2017-2018 Annual Report

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Submitted: July 31, 2018

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Letter from the Chairperson of the Board of Trustees

July 31, 2018

Dear Friends of Roxbury Preparatory Charter School,

It is with great pride that I present to you the *2017-2018 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 ninth class of students, the Class of 2010, graduated from college. As Roxbury Prep watches its middle school alumni from years past continue the path to college, the school is entering a new phase: guiding the first class of students through Roxbury Prep High School.

The Roxbury Prep community looks forward to comparing itself to the rest of the state with the release of 2018 MCAS 2.0 results to prove once again that all students can perform at the highest levels when provided with effective structures and resources.

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 1400 students and employing more than 160 dedicated professionals.

Compared to a 12% six-year college graduation rate for the nation's low-income students, 38% 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 2014 will enter college in the fall.

In 2017-2018, Roxbury Prep continued to be ably led by Anna Hall as Chief Operating Officer and Kate Armstrong as Associate Chief Operating Officer. The school added Jamie Morrison as the Assistant Superintendent in the fall of 2017. Jamie's dedication to rigorous curriculum and instruction has already served the school well. Anna Hall will be leaving her position at the end of August 2018. We sincerely thank Anna for all of her hard work and dedication to Roxbury Prep. The leadership team of Kate Armstrong and Jamie Morrison will continue to lead the school for the 2018-2019 school year.

After serving as chairperson of the Board of Trustees for Roxbury Prep Charter School for five years, I will be transitioning out of my role at the end of the 2017-2018 fiscal and academic year. Ruven Rodriguez was approved by the Board of Trustees to take over the chairperson role in 2018-2019. Mr. Rodriguez joined the Board during the 2017-2018 school year, and has been an active trustee and member of the Roxbury Prep community. Roxbury Prep expects continued success under the guidance of Mr. Rodriguez.

The 2018-2019 school year will see two important milestones for Roxbury Prep. The school will celebrate its 20th year. Even more importantly, Roxbury Prep High School will hold its first graduation in June of 2019. We are really looking forward to celebrating these two major events.

As we close the 2017-2018 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.

Sincerely,

Sarah Kraus

Sarah Kraus

Chairperson, Roxbury Preparatory Charter School Board of Trustees

Introduction to the School

Roxbury Preparatory Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014
Maximum Enrollment	1800	Current Enrollment (as of June 15, 2018)	1380
Chartered Grade Span	5-12	Current Grade Span	5-11 Mission Hill: 5-8 Lucy Stone: 5-8 Dorchester: 5-8 High School: 9, 10, 11
# of Instructional Days per school year	180	Students on Waitlist (6/15/2018)	291
School Hours	7:45 AM – 3:50 PM (7:45 AM – 12:30 PM Friday staff development)	Age of School	19 years
Mission Statement: Roxbury Prep Charter School's mission is to prepare its students to enter, succeed in, and graduate from college.			

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,

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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 2017-2018, 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, 10th and 11th grades and will serve grades 9-12 in the 2018-2019 school year.

Roxbury Prep Charter School's mission is to prepare its students to enter, succeed in, and graduate from college. This mission is deeply felt throughout the entire Roxbury Prep community and is used as a guiding force for decision-making on everything from curriculum development to family engagement to school systems. Roxbury Prep strongly believes that when provided with supportive structures and appropriate resources, all students can achieve this mission.

Amendments to Charter

Roxbury Prep did not request any amendments to its charter during the 2017-2018 school year.

Access and Equity

Roxbury Prep has significantly reduced the number of suspensions and the percentage of students suspended over the course of this charter term. This reduction has come at a time of continued growth in our overall student population. The chart below demonstrates this change.

In School and Out of School Suspensions	2014-15	2015-16	2016-17	2017-2018
% of Students Suspended	40%	29%	29%	23%
# of Suspension Incidents	1,307	876	1,256	934
Total Student Enrollment	909	1,191	1,400	1,515

Roxbury Prep attributes this decrease to overall policy changes and to increased access to data. Roxbury Prep has worked to lessen incidents of suspension by expanding student supports, providing training for teachers, school leaders, and Deans of Students, and adjusting its discipline policies to encourage more frequent lower tier interventions. The special education team has also begun conducting more behavioral assessments to identify root causes of behavior and to design better intervention plans.

In 2017-2018, Roxbury Prep revised guidelines for what type of student behavior qualifies for a suspension. This has promoted consistency in consequences across campuses. Roxbury Prep also revised its discipline policy to require Deans to receive approval from the Associate Chief Operating Officer for all suspensions over two days. These policy changes have lowered the number of lengthy suspensions. For example, the number of three to five day suspensions in 2016-17 was 121, and in 2017-2018 that number was 66, despite 150 more enrolled students.

Roxbury Prep also continues to identify ways of supporting staff around discipline and behavior management. School leaders and Deans receive training every summer. This training covers Massachusetts laws around suspension, alternatives to suspension, and strategies for supporting students with disabilities. Teachers also receive training every summer, which covers strategies for classroom management and for serving students with various disabilities in an inclusive classroom. Roxbury Prep also implemented a Student Support Team (SST) structure starting in 2016-17. Teams meet weekly to discuss students who are struggling behaviorally and to create intervention plans specific to each student.

In addition to reductions in overall suspension rates, recent years have seen a narrowing of suspension gaps by subgroups (race, gender, disability, and ELL status). Roxbury Prep has seen a decrease in the percentage of students suspended for the subgroups of African American males, Hispanic males, ELL students, and students with disabilities. The suspension rate for both Hispanic male and African American male students has decreased by almost 50%, from 54% of students in each subgroup being suspended in 2014-15 to 26% and 28% respectively in 2017-2018. The suspension rate for ELL students nearly halved since 2014-15 (28.6% in 2017-2018, down from 46.4% in 2014-15). The suspension rate for ELL students is now only marginally above that of their general education peers. The rate for students with disabilities has decreased by one-third over the last four years (40% in 2017-2018, down from 58% in 2014-15). However, students with disabilities are still suspended at a higher rate than their general education peers. In some cases, the school has struggled to identify ways of supporting and encouraging particular students to demonstrate behavior that adheres to the code of conduct. Though several of these subgroup rates remain higher than the rates for the overall student population at Roxbury Prep, the school recognizes the great progress it has made in the past five years and is dedicated to continuing this progress.

Roxbury Prep believes in the value of high behavioral expectations, with consequences for failing to meet those expectations and rewards for consistently following them. This system is key to maintaining the school's priorities of student safety and learning. Roxbury Prep intends to continue working to lower suspension rates, both for the overall population and for specific subgroups, by solidifying the systems that led to progress over the past charter term and continuing to think critically about systems and programs that intersect with suspensions.

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 2017-2018 school year, Roxbury Prep's five campuses recorded no fewer 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 is 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	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional and Operations Systems	School walkthrough and Q and A	Principal	School Leadership	Education Pioneers Fellows	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Operations systems	Coaching on operations systems and inspection protocol	Associate Chief Operating Officer (ACOO); Director of Operations (DOO)	School Leadership	KIPP MA – Operations Teams	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Operations Systems	Site Visit	Director of Operations	Operational Leadership	Brooke Charter School	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Enrollment Systems	Training sessions for staff at other area charters regarding enrollment practices	Regional Director of Special Projects	Access and Equity	Various	PowerPoint presentation on enrollment
Operations Systems	Phone consultation regarding student recruitment, enrollment, lottery procedures	Regional Director of Special Projects	Access and Equity	The MAP Academy Charter School	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Operations Systems	School Visit	Director of Operations	Attendance Systems	Academy of the Pacific Rim	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Methods	School visit, classroom observations	Principal	Instruction	Project Right	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request

					documentation.
Instructional Methods	School visit, classroom observations	Principal	Instruction	National Heritage Academy	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Leadership practices	Classroom observations; Q&A with Principal	Principal	School Leadership	Galapagos Charter School	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.

Academic Program Success
Student Performance

To review 2017 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&

For 2017-2018, all four schools aligned to two key goals – committing to all teachers receiving an average of three feedback cycles 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 continued refining the aligned curriculum and assessments across Uncommon Schools. Select Roxbury Prep teachers and leaders participate in subject matter working groups as part of the process of developing the curriculum.

Program Delivery

A. Curriculum

Roxbury Prep is dedicated to administering a highly rigorous curriculum across all schools and grade levels. Roxbury Prep lessons are aligned to Common Core and MCAS. In recent years, Roxbury Prep has moved to using centralized, aligned curricula rather than teacher- or school-created curricula. For all subjects and grades, lessons are written by content experts and are shared with all teachers several weeks in advance of lesson administration. This change has had a dual effect.

First, it ensures a rigorous curriculum for every lesson and subject and creates consistency between classrooms and schools. Teachers who have more experience building and administering lessons can create more effective content materials, anticipate student questions or problems, and more successfully react to student data in lesson planning. Because of this content alignment, data (such as internal assessments or regular exit ticket data) can be compared more widely across the Uncommon network of schools. This gives teachers a better understanding of where their students are succeeding and struggling, and it facilitates the wide sharing of best practices from the highest performing teachers across Uncommon. It also ensures curriculum is aligned between subjects and vertically between grade levels. Second, it permits novice teachers to focus fully on internalizing and delivering lessons, which ensures all students receive high quality instruction. The aligned curriculum approach supports high rigor, consistent objectives, and quality teaching for all students in Roxbury Prep.

Uncommon Schools also recognizes the importance of adjusting curriculum to address regional differences and to respond to data quickly. Entire content cycles are differentiated regionally to address standards specific to Massachusetts. Each content cycle also has several days reserved for teachers to review specific standards their students need to practice. They work with their Instructional Leader to identify these standards based on data from prior exit tickets and interim assessments. Finally, each year, Uncommon Schools' curriculum team revises the curriculum based on state test results, interim assessment results, and other indicators of student progress. This ensures that curriculum is regularly updated to both align to state standards and to reflect areas where students demonstrate the most need for review. The curriculum and assessments are subjected to a bias review process to ensure that all materials are free of bias.

B. Instruction

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.

Principals, Deans of Curriculum and Instruction, and Instructional Leaders support novice teachers through a regular system of classroom observations, feedback, and coaching. Teachers receive lesson plans written by content experts and aligned to both Common Core and Massachusetts-specific standards. Principals and coaches mentor teachers through the delivery of these lessons. This includes coaching teachers through various instructional techniques, including asking rigorous questions and engaging students in the lesson. All teachers receive an average three feedback cycles per month, consisting of a classroom visit and observation, written feedback, and a face-to-face meeting and debrief. Uncommon Schools also supports teachers in developing a high level understanding of the lesson, both of the content and the structure. The Uncommon Schools Curriculum and Assessment Team holds regular content calls where teachers can ask questions about the aligned lesson plans and receive guidance where necessary. Instructional leaders from across Uncommon, including the Chief Schools Officers, conduct semi-annual school walk-throughs and classroom observations to ensure consistency in terms of rigor, classroom environment, and quality instruction across the Uncommon network.

C. Assessment and Program Evaluation

Core academic 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, teachers engage in a data analysis session, 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 again following each quarter, teachers engage in a protocol to analyze student performance data and create curriculum modifications and student interventions with assistance from Instructional Leaders, 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;
- curriculum alignment with state frameworks and MCAS.

Further data is gathered for program evaluation via surveys administered to all staff at least twice per year; through inspections and walk-throughs conducted by peers and by Uncommon Schools; at monthly leadership team meetings and reflections; via annual family and Board surveys; and through dashboard data collected regularly by the Assistant Superintendent, Associate Chief Operating Officer, and Chief Operating Officer. These evaluations are regularly analyzed and used to determine programmatic updates for subsequent years.

D. Supports for Diverse Learners

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/accommodated 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 Guided Reading and Phonics remediation.
- Specialized reading instruction with the Learning Specialist (e.g., reading, organizational skills, etc.).

Similar supports are offered to currently enrolled English Language Learner students:

- General Education Modifications/Accommodations: Modified/accommodated instruction with consultation and supervision from the ELL Coordinator (one per campus).
- Inclusion: Specialized instruction (e.g., in math, in writing) with the ELL Teacher within a general education classroom taught by a general education teacher.
- Pull-out: Specialized reading instruction with Guided Reading and Phonics remediation
- Specialized Instruction: Specialized reading instruction with the ELL Teacher
- Screenings: Roxbury Prep administers the WIDA Screener and ACCESS tests to all students who qualify.

Roxbury Prep employs a regional Director of Individual Needs to work across all of its campuses to coordinate services, manage compliance, and coach campus staff on special education and English Language Learner procedures. 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 (via a 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 Individual Needs 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 2017-2018 academic year, 256 students across the four schools (18.6%) 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 Individual Needs 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 2017-2018 academic year, 322 students across the four schools (23.3 %) were classified as Limited English Proficient and received support in accordance with state and federal guidelines.

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.

Social, Emotional and Health Needs

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.
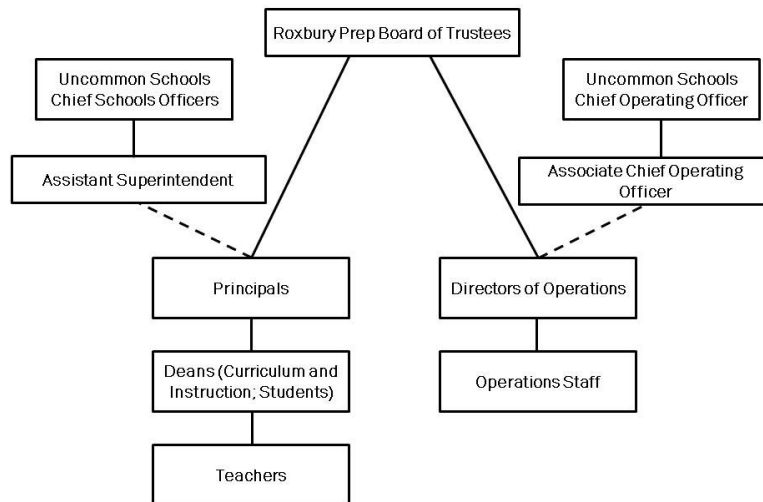
Roxbury Prep remains committed to high expectations for students and their safety. The school has made strides recently to dedicate more resources to student social, emotional, and health needs. Each campus has a full-time nurse, a full-time counselor, a Dean of Students, and an Associate Dean of Students. This team at each school is 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.

Roxbury Prep has expanded the number of Social Workers and Deans of Students across the network. In August each year, all Social Workers, Deans of Students, Associate Deans of Students and school leaders receive professional development. The sessions focus on maintaining our high expectations for students and an unwavering commitment to student safety. Social Workers across schools also meet monthly for case analysis and review.

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.

Roxbury Prep Board of Trustees

Uncommon Schools Chief Schools Officers

Uncommon Schools Chief Operating Officer

Assistant Superintendent

Associate Chief Operating Officer

Principals

Directors of Operations

Deans (Curriculum and Instruction; Students)

Operations Staff

Teachers

Network Structure

Roxbury Prep Charter School has an active and engaged Board of Trustees, which is primarily responsible for overseeing the property, affairs, and funds of the School. 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 Assistant Superintendent and Associate Chief Operating Officer with whom they meet at least weekly. The Assistant Superintendent and Associate Chief Operating Officer provide hands-on support and coaching to the school leaders.

There were no changes to the network organizational structures in 2017-2018.

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 FY18 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

	Original Budget	EOY Projected	Change in EOY Projected
Revenue			
State Aid			
Core Pupil Aid	23,083,800	24,697,468	1,613,668
Federal Grants			
Title I	1,222,815	1,112,076	-110,739
Title II A	21,150	54,899	33,749
Federal IDEA-B	298,826	365,232	66,406
Federal ERATE	0	377,941	377,941
Federal Child Nutrition Program	739,272	809,465	70,193
Federal CSP School Start Up Reimbursement	368,059	368,059	0
Miscellaneous Income			
Mass Health Reimbursement/Special Education	38,336	38,336	-1
Private grants	0	50,000	50,000
School Activity Fees	24,000	17,000	-7,000
Total Revenue	**25,796,258**	**27,890,476**	**2,094,218**
Expenditures			
Personnel			
School Leaders	1,066,271	1,014,604	-51,667
School Deans/Directors	2,889,650	2,778,628	-111,022
Teachers	6,878,295	6,438,519	-439,777
Part-Time Program Salaries	618,771	481,867	-136,904
Administrative/Support Salaries	764,284	723,374	-40,910
Facilities Salaries	139,419	152,274	12,855
Performance Bonus Compensation	56,000	56,500	500
Benefits/Taxes	1,517,962	1,633,296	115,334
Total Personnel	**13,930,652**	**13,279,062**	**-651,590**
Facility/Occupancy Expenses			
Building	2,385,015	2,386,234	1,219
Utilities	182,000	226,000	44,000
Maintenance Services	403,500	313,170	-90,330
Custodial	337,250	348,265	11,015
Security	230,000	168,486	-61,514
Bulding Supplies	40,000	35,500	-4,500
Furniture & Equipment	129,039	122,910	-6,129
Total Facility/Occupancy Expenses	**3,706,804**	**3,600,565**	**-106,240**
School Programmatic Expenses			

Textbooks	94,732	110,142	15,410
Other Instructional Supplies	469,436	394,012	-75,424
Assessments	56,820	19,101	-37,719
Technology	1,090,596	1,146,486	55,890
Student Enrichment	642,921	667,200	24,279
Student Services	900,601	967,690	67,089
Professional Development	566,582	608,595	42,013
Staff Recruitment	116,700	110,200	-6,500
Community Outreach	41,000	54,500	13,500
Enrollment Expenses	135,891	137,457	1,566
Contracted Special Need Services	348,500	339,542	-8,958
Other Contracted Program Services	27,200	13,500	-13,700
Total School Programmatic Expenses	**4,490,979**	**4,568,426**	**77,447**
Administrative Expenses			
Photocopying Lease	213,200	226,000	12,800
Printing/Stationery	6,200	6,200	0
Telecommunications	263,712	280,519	16,807
Office Supplies	205,000	180,000	-25,000
Nursing Supplies	14,000	13,000	-1,000
Postage/Shipping/Delivery	20,500	26,500	6,000
Insurance	120,968	160,109	39,141
Contracted Admin Services	108,101	114,999	6,898
Board Expenses	2,000	12,000	10,000
Misc Admin Expenses	47,000	47,743	743
Management Services (CMO)	2,159,486	2,289,075	129,589
Total Administrative Expenses	**3,160,167**	**3,356,145**	**195,978**
Total Expenditures	**25,288,602**	**24,804,197**	**-484,405**
Net Revenue Over Expenditures	**507,656**	**3,086,279**	**2,578,623**

Statement of Net Assets for FY 18 (Balance Sheet)

			Current Year
	Assets		
	Current Assets		
	Operating Cash		
11400Y		Roxbury - Operating a/c	7,130,513
	Total Operating Cash		7,130,513
	Accounts Receivable		
20010Y		Accounts Receivable	166
	Total Accounts Receivable		166
	Other Current Assets		
20030Y		Pre-Paid Expenses	144,821
20035Y		FSA Benefit plan	(9,902)
27000Y		Inter Company AR Btwn USI and Schools	(23,285)
	Total Other Current Assets		111,634
	Total Current Assets		7,242,313
	Long-term Assets		

	Property & Equipment		
28010Y		Furniture, fixtures, & equip	808,388
28015Y		Accumulated Deprec. F& F	(433,392)
28020Y		Computer & Software	2,882,286
28025Y		Accumulated Deprec. C&S	(2,135,379)
28030Y		Leasehold Improvement	6,373,332
28035Y		Accumulated Dep. Leasehold Improvements	(4,012,412)
28040Y		Vehicles	112,383
28045Y		Accumulated Depreciation Vehicles	(71,019)
	Total Property & Equipment		3,524,186
	Total Long-term Assets		3,524,186
	Total Assets		10,766,500
	Liabilities		
	Short-term Liabilities		
	Accounts Payable		
30015Y		Accounts Payable Other Entities	431,494
	Total Accounts Payable		431,494
	Deferred Revenue		
30019Y		Notes Payable	33,292
30030Y		Deferred Revenue	29,333
	Total Deferred Revenue		62,625
	Total Short-term Liabilities		494,120
	Total Liabilities		494,120
	Net Assets		
	Beginning Net Assets		
			7,051,663
	Total Beginning Net Assets		7,051,663
	Current YTD Net Income		
			3,220,717
	Total Current YTD Net Income		3,220,717
	Total Net Assets		10,272,380
	Total Liabilities and Net Assets		10,766,500

Approved School Budget for FY19

The school budget was approved via vote of the Board of Trustees, in compliance with Open Meeting Law, on June 6, 2018. This vote was recorded in the minutes, which will be approved at the Board's September meeting.

PAID STUDENT ENROLLMENT	1,525.0
SPED ENROLLMENT	246.5
FRPL ENROLLMENT	1,350.9
TOTAL PERSONNEL	208.7
REVENUES	
CORE PUPIL AID	$25,238,750
FEDERAL AID	$2,856,853
OTHER PUBLIC INCOME	$39,450

PHILANTHROPIC CONTRIBUTIONS	$209,000
MISC INCOME	$24,000
TOTAL REVENUES	$28,368,053

EXPENDITURES

PERSONNEL

PROGRAM SALARIES	$11,965,749
ADMIN/LEADERSHIP SALARIES	$3,681,447
INSTRUCTIONAL SALARIES	$8,284,302
SUPPORT SALARIES	$1,116,320
FACILITIES SALARIES	$197,601
BONUS COMPENSATION	$110,500
TOTAL SALARIES	$13,390,171
TOTAL BENEFITS/TAXES	$1,956,489
TOTAL PERSONNEL EXPENSES	$15,346,660

FACILITY/OCCUPANCY EXPENSES

BUILDING EXPENSES	$1,933,004
BUILDING FUND	$0
UTILITIES	$222,400
MAINTENANCE SERVICES	$328,410
CUSTODIAL	$382,190
SECURITY	$160,000
BUILDING SUPPLIES	$44,500
FURNITURE & EQUIPMENT	$229,516
TOTAL FACILITY EXPENSES	$3,300,020

SCHOOL PROGRAMMATIC EXPENSES

TEXTBOOKS	$126,194
OTHER INSTRUCTIONAL SUPPLIES	$567,924
ASSESSMENTS	$83,505
TECHNOLOGY	$1,202,719
STUDENT ENRICHMENT	$989,864
STUDENT SERVICES	$1,004,295
PROFESSIONAL DEVELOPMENT	$495,367
STAFF RECRUITMENT	$108,692
COMMUNITY OUTREACH	$86,000
ENROLLMENT EXPENSES	$156,000
CONTRACTED SPECIAL NEEDS SERVICES	$355,500
OTHER CONTRACTED PROGRAM SERVICES	$31,500
TOTAL PROGRAM EXPENSES	$5,207,560

ADMINISTRATIVE EXPENSES

PHOTOCOPYING LEASE	$257,000
PRINTING/STATIONERY	$3,700
TELECOMMUNICATIONS	$238,200
OFFICE SUPPLIES	$170,000
NURSING SUPPLIES	$15,000

POSTAGE/SHIPPING/DELIVERY	$28,500	
INSURANCE	$178,666	
CONTRACTED ADMIN SERVICES	$182,906	
BOARD EXPENSES	$2,000	
MISCELLANEOUS ADMIN EXPENSES	$27,000	
MANAGEMENT SERVICES (CMO)	$2,292,756	
TOTAL ADMINISTRATIVE EXPENSES	$3,395,729	
TOTAL EXPENDITURES	$27,249,967	
Expenditures Per Pupil	*$17,869*	
ANNUAL SURPLUS (DEFICIT)	$1,118,086	
Surplus as a % of Revenues	*3.9%*	

Capital Plan for FY18

During FY18 Roxbury Prep undertook leasehold improvements to a new space at 1286 Hyde Park Avenue. The renovations of approximately $600,000 were paid for using operating funds from FY18. Roxbury Prep has no capital projects planned for FY19 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.

Roxbury Prep:

1. Will need to accommodate approximately 800 students and approximately 70 staff members; requiring a minimum of 60,000 square feet;
2. Will continue a facilities search due diligence in FY19;
3. Will secure a long-term facility for the 2020-2021 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

	2017 - 2018 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	**38% (105/273)** 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, 2018).
Measure: Each year, college Enrollment of Graduates is greater than 50%. **MISSION HILL CAMPUS**	Met	**72%** of students from Roxbury Prep's Class of 2014 were accepted to and will enroll in college this fall.
Measure: Each year, the High School Graduation Rate (counted from 8th grade class) is greater than 80%.	Met	**93%** of Roxbury Prep's Class of 2014 graduated from high school this year; the remaining

MISSION HILL CAMPUS		students will continue to pursue graduation through grade retention or alternative credits.
Measure: Over 40% of graduating RPC 8th 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 8th grade students will enroll in high schools with explicit college preparatory missions. **MISSION HILL CAMPUS**	Met	**100%** of the graduating 8th 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.
	2017 – 2018 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 March 29, 2018 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 2017-2018.
	2017 – 2018 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) in all subject areas and at all grade levels tested for accountability purposes.		
Measure: Roxbury Prep students will Meet or Exceed Expectations on the ELA 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**	Met	45% of Roxbury Prep 6th grade students Met or Exceeded Expectations, compared to a rate of 31% for Boston Public Schools. 35% of Roxbury Prep 7th grade students Met or Exceeded Expectations, compared to a rate of 33% for Boston Public Schools. 41% of Roxbury Prep 8th grade students Met or Exceeded Expectations, compared to a rate of 30% for Boston Public Schools.
Measure: Roxbury Prep students will Meet or Exceed Expectations Math 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**	Met	47% of Roxbury Prep 6th grade students Met or Exceeded Expectations, compared to a rate of 30% for Boston Public Schools. 46% of Roxbury Prep 7th grade students Met or Exceeded Expectations, compared to a rate of 31% for Boston Public Schools. 50% of Roxbury Prep 8th grade students Met or Exceeded Expectations, compared to a rate of 30% for Boston Public Schools.
Measure: Roxbury Prep students will achieve	Met	23% of Roxbury Prep 8th grade students Met or

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**		Exceeded Expectations, compared to a rate of 15% for Boston Public Schools.

	2017 – 2018 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 aggregate across grades for ELA. **NETWORK**	Met	The combined median SGP for all Roxbury Prep students on the 2017 ELA MCAS exams (grades 5-8) was 52.
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 2017 Math MCAS (grades 5-8) was 58.
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**	Partially Met	(see table below)

Subgroup	ELA SGP
Students w/Disabilities	37
ELL and Former ELL	49
Economically Disadvantaged	55
High needs	51
Afr. Amer./Black	51
Hispanic/Latino	54

Subgroup	Math SGP
Students w/Disabilities	43.5
ELL and Former ELL	60
Economically Disadvantaged	57.5
High needs	58
Afr. Amer./Black	58
Hispanic/Latino	57

	2017 – 2018 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 5th and 6th grade and 70% or above in 7th and 8th grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. **NETWORK**	Not Met	Roxbury Prep students achieved 60/70% or above on 5 of 16 Interim Assessments across grades 5-8. Roxbury Prep utilized the updated Common Core-aligned ELA and Math Uncommon assessments in 2017-2018.
Measure: The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5th and 6th grade and 70% or above in 7th and 8th grade. When this goal is not met, extra monitoring of the action plan will be done by the	Not Met	Mission Hill Campus students achieved 60/70% or above on 4 of 16 Interim Assessments in grades 5 through 8.

Principal. **MISSION HILL CAMPUS**		
Measure: The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5th and 6th grade and 70% or above in 7th and 8th grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. **LUCY STONE CAMPUS**	Not Met	Lucy Stone Campus students achieved 60%/70% or above on 5 of 16 Interim Assessments in grades 5 through 8.
Measure: : The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5th and 6th grade and 70% or above in 7th and 8th grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. **DORCHESTER CAMPUS**	Not Met	Dorchester Campus students achieved 60%/70% or above on 5 of 16 Interim Assessments in grades 5 through 8.
	2017 - 2018 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 FY18 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 FY18 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 FY18, 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 FY17 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 2018 lottery, the school received 1398 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 October 2017, the Board conducted a self-assessment via an anonymous survey. The results reflected that meetings are run effectively and that meetings support the Board's effective governance.
Measure: The Board of Trustees will create a system for remediating any elements of unsatisfactory performance. **NETWORK**	Met	No services or performance were determined to be unsatisfactory in 2017-2018.
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	Not Met	Roxbury Prep's overall attendance rate was **93.2%** for

least 95%. **NETWORK**		2017-2018.
Measure: Roxbury Prep student attendance is at least 95%. **MISSION HILL CAMPUS**	Not Met	Mission Hill's overall attendance rate was **93.0%** for 2017-2018.
Measure: Roxbury Prep student attendance is at least 95%. **LUCY STONE CAMPUS**	Not Met	Lucy Stone's overall attendance rate was **93.6%** for 2017-2018.
Measure: Roxbury Prep student attendance is at least 95%. **DORCHESTER CAMPUS**	Not Met	Dorchester Campus' overall attendance rate was **94.3%** for 2017-2018.
Measure: Roxbury Prep student attendance is at least 95%. **HIGH SCHOOL**	Not Met	The High School's overall attendance rate was **92.4%** for 2017-2018.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. **NETWORK**	Met	**92%** of all Roxbury Prep families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. **MISSION HILL CAMPUS**	Met	**91%** of Mission Hill Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. **LUCY STONE CAMPUS**	Met	**91%** of Lucy Stone Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. **DORCHESTER CAMPUS**	Met	**97%** of Dorchester Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school..
Measure: Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. **HIGH SCHOOL CAMPUS**	Met	**88%** of High School Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.

Appendix B Charter School Recruitment and Retention Plan

Charter School Recruitment and Retention Plan

In 2017-2018, 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 resource 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 2017-2018, 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. During 2017-2018, the Associate Director of Student and Family Engagement worked to enhance the already strong relationships between the schools and families.

As of June 18, 2018, Roxbury Prep had retained **91%** of its students from the first school day in 2017-2018, evidence of the strength of its retention plan and engagement activities.

Recruitment Plan

2017 – 2018

2017-2018 Implementation Summary:
In 2017-2018, 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 resource 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) 2017-2018 Strategies**
School percentage: 17.4% **GNT percentage**: 17.5% **CI percentage**: 18.1% The school is <u>below</u> GNT percentages and	☐ Met GNT/CI: no enhanced/additional strategies needed • General recruitment strategies • Utilization of SPEFAC meeting for recruitment • Profile of Special Education classes in Prospective Family Newsletter
	(c) 2018-2019 Additional Strategy(ies), if needed
	x☐ Did not meet GNT/CI

below CI percentages	**Development of more active Family Councils at each campus – 2-3 years** In the 2017-2018 school year, Roxbury Prep moved very close to meeting the GNT as a result of the efforts described above and the school's participation in the Boston Joint Application with other charter schools. The school plans to continue all activities and expects to meet the GNT in the 2018-2019 school year.

Limited English-proficient students/English learners

(a) CHART data **School percentage**: 21.4% **GNT percentage**: 12.2% **CI percentage**: 19.5% The school is <u>above</u> GNT percentages and above CI percentages	**(b) 2017-2018 Strategies** X☐ Met GNT/CI: no enhanced/additional strategies needed 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
	(c) 2018-2019 Additional Strategy(ies), if needed

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data **School percentage**: 57.3% **GNT percentage**: NA **CI percentage**: 51.7% The school is above CI percentages	**(b) 2017-2018 Strategies** X☐ Met GNT/CI: no enhanced/additional strategies needed 1. General recruitment strategies 2. Advertise Roxbury Prep's participation in Community Eligibility, allowing all students a free breakfast and lunch.
	(c) 2018-2019 Additional Strategy(ies), if needed
<u>Students who are sub-proficient</u>	**(d) 2018-2019 Strategies** 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
<u>Students at risk of dropping out of school</u>	**(e) 2018-2019 Strategies** 1. General recruitment strategies 2. Use of new EWIS system to identify at-risk students 3. Application mailing to all 8th grade families
<u>Students who have dropped out of school</u>	**(f) 2018-2019 Strategies** Not applicable to Roxbury Prep in the 2017-2018 school year.

Retention Plan

2018 – 2019

Implementation Summary:

In 2017-2018, 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 2017-2018 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 2017-2018, 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

(a) CHART data	**(b) 2017-2018 Strategies**
School percentage: 17.8% **Third Quartile**: 18.1% The school is below third quartile percentages.	X☐ 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.

	Development of more active Family Councils at each campus – 2-3 years In the 2017-2018 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.
	(c) 2018-2019 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies

Limited English-proficient students/English learners

(a) CHART data **School percentage**: 11.7% **Third Quartile**: 20.0% The school is below third quartile percentages.	**(b) Continued 2017-2018 Strategies** X☐ 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.
	(c) 2018-2019 Additional Strategy(ies), if needed ☐ 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. ☐ No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.

Students eligible for free or reduced lunch (low income/economically disadvantaged)

(a) CHART data **School percentage**: 17.4% **Third Quartile**: 20.4% The school is below third quartile percentages.	**(b) Continued 2017-2018 Strategies** X☐ 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.
	(c) 2018-2019 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below.
Students who are sub-proficient	**(d) 2018-2019 Strategies** **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.
Students at risk of dropping out of school	**(e) 2018-2019 Strategies** **Summer School** → 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.

	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. **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 particular attention to the students that have poor attendance and grades, a key risk factor associated with dropping out of school.
<u>Students who have dropped out of school</u>	**(f) 2018-2019 Strategies** Not applicable to Roxbury Prep in the 2018-2019 school year

Appendix C – School and Student Data Tables

School and Student Data Tables

To review 2017-2018 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	814	57.2%
Asian	11	0.8%
Hispanic	563	39.5%
Native American	3	0.2%
White	15	1.1%
Native Hawaiian, Pacific Islander	2	0.1%
Multi-race, non-Hispanic	14	0.9%
Special education	247	17.4%
Limited English proficient	304	21.4%
Economically disadvantaged	815	57.3%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 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	06/30/2017
Maya Roth Bisignano, Associate Managing Director	Provides support to Middle Schools	1/1/2016	09/01/2017

Jamie Morrison, Assistant Superintendent	Manages the middle school principals	09/01/2017	NA
Anna Hall, Chief Operating Officer	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	09/01/2017
Rhett Smith, Director of Operations (Mission Hill	Manages the school's finances and operations.	8/1/2017	NA
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 Patel, Principal (High School)	Manages the school's curriculum and instruction.	7/1/2015	N/A
Eliza Jackson, Director of Operations (High School)	Manages the school's finances and operations.	7/1/2017	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 2017-2018 SCHOOL YEAR			
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year
Teachers	116	10	35
Other Staff	54	2	9

BOARD MEMBER INFORMATION	
Number of commissioner approved board members **as of August 1, 2018**	12
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	18

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Ms. Hope Crosier	Trustee	Student Achievement Chair	2	Elected: June 2012; Re-Elected: June 2015; Term Ends: June 2018
Mr. Russell Franks	Trustee	Vice Chair; Trusteeship Chair	3	Elected: June 2012; Re-Elected: June 2015; June 2018; Term Ends: June 2021
Ms. Renee Foster	Trustee	Student Achievement, Chair	2	Elected: June 2014; Re-Elected June 2017; Term Ends: June 2020

Ms. Kristina Gonzalez	Trustee	Student Achievement	2	Elected: June 2013; Re-elected June 2016; Term Ends: June 2019
Ms. Sarah Kraus	Trustee	Chairperson (ending June 2018)	3	Elected: June 2012; Re-Elected: June 2015; June 2018; Term Ends: June 2021
Mr. Richard McQuaid	Trustee	Governance and Trusteeship Chair	3	Elected: June 2011; Re-Elected: June 2014; June 2017; Term Ends: June 2020
Ms. Janet Nahirny	Trustee	Student Achievement	2	Elected: June 2014; Re-Elected: June 2017; Term Ends: June 2020
Mr. Mark Baranski	Trustee	Finance, Chair	2	Elected: June 2015; Re-Elected June 2018; Term Ends: June 2021
Mr. Jesus Lopez	Trustee		1	Elected: June 2016; Term Ends: June 2019
Mr. Drew Tamoney	Trustee	Governance and Trusteeship	2	Elected: June 2015; Re-Elected: June 2018; Term Ends: June 2021
Mr. Francisco Marriott	Trustee		1	Elected 2017; Term Ends June 2020
Mr. Ruven Rodriguez	Trustee	Chairperson (beginning June 2018	1	Elected 2017; Term Ends June 2020

Appendix D – Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Ruven Rodriguez (Beginning June 2018)
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
1286 Hyde Park Avenue, Hyde Park, MA 02136	August 1, 2018

Enrollment

Action	Date(s)
Student Application Deadline	February 28, 2019
Lottery	March 13, 2019

Complaints

There were no formal complaints received by the Board of Trustees in 2017-2018.

Attachments – Teacher Evaluation Document

CURRICULUM PLANNING	RATING SCALE (1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
Curriculum Templates 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.	
Daily Lesson Planning 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.	
Content Expertise 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.	
Areas of Strengths: **Area for Improvement:**	
CLASSROOM MANAGEMENT	**RATING SCALE** (1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
Expectations 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.	
Engagement and Motivation Consistently utilizes positive reinforcements based on the needs of individual students and situations.	
Accountability 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.	
Procedures Utilizes common procedures and creates class-specific procedures that maximize both instructional time and the teacher's ability to focus on instruction during class.	
Areas of Strengths: **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.

OVERARACHING 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	

	RATING SCALE
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.	
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.	
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.	
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.	
Areas of Strengths: **Area for Improvement:**	

Summary: