family resources centers), participation in recruitment fairs, and utilizing school events/open houses to recruit. In addition Roxbury Prep participated in the Boston Charter Application, a joint application with most other charter schools in Boston. The collaboration was very successful and most importantly made it easier for families to apply to charter schools.

In 2016-2017, 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. 2016-17 also saw the addition of a Director of Student and Family Engagement. The addition of this role served to enhance the already strong relationships between the schools and families.

As of June 16, 2017, Roxbury Prep had retained **90.3%** of its students from the first school day in 2016-2017, evidence of the strength of its retention plan and engagement activities.

Recruitment Plan

2017 – 2018

2016-2017 Implementation Summary:

In 2016-2017, Roxbury Prep implemented its recruitment plan successfully. Utilizing a Director of Special Projects and campus based staff, the team implemented all of the planned activities – third party mailings in home languages, media (English Radio, Spanish Radio, Billboards, Spanish newspaper ads), recruitment activities through Boston Public Schools (including applications at family resources centers), participation in recruitment fairs, and utilizing school events/open houses to recruit. In addition Roxbury Prep participated in the Boston Charter Application, a joint application with most other charter schools in Boston. The collaboration was very successful and most importantly made it easier for families to apply to charter schools.

Roxbury Prep is still in the process of enrolling new students and it is difficult to say if the school will meet the gap narrowing targets. The Boston Charter Application may change the demographics of our lottery entrants, but it is impossible to tell at the writing of this report. Our hope is that the increased awareness across the spectrum will help the school meet some of its gap narrowing targets.

Describe the school’s general recruitment activities, i.e. those intended to reach 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; 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.

Participation in Boston Charter Application with other schools.

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, billboards, public transportation.)

Assignment of Director of Special Projects (as 0.25 FTE)

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) 2016-2017 Strategies
<p>School percentage: 15.5%</p> <p>GNT percentage: 17.5%</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • General recruitment strategies • Utilization of SPEFAC meeting for recruitment • Profile of Special Education classes in Prospective Family Newsletter

<p>CI percentage: 18.2%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI</p> <p>Development of more active Family Councils at each campus – 2-3 years</p> <p>In the 2016-17 school year, Roxbury Prep hired a Family Coordinator. The work that this person has undertaken will pay dividends in recruitment over a long period of time.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 22.4#%</p> <p>GNT percentage: 10.5%</p> <p>CI percentage: 19.2%</p> <p>The school is <u>above</u> GNT percentages and above CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Recruitment mailers in Spanish and Haitian Creole 3. LEP recruitment meeting(s) in Spanish and Haitian Creole 4. Availability to complete online application in Spanish, Haitian Creole and other languages 5. Student recruitment teams to use instant phone interpretation service for phone calls 6. Use of community based programs to better identify LEP students and families 7. Highlight success of ELL learners in marketing materials <hr/> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 56%</p> <p>GNT percentage: NA</p> <p>CI percentage: 49.4%</p> <p>The school is above CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Advertise Roxbury Prep's participation in Community Eligibility, allowing all students a free breakfast and lunch. <hr/> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Use of community-based organizations to better identify students already in remediation programs 3. Use of new EWIS system to identify at-risk students
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2016-2017 Strategies</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Use of new EWIS system to identify at-risk students 3. Application mailing to all 8th grade families
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2016-2017 Strategies</p> <p>Not applicable to Roxbury Prep in the 2016-17 school year.</p>

Retention Plan

2016 – 2017

Implementation Summary:

In 2016-2017, 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 2016-17 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 frequently 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 2016-17, 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	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) 2016-2017 Strategies

- Below third quartile: no enhanced/additional strategies needed
- Family Orientation** → 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.
- Advisory System** → 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.

(a) CHART data

School percentage: 19.9%

Third Quartile: 18.1%

The school is above third quartile percentages.

(c) 2017-2018 Additional Strategy(ies), if needed

	<p>X <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies Development of more active Family Councils at each campus – 2-3 years</p> <p>In the 2016-17 school year, Roxbury Prep hired a Family Coordinator. The work that this person has undertaken will pay dividends in recruitment over a long period of time.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 7.8% Third Quartile: 19.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p>X <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Family Meetings → Families will be invited to each school campus to participate in meetings where they can connect with other families and staff. Family Orientation → 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) Family Coordinator → Roxbury Prep hired a Family and Community Engagement Coordinator. The role included connecting LEP families with resources in the community.</p> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 16.5% Third Quartile: 18.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed Enrichment/Clubs → 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> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Homework Help → 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. • Advisory System → 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><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2016-2017 Strategies</p> <p>Summer Academic Program → 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</p>

	<p>their exams at the end of the Summer Academic Program will be promoted to the next grade.</p> <p>Family Engagement → 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>Advisory System → 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>Homework Help → 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>
Students who have dropped out of school	<p style="text-align: center;">(f) 2016-2017 Strategies</p> <p>Not applicable to Roxbury Prep in the 2016-17 school year</p>

Appendix C – School and Student Data Tables

School and Student Data Tables

To review 2016-2017 student enrollment data for Roxbury Prep please utilize the following link:

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	737	56.4%
Asian	10	0.8%
Hispanic	533	40.7%
Native American	1	0.1%
White	9	0.7%
Native Hawaiian, Pacific Islander	2	0.2%
Multi-race, non-Hispanic	14	1.1%
Special education	202	15.5%
Limited English proficient	293	22.4%
Economically disadvantaged	731	56%

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Julie Jackson, Chief Schools Officer	Manages network's curriculum and instruction.	1/1/2016	N/A
Jesse Coburn, Associate Managing Director	Manages Roxbury Prep High School	1/1/2016	N/A
Maya Roth Bisignano, Associate Managing Director	Provides support to Middle Schools	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.	8/1/2015	N/A
Nikhil Bhatia, Co-Principal (Lucy Stone)	Manages the school's curriculum and instruction.	8/1/2015	N/A
Jon Beck, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	7/1/2016	N/A
Dan Cosgrove, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2014	N/A
John Verrilli, Director of Operations (Dorchester)	Manages the school's finances and operations.	7/1/2016	N/A
Natasha Douthitt, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	7/1/2016	N/A
Shradha M. Patel, Principal (High School)	Manages the school's curriculum and instruction.	7/1/2015	N/A
Adam Seidel, Director of Operations (High School)	Manages the school's finances and operations.	7/1/2016	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.	7/1/2012	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR

	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year
Teachers	125	10	31
Other Staff	51	3	11

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Mr. Dick Balzer	Trustee	Governance and Trusteeship	1	Elected: Sept. 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: Nov 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. Mark Baranski	Trustee	Finance	1	Elected: June 2015; Term Ends: June 2018
Mr. Jeff Naylor	Trustee	Finance	1	Elected: June 2015; Resigned: March 2017
Mr. Jesus Lopez	Trustee		1	Elected: June 2016; Term Ends: June 2019
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	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

Location	Dates of Occupancy
5 Maywood Street, Roxbury, MA 02121	August 1, 2016

Enrollment

Action	Date(s)
Student Application Deadline	February 28, 2018
Lottery	March 9, 2018

Complaints

There were no formal complaints received by the Board of Trustees in 2016-2017.

Attachments – Teacher Evaluation Document

CURRICULUM PLANNING		RATING SCALE
		(1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
<p>Curriculum Templates</p> <p>Effectively uses CATs and Weekly Planning Templates to meticulously plan rigorous, coherent, student-centered curriculum that aligns to MA standards and college-ready RPC standards.</p>		
<p>Daily Lesson Planning</p> <p>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.</p>		
<p>Content Expertise</p> <p>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.</p>		
<p>Areas of Strengths:</p> <p>Area for Improvement:</p>		
CLASSROOM MANAGEMENT		RATING SCALE
		(1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
<p>Expectations</p> <p>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.</p>		
<p>Engagement and Motivation</p> <p>Consistently utilizes positive reinforcements based on the needs of individual students and situations.</p>		
<p>Accountability</p> <p>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.</p>		
<p>Procedures</p> <p>Utilizes common procedures and creates class-specific procedures that maximize both instructional time and the teacher’s ability to focus on instruction during class.</p>		
<p>Areas of Strengths:</p>		

Area for Improvement:

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.	
Grading and Feedback: 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	
Data-Driven Instruction: Utilizes most recent data to plan new materials, review materials, action-plans, and tutoring in order to improve student understanding of concepts and content.	
Areas of Strengths: Area for Improvement:	
STUDENT CULTURE: ADVISORY, ADVISING AND FAMILY COMMUNICATION	RATING SCALE (1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
Advisory Team: Works collaboratively with advisory team to create a positive advisory culture and effective advisory management systems.	
Advisee and Family Relationships: 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.	
Collegiate Hour and Community Meeting: 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.	
Teacher-Family Communication: Regularly communicates with families to celebrate success, share concerns, and coordinate to help students be successful in his/her course.	
Areas of Strengths: Area for Improvement:	
PROFESSIONAL RESPONSIBILITIES	RATING SCALE (1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
Professionalism: 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.	
Communication: 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.	
Teamwork: 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.	

<p>Common Expectations: 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.</p>	
<p>Professional Development (PD): 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.</p>	
<p>Observation, Analysis and Feedback: 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.</p>	
<p>Areas of Strengths: Area for Improvement:</p>	

Summary: