

Uncommon  
Schools |

**ROXBURY PREP**

# 2018-2019 Annual Report

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August 1, 2019

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## Letter from the Chairperson of the Board of Trustees

August 1, 2019

Dear Friends of Roxbury Preparatory Charter School,

It is with great pride that I present to you the *2018-2019 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 first class of students graduated from Roxbury Prep High School.

In 2018-2019, Roxbury Prep continued to be ably led by Kate Armstrong as Associate Chief Operating Officer and Jamie Morrison as Assistant Superintendent. Ms. Armstrong and Mr. Morrison have invested staff throughout Roxbury Prep in their vision for high performing schools. Roxbury Prep has focused heavily on increasing student achievement through mastering the most important academic content, investing students to build strong classroom habits, and coordinating highly effective school teams. The leadership team of Kate Armstrong and Jamie Morrison will continue to lead the school for the 2018-2019 school year and focus on these key priorities. The Roxbury Prep community looks forward to comparing itself to the rest of the state with the release of 2019 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 1500 students and employing more than 180 dedicated professionals. The school community was also immensely proud to watch its first class of Roxbury Prep High School graduates walk the stage. 97% of the school's graduating seniors will be attending four-year colleges, more than 7 times the national college matriculation rate for low-income students. The students received over \$1,000,000 in scholarships in total, allowing them to attend highly competitive schools such as Boston College, Spelman College, Ohio State, and UMASS Amherst.

Roxbury Prep is also celebrating its 20<sup>th</sup> year in 2019. Over the course of these 20 years, Roxbury Prep has educated thousands of children and has created a strong community of families and alumni. Many of those alumni have returned to Roxbury Prep over the years, whether as staff members, community members, or even those seeking high quality educational options for their own children or family members. We are very proud of this legacy and the community Roxbury Prep has created, and we look forward to celebrating this milestone throughout our 20<sup>th</sup> year.

As we close the 2018-2019 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,



Ruven Rodriguez

Chairperson, Roxbury Preparatory Charter School Board of Trustees

## Introduction to the School

<b>Roxbury Preparatory Charter School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	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, 2019
Maximum Enrollment	1800	Current Enrollment (as of June 15, 2019)	1476
Chartered Grade Span	5-12	Current Grade Span	5-12 Mission Hill: 5-8 Lucy Stone: 5-8 Dorchester: 5-8 High School: 9-12
# of Instructional Days per school year	185	Students on Waitlist (7/15/2019)	193
School Hours	7:45 AM – 3:50 PM (7:45 AM – 12:30 PM Friday staff development)	Age of School	20 years
<p>Mission Statement: Roxbury Preparatory Charter School, a public school, prepares its students to enter, succeed in, and graduate from college. 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.</p>			

## 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 2018-2019, 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 served grades 9-12 in the 2018-2019 school year, graduating its first senior class.

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. Roxbury Prep’s mission was realized more fully this year than ever before with the graduation of its first class from Roxbury Prep High School. 97% of the students who graduated will be entering four year colleges and universities in the fall. All of the remaining members of the founding cohort will be attending two year colleges or other college preparation programs with the intention to enroll in a four year college, or are still engaged in completing their high school education. Roxbury Prep is immensely proud of these students and of the entire school community’s support and dedication to the school’s mission.

Roxbury Prep knows that the transition to college can be a challenge for many students, so to further fulfill its mission and support Roxbury Prep alumni as they complete their college education, Roxbury Prep has hired an Alumni Services Counselor for the 2019-2020 school year. This person will be responsible for contacting our alumni regularly and traveling to visit them as needed, to support them in any challenges they may face in college. With this new role, Roxbury Prep aims to take the next step toward fulfilling its mission by ensuring its students have the resources to succeed in, and ultimately graduate from, college.

**Amendments to Charter**

Roxbury Prep did not request any amendments to its charter during the 2018-2019 school year.

**Access and Equity**

To review 2018 Student Discipline data for Roxbury Prep please utilize the following link:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04840000&orgtypecode=5&=04840000&>

2017-2018 Student Discipline					
Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	1,514	340	6	21.1	0.1
English Learner	331	89	7.9	25.1	0
Economically disadvantaged	953	249	7.3	24.6	0.1
Students w/disabilities	278	111	15.5	37.8	0.7
High needs	1,154	288	6.9	23.5	0.2
Female	742	103	3	12.8	0
Male	772	237	8.9	29.1	0.3
Amer. Ind. or Alaska Nat.	3	-	-	-	-
Asian	13	1	-	-	-
Afr. Amer./Black	876	202	6.6	21.6	0.1
Hispanic/Latino	588	130	4.9	20.9	0.2

Multi-race, Non-Hisp./Lat.	13	5	-	-	-
Nat. Haw. or Pacif. Isl.	2	-	-	-	-
White	19	1	-	-	-

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. As an organization, Roxbury Prep is committed to taking the necessary steps to proactively ensure students remain in the school learning environment, while creating safe and structured schools for all students. We will continue to work urgently to reduce these rates even further over the next few years because we know this is the right approach for our students and will ultimately serve them best.

<b>In School and Out of School Suspensions</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
% of Students Suspended	40%	29%	29%	23%	15%
# of Suspension Incidents	1,307	876	1,256	934	720
Total Student Enrollment	909	1,191	1,400	1,515	1,628

In 2018-2019, Roxbury Prep revised guidelines for the type of consequences that could be issued for categories of student behaviors. These “guardrails” allowed school teams to take individual student circumstances into account while keeping consequences objective and consistent. This has promoted consistency in consequences across campuses, and has helped school teams develop their toolkit for managing student behavior and culture. Schools are encouraged to use lower tier interventions and supports for students, with suspensions being reserved primarily for extreme cases and as a last resort. 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. In addition to these extensive learning opportunities, we have implemented new interventions focusing on restorative practices, including structured mediations, formal apologies, and alternative consequences. Teachers also receive training every summer, which covers strategies for classroom management and for serving students with various disabilities in an inclusive classroom.

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 2014-2015 to 19% in each subgroup in 2018-2019. The suspension rate for ELL students is now a third of what it was at the beginning of the charter term (16.6% in 2018-2019, 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 50% in the past five years (23.75% in 2018-2019, down from 58% in 2014-2015). Several of these subgroup rates remain higher than the rates for the overall student population at Roxbury Prep. Through its work with the Rethinking Discipline Professional Learning Network, the school has identified solutions for supporting these subgroups and is dedicated to lowering these rates over the next three years.

Roxbury Prep’s goal is to create a school environment of safety, love, and care for all our students, while minimizing student time spent out of the classroom. This system is key to maintaining the school’s priorities of student safety and learning. Roxbury Prep will continue the urgent work 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 2018-2019 school year, Roxbury Prep's five campuses recorded no fewer than 20 dissemination activities, ranging from hosting visits to giving presentations, with audiences ranging from traditional public school districts and other charter schools 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.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (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.)
Family Survey Development	Committee attendance	Associate Director of Family and Community Engagement	Boston Charter Alliance	Administration of family survey to multiple Boston Charter Alliance charter schools, leading to best practice development
Family Engagement Coordinator Capacity Building	Committee attendance	Associate Director of Family and Community Engagement	Massachusetts Charter Public School Alliance	Job description for Family Engagement Coordinator shared
Collaboration with area schools on social/neighborhood needs and capacity	Committee attendance	Associate Director of Family and Community Engagement	Grove Hall Alliance	(TBD) Grant to provide funding for Social Intervention Programs at neighborhood schools
Chronic Absence tracking	School walkthrough and Q and A	Associate Chief Operating Officer	UP Charter School	Policies and measurement system shared with all visitors
Staff Retention Best Practices	Presentation	Regional Senior Director, Director of Strategic Initiatives	Boston Charter Alliance	PowerPoint presentation was available to attendees
Staff Retention Best Practices	Presentation	Regional Senior Director, Director of Strategic Initiatives	Strategic Growth Partners and TNTP	Attendees had 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	Various	PowerPoint presentation on enrollment
Curriculum Development	Two sessions of professional development	Assistant Superintendent	Teach For America: Providence Corps members and alumni	All PD materials were shared
Strategic Planning/ Program Evaluation	Documentation shared	Assistant Superintendent	Leonard Public School (Lawrence, MA) and Match Education	Strategic Planning documents and measurement methods were shared and some adopted by other schools
Strategic Planning/ Program Evaluation	Presentation	Director of Strategic Initiatives	Massachusetts Charter Public School Alliance	All PD materials were shared

Staff Training: Leading Discourse	Professional Development trainings shared	Assistant Superintendent	Leonard Public School (Lawrence, MA)	All PD materials were shared
Academic Rigor and Student Achievement practices	School walkthrough and Q and A	Principal	Galapagos Charter Schools (Illinois)	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Systems	School walkthrough and Q and A	Principal	Milwaukee Excellence Charter School	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Systems	Site Visit	Principal	Achiever's Early College Prep (Trenton, NJ)	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Systems	Site Visit	Principal	Georgia Charter Schools Association	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Leadership Practices	Site Visit	Principal	Principal Training Program	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.
Instructional Leadership practices	School walkthrough and Q and A	Principal	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.

### Academic Program Success Student Performance

Roxbury Prep Charter School's school report card can be found using the following link:  
<http://reportcards.doe.mass.edu/2018/DistrictReportcard/04840000>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
<b>Not requiring assistance or intervention</b> Reason for classification: Partially Meeting Targets	<b>Found here:</b> <a href="http://profiles.doe.mass.edu/statereport/accountability.aspx">http://profiles.doe.mass.edu/statereport/accountability.aspx</a> <b>28 Percentile</b>	<b>Meeting 34% percent of Improvement targets</b>

To review 2018 MCAS data for Roxbury Prep please utilize the following link:

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

For 2018-2019, 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. The curriculum and assessments are subjected to a bias review process to ensure that all materials are free of bias. 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. 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.

### **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 regular 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 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.

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 Managing Director of Operations. These evaluations are regularly analyzed and used to determine programmatic updates for subsequent years.

#### **D. Supports for Diverse Learners**

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. Depending on the unique needs of each student, Roxbury Prep provides specialized instruction programs, including: modifications/accommodations to the general education program; specialized instruction with a Learning Specialist; and/or pull-out instruction in Guided reading or Phonics remediation.

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 English Language Learner (ELL) Coordinators are responsible for overseeing students with limited English proficiency and supporting teachers in both instruction and curriculum. Roxbury Prep administers the WIDA Screener and ACCESS tests to all students who qualify. Students who are identified as Limited English Proficient receive modified or accommodated instruction under the supervision of the ELL Coordinator, with specialized instruction in each class with a Learning Specialist or pull-out instruction in Guided Reading or Phonics remediation.

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 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**

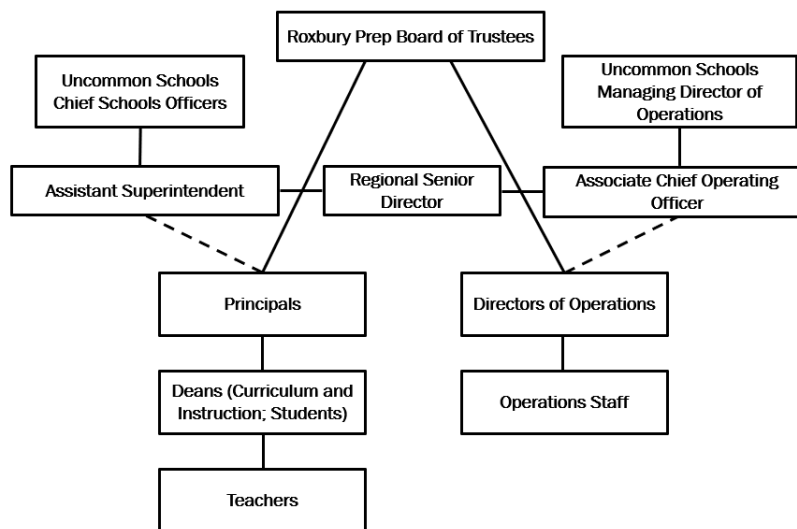
Student achievement is dependent upon a positive, safe, caring, and vibrant school community. In order to ensure high academic standards, Roxbury Prep maintains high personal standards. The school requires a dress code and enforces a code of conduct designed to maintain a safe and positive learning environment. 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. 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, restorative justice practices, creating individual behavior plans, 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.



### 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. This Board Dashboard is aligned to the strategic priorities of Roxbury Prep. 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 Academic and Leadership 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.
- The Executive Committee meets as needed 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.

In 2018-2019, Roxbury Prep also added a Regional Senior Director to handle external affairs, media relations, and to serve as the primary liaison between the Roxbury Prep Board of Trustees and the Uncommon Schools leadership team. This position allows the Board of Trustees to directly oversee the school, while ensuring that Principals and Directors of Operations can focus fully on operating their schools.

### **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.

### **Budget and Finance**

#### **A. Unaudited FY19 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>
<b>Revenue</b>			
<b>State Aid</b>			
Core Pupil Aid	<u>25,238,750</u>	<u>27,075,762</u>	<u>1,837,012</u>
<b>Federal Grants</b>			
Title I	1,277,281	1,132,610	(144,671)
Title II A	22,116	108,008	85,892
Title IV	<u>0</u>	<u>76,827</u>	<u>76,827</u>
Federal IDEA-B	<u>329,596</u>	<u>395,850</u>	<u>66,254</u>
Federal ERATE	<u>135,774</u>	<u>137,704</u>	<u>1,930</u>
Federal Child Nutrition Program	<u>892,870</u>	<u>906,335</u>	<u>13,465</u>
Federal CSP School Start Up Reimbursement	<u>199,215</u>	<u>199,215</u>	<u>0</u>
Miscellaneous Income			
Mass Health Reimbursement/Special Education	<u>39,450</u>	<u>39,450</u>	<u>0</u>
Private grants	<u>209,000</u>	<u>261,343</u>	<u>52,343</u>
School Activity Fees	24,000	22,000	(2,000)
<b>Total Revenue</b>	<u>28,368,052</u>	<u>30,381,589</u>	<u>2,013,537</u>
<b>Expenditures</b>			
<b>Personnel</b>			
School Leaders	1,075,840	980,293	(95,547)
School Deans/Directors	2,920,611	2,873,591	(47,020)
Teachers	7,514,360	7,020,305	(494,055)
Part-Time Program Salaries	769,943	712,777	(57,166)
Administrative/Support Salaries	801,315	819,043	17,728
Facilities Salaries	197,601	159,344	(38,257)
Performance Bonus Compensation	110,500	90,073	(20,427)

Benefits/Taxes	<u>1,956,485</u>	<u>1,626,685</u>	<u>(329,800)</u>
<b>Total Personnel</b>	<b>15,346,655</b>	<b>14,282,110</b>	<b>(1,064,545)</b>
<b>Facility/Occupancy Expenses</b>			
Building	1,933,005	2,084,116	151,111
Utilities	222,400	304,444	82,044
Maintenance Services	328,410	435,890	107,480
Custodial	382,190	461,370	79,180
Security	160,000	160,000	0
Bulding Supplies	44,500	39,500	(5,000)
Furniture & Equipment	<u>229,516</u>	<u>242,170</u>	<u>12,654</u>
<b>Total Facility/Occupancy Expenses</b>	<b>3,300,021</b>	<b>3,727,490</b>	<b>427,469</b>
<b>School Programmatic Expenses</b>			
Textbooks	126,194	49,000	(77,194)
Other Instructional Supplies	567,924	480,201	(87,723)
Assessments	83,505	87,409	3,904
Technology	1,202,719	1,121,062	(81,657)
Student Enrichment	989,864	1,010,363	20,499
Student Services	1,004,295	1,009,755	5,460
Professional Development	495,367	515,418	20,051
Staff Recruitment	108,692	136,026	27,334
Community Outreach	86,000	81,000	(5,000)
Enrollment Expenses	156,000	158,807	2,807
Contracted Special Need Services	355,500	377,500	22,000
Other Contracted Program Services	<u>31,500</u>	<u>26,591</u>	<u>(4,909)</u>
<b>Total School Programmatic Expenses</b>	<b>5,207,560</b>	<b>5,053,133</b>	<b>(154,427)</b>
<b>Administrative Expenses</b>			
Photocopying Lease	257,000	277,000	20,000
Printing/Stationery	3,700	3,700	0
Telecommunications	238,200	289,277	51,077
Office Supplies	170,000	300,000	130,000
Nursing Supplies	15,000	14,500	(500)
Postage/Shipping/Delivery	28,500	24,500	(4,000)
Insurance	178,666	178,750	84
Contracted Admin Services	182,908	215,176	32,268
Board Expenses	2,000	32,744	30,744
Misc Admin Expenses	27,000	10,800	(16,200)
Management Services (CMO)	<u>2,292,756</u>	<u>2,457,520</u>	<u>164,764</u>
<b>Total Administrative Expenses</b>	<b><u>3,395,730</u></b>	<b><u>3,803,968</u></b>	<b><u>408,238</u></b>
<b>Total Expenditures</b>	<b><u>27,249,966</u></b>	<b><u>26,866,701</u></b>	<b><u>(383,265)</u></b>
<b>Net Revenue Over Expenditures</b>	<b><u>1,118,086</u></b>	<b><u>3,514,888</u></b>	<b><u>2,396,802</u></b>

## B. Statement of Net Assets for FY19 (Balance Sheet)

Assets		Current Year
Current Assets		
Operating Cash		

11400Y	Roxbury - Operating a/c	6,966,365
	Total Operating Cash	6,966,365
	Other Current Assets	
20020Y	Transit Checks	(1,157)
20030Y	Pre-Paid Expenses	297,043
20035Y	FSA Benefit plan	(2,713)
27000Y	Inter Company AR Btwn USI and Schools	(69,102)
	Total Other Current Assets	224,071
	Total Current Assets	7,190,436
	Long-term Assets	
	Property & Equipment	
28010Y	Furniture, fixtures, & equip	631,550
28015Y	Accumulated Deprec. F& F	(265,446)
28020Y	Computer & Software	2,750,683
28025Y	Accumulated Deprec. C&S	(2,050,591)
28030Y	Leasehold Improvement	6,356,276
28035Y	Accumulated Dep. Leasehold Improvements	(4,493,757)
28040Y	Vehicles	112,383
28045Y	Accumulated Depreciation Vehicles	(84,807)
28050Y	Construction in Progress	638,370
	Total Property & Equipment	3,594,660
	Total Long-term Assets	3,594,660
	Total Assets	10,785,096
	Liabilities	
	Short-term Liabilities	
	Accounts Payable	
30015Y	Accounts Payable Other Entities	229,361
	Total Accounts Payable	229,361
	Deferred Revenue	
30019Y	Notes Payable	17,806
30030Y	Deferred Revenue	51,581
	Total Deferred Revenue	69,388
	Other Short-term Liabilities	
30107Y	403b (retirement) - employee	2,610
30113Y	MTRS - Retirement	99,130
	Total Other Short-term Liabilities	101,741
	Total Short-term Liabilities	400,489
	Total Liabilities	400,489
	Net Assets	
	Beginning Net Assets	
		9,900,807
	Total Beginning Net Assets	9,900,807
	Current YTD Net Income	
		483,800
	Total Current YTD Net Income	483,800
	Total Net Assets	10,384,607

Total Liabilities and Net Assets		<u>10,785,096</u>
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### C. Approved School Budget for FY20

The school budget was approved via vote of the Board of Trustees, in compliance with Open Meeting Law, on May 30, 2019. This vote was recorded in the minutes, which will be approved at the Board's September meeting.

PAID STUDENT ENROLLMENT	1,517.0
TOTAL PERSONNEL	207.6

REVENUES	
CORE PUPIL AID	\$27,492,591
FEDERAL AID	\$2,514,917
OTHER PUBLIC INCOME	\$36,600
PHILANTHROPIC CONTRIBUTIONS	\$259,000
MISC INCOME	\$155,619
<b>TOTAL REVENUES</b>	<b>\$30,458,727</b>

EXPENDITURES	
<b>PERSONNEL</b>	
PROGRAM SALARIES	\$12,660,940
ADMIN/LEADERSHIP SALARIES	\$3,886,030
INSTRUCTIONAL SALARIES	\$8,774,910
SUPPORT SALARIES	\$1,198,445
FACILITIES SALARIES	\$175,616
BONUS COMPENSATION	\$83,310
<b>TOTAL SALARIES</b>	<b>\$14,118,311</b>
<b>TOTAL BENEFITS/TAXES</b>	<b>\$1,807,996</b>
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$15,926,277</b>

<b>FACILITY/OCCUPANCY EXPENSES</b>	
BUILDING EXPENSES	\$2,007,763
BUILDING FUND	\$0
UTILITIES	\$296,000
MAINTENANCE SERVICES	\$505,900
CUSTODIAL	\$447,445
SECURITY	\$160,000
BUILDING SUPPLIES	\$47,500
FURNITURE & EQUIPMENT	\$71,747
<b>TOTAL FACILITY EXPENSES</b>	<b>\$3,536,356</b>

<b>SCHOOL PROGRAMMATIC EXPENSES</b>	
TEXTBOOKS	\$99,724
OTHER INSTRUCTIONAL SUPPLIES	\$568,817
ASSESSMENTS	\$108,210
TECHNOLOGY	\$1,116,856
STUDENT ENRICHMENT	\$1,313,979
STUDENT SERVICES	\$862,969
PROFESSIONAL DEVELOPMENT	\$648,868
STAFF RECRUITMENT	\$107,350
COMMUNITY OUTREACH	\$83,050

ENROLLMENT EXPENSES	\$176,000
CONTRACTED SPECIAL NEEDS SERVICES	\$472,500
OTHER CONTRACTED PROGRAM SERVICES	\$21,111

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TOTAL PROGRAM EXPENSES	\$5,579,534
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**ADMINISTRATIVE EXPENSES**

PHOTOCOPYING LEASE	\$275,000
PRINTING/STATIONERY	\$3,700
TELECOMMUNICATIONS	\$225,584
OFFICE SUPPLIES	\$189,800
NURSING SUPPLIES	\$16,000
POSTAGE/SHIPPING/DELIVERY	\$28,500
INSURANCE	\$158,517
CONTRACTED ADMIN SERVICES	\$207,287
BOARD EXPENSES	\$16,100
MISCELLANEOUS ADMIN EXPENSES	\$8,562
MANAGEMENT SERVICES (CMO)	\$3,461,465
TOTAL ADMINISTRATIVE EXPENSES	\$4,590,515

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TOTAL EXPENDITURES	\$29,632,681
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<i>Expenditures Per Pupil</i>	\$19,534
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ANNUAL SURPLUS (DEFICIT)	\$826,046
<i>Surplus as a % of Revenues</i>	2.7%

**D. Capital Plan for FY20**

Roxbury Prep 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 560 students and approximately 67 staff members; requiring a minimum of 49,520 square feet;
2. Will continue to seek city approval for our proposed site at 361 Belgrade Ave, Roslindale MA;
3. Will build a long-term facility for the 2021-2022 or the 2022-23 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**

	2018-2019 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	Met	40% (128/319) of students from Roxbury Prep Classes of 2002-2005 have graduated from a four-year college. This is almost four times the



greater than the national average for low-income students. <b>MISSION HILL CAMPUS</b>		national average for low-income students, approximately 13% (Pell Institute, 2019).
<b>Measure:</b> Each year, college Enrollment of Graduates is greater than 50%. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>63%</b> of students from Roxbury Prep's Class of 2015 were accepted to and will enroll in college this fall.
<b>Measure:</b> Each year, the High School Graduation Rate (counted from 8 <sup>th</sup> grade class) is greater than 80%. <b>MISSION HILL CAMPUS</b>	<b>Not Met</b>	<b>76%</b> of Roxbury Prep's Class of 2015 graduated from high school this year; the remaining students will continue to pursue graduation through grade retention or alternative credits.
<b>Measure:</b> Over 40% of graduating RPC 8 <sup>th</sup> grade students will enroll in "competitive admission" (independent, parochial, or exam) college preparatory high schools. <b>MISSION HILL CAMPUS</b>	<b>Not Applicable</b>	With the advent of Roxbury Prep High School this measure is no longer applicable.
<b>Measure:</b> Over 90% of graduating RPC 8 <sup>th</sup> grade students will enroll in high schools with explicit college preparatory missions. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>92%</b> of the graduating 8 <sup>th</sup> grade class will attend competitive admission, pilot, charter, and Boston Public schools with explicit college preparatory missions. This includes enrollment at Roxbury Prep High School.
	<b>2018 - 2019 Performance (Met/Not Met)</b>	<b>Evidence</b>
Objective: The Board of Trustees and school leadership will establish effective working relationships with Uncommon Schools. Changes in the school's relationship with Uncommon Schools comply with required charter amendment procedures.		
<b>Measure:</b> The Board of Trustees will conduct an annual evaluation of Uncommon Schools using a survey element and the Balanced Scorecard. <b>NETWORK</b>	<b>Met</b>	At each board meeting the Board reviewed the academic and financial data for Roxbury Prep. On November 26, 2018 the Board convened and reviewed evaluation data from Uncommon Schools and received a presentation from Brett Peiser, Uncommon Schools CEO. On March 28, 2019, the Board convened and reviewed Uncommon Home Office Survey results. All data received from surveys revealed satisfactory performance or higher.
<b>Measure:</b> The Board of Trustees will create a system for remediating any elements of unsatisfactory performance with Uncommon Schools. <b>NETWORK</b>	<b>Met</b>	In November 2018, Uncommon Leadership and the Board met to set priorities for the rest of the 2018-2019 school year and to develop a system of efficient communication between Uncommon Schools and the Board. Roxbury Prep hired a Regional Senior Director to work directly with the Board of Trustees. In June 2019, the Board successfully negotiated a new Memorandum of Understanding with Uncommon Schools, Inc. This will be implemented in September 2019.
	<b>2018 - 2019 Performance (Met/Not Met)</b>	<b>Evidence</b>
Objective: Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) in all subject areas and at all grade levels tested for accountability purposes.		
<b>Measure:</b> 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. <b>MISSION HILL CAMPUS, LUCY STONE CAMPUS and DORCHESTER CAMPUS</b>	<b>Partially Met</b>	<b>40%</b> of Roxbury Prep 6 <sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 31% for Boston Public Schools and a rate of 51% statewide. <b>42%</b> of Roxbury Prep 7 <sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 33% for Boston Public Schools, and a rate of 46% statewide. <b>32%</b> of Roxbury Prep 8 <sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 35% for Boston Public Schools and a rate of 51% statewide.

<p><b>Measure:</b> 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. <b>MISSION HILL CAMPUS, LUCY STONE CAMPUS, and DORCHESTER CAMPUS</b></p>	<p><b>Partially Met</b></p>	<p><b>46%</b> of Roxbury Prep 6<sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 28% for Boston Public Schools and a rate of 47% statewide.  <b>40%</b> of Roxbury Prep 7<sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 34% for Boston Public Schools and a rate of 46% statewide.  <b>56%</b> of Roxbury Prep 8<sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 33% for Boston Public Schools and a rate of 50% statewide.</p>
<p><b>Measure:</b> Roxbury Prep students will achieve advanced/proficient on the Science MCAS at a higher rate than Boston Public Schools and the state of Massachusetts by the end of their second year of enrollment. <b>MISSION HILL CAMPUS, LUCY STONE CAMPUS, and DORCHESTER CAMPUS</b></p>	<p><b>Not Met</b></p>	<p>9% of Roxbury Prep 8<sup>th</sup> grade students Met or Exceeded Expectations, compared to a rate of 12% for Boston Public Schools and a rate of 35% statewide.</p>

	<p><b>2018 - 2019 Performance (Met/Not Met)</b></p>	<p><b>Evidence</b></p>
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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.

<p><b>Measure:</b> Roxbury Prep students will achieve a median Transitional SGP of 50 or higher in the aggregate across grades for ELA. <b>NETWORK</b></p>	<p><b>Met</b></p>	<p>The combined median SGP for all Roxbury Prep students on the 2018 ELA MCAS exams (grades 5-8) was 54.</p>																												
<p><b>Measure:</b> Roxbury Prep students will achieve a median Transitional SGP of 50 or higher in the aggregate across grades for Math. <b>NETWORK</b></p>	<p><b>Met</b></p>	<p>The combined median SGP for all Roxbury Prep students on the 2018 Math MCAS (grades 5-8) was 65.</p>																												
<p><b>Measure:</b> Roxbury Prep students will achieve a median SGP of 40 or higher in the aggregate for all statistically significant sub-groups in ELA and Math.  <b>NETWORK</b></p>	<p><b>Met</b></p>	<table border="1"> <thead> <tr> <th data-bbox="987 1087 1328 1121"><b>Subgroup</b></th> <th data-bbox="1328 1087 1523 1121"><b>ELA SGP</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="987 1121 1328 1155">Students w/Disabilities</td> <td data-bbox="1328 1121 1523 1155">45.0</td> </tr> <tr> <td data-bbox="987 1155 1328 1188">ELL and Former ELL</td> <td data-bbox="1328 1155 1523 1188">54.9</td> </tr> <tr> <td data-bbox="987 1188 1328 1222">Economically Disadvantaged</td> <td data-bbox="1328 1188 1523 1222">51.1</td> </tr> <tr> <td data-bbox="987 1222 1328 1255">High needs</td> <td data-bbox="1328 1222 1523 1255">52.9</td> </tr> <tr> <td data-bbox="987 1255 1328 1289">Afr. Amer./Black</td> <td data-bbox="1328 1255 1523 1289">53.6</td> </tr> <tr> <td data-bbox="987 1289 1328 1323">Hispanic/Latino</td> <td data-bbox="1328 1289 1523 1323">52.8</td> </tr> <tr> <th data-bbox="987 1323 1328 1356"><b>Subgroup</b></th> <th data-bbox="1328 1323 1523 1356"><b>Math SGP</b></th> </tr> <tr> <td data-bbox="987 1356 1328 1390">Students w/Disabilities</td> <td data-bbox="1328 1356 1523 1390">49.9</td> </tr> <tr> <td data-bbox="987 1390 1328 1423">ELL and Former ELL</td> <td data-bbox="1328 1390 1523 1423">61.7</td> </tr> <tr> <td data-bbox="987 1423 1328 1457">Economically Disadvantaged</td> <td data-bbox="1328 1423 1523 1457">59.8</td> </tr> <tr> <td data-bbox="987 1457 1328 1491">High needs</td> <td data-bbox="1328 1457 1523 1491">60.0</td> </tr> <tr> <td data-bbox="987 1491 1328 1524">Afr. Amer./Black</td> <td data-bbox="1328 1491 1523 1524">60.0</td> </tr> <tr> <td data-bbox="987 1524 1328 1558">Hispanic/Latino</td> <td data-bbox="1328 1524 1523 1558">61.7</td> </tr> </tbody> </table>	<b>Subgroup</b>	<b>ELA SGP</b>	Students w/Disabilities	45.0	ELL and Former ELL	54.9	Economically Disadvantaged	51.1	High needs	52.9	Afr. Amer./Black	53.6	Hispanic/Latino	52.8	<b>Subgroup</b>	<b>Math SGP</b>	Students w/Disabilities	49.9	ELL and Former ELL	61.7	Economically Disadvantaged	59.8	High needs	60.0	Afr. Amer./Black	60.0	Hispanic/Latino	61.7
<b>Subgroup</b>	<b>ELA SGP</b>																													
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Hispanic/Latino	61.7																													

	<p><b>2018 - 2019 Performance (Met/Not Met)</b></p>	<p><b>Evidence</b></p>
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Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.

<p><b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5<sup>th</sup> and 6<sup>th</sup> grade and 70% or above in 7<sup>th</sup> and 8<sup>th</sup> grade. When this goal is not met, extra</p>	<p><b>Not Met</b></p>	<p>Roxbury Prep students achieved 60/70% or above on 4 of 16 Interim Assessments across grades 5-8.</p>
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monitoring of the action plan will be done by the Principal. <b>NETWORK</b>		Roxbury Prep utilized the updated Common Core-aligned ELA and Math Uncommon assessments in 2018-2019.
<b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>MISSION HILL CAMPUS</b>	<b>Not Met</b>	Mission Hill Campus students achieved 60%/70% or above on 5 of 16 Interim Assessments in grades 5 through 8.
<b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>LUCY STONE CAMPUS</b>	<b>Not Met</b>	Lucy Stone Campus students achieved 60%/70% or above on 1 of 16 Interim Assessments in grades 5 through 8.
<b>Measure:</b> The average score on Roxbury Prep Comprehensive Assessments in all subjects will be 60% or above in 5 <sup>th</sup> and 6 <sup>th</sup> grade and 70% or above in 7 <sup>th</sup> and 8 <sup>th</sup> grade. When this goal is not met, extra monitoring of the action plan will be done by the Principal. <b>DORCHESTER CAMPUS</b>	<b>Not Met</b>	Dorchester Campus students achieved 60%/70% or above on 7 of 16 Interim Assessments in grades 5 through 8.
	<b>2018 - 2019 Performance (Met/Not Met)</b>	<b>Evidence</b>
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. The school's annual audit is free of material or repeated findings.		
<b>Measure:</b> The school's annual budget is sustained by its enrollment. <b>NETWORK</b>	<b>Met</b>	Unaudited FY19 financials show that enrollment sustained the budget without the need for private revenue.
<b>Measure:</b> Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. <b>NETWORK</b>	<b>Met</b>	Unaudited FY19 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 FY19, to ensure adequate cash flow.
<b>Measure:</b> There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. <b>NETWORK</b>	<b>Met</b>	The FY18 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.		
<b>Measure:</b> Roxbury Prep applications for enrollment exceed total available seats by at least 25%. <b>NETWORK</b>	<b>Met</b>	For the March 2019 lottery, the school received 1262 applications for approximately 370 available seats, exceeding availability by <b>more than 340%</b> .
Objective: The board of trustees is responsible to the school community(ies) it serves.		
<b>Measure:</b> The Board of Trustees conducts an annual evaluation process of its own effectiveness using a survey element and the Balanced Scorecard. <b>NETWORK</b>	<b>Met</b>	At each board meeting the Board reviewed the academic and financial data for Roxbury Prep. On November 26, 2018 the Board convened and reviewed evaluation data from Uncommon Schools and received a presentation from Brett Peiser, Uncommon Schools CEO. On March 28, 2019, the Board convened and reviewed Uncommon Home Office Survey results. All data received from surveys revealed satisfactory performance or higher.
<b>Measure:</b> The Board of Trustees will create a system for remediating any elements of unsatisfactory performance. <b>NETWORK</b>	<b>Met</b>	In November 2018, Uncommon Leadership and the Board met to set priorities for the rest of the 2018-2019 school year and to develop a system of efficient communication between Uncommon Schools and the Board. Roxbury Prep hired a Regional Senior Director to

		work directly with the Board of Trustees. In June 2019, the Board successfully negotiated a new Memorandum of Understanding with Uncommon Schools, Inc. This will be implemented in August 2019.
Objective: The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.		
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>NETWORK</b>	<b>Not Met</b>	Roxbury Prep's overall attendance rate was <b>92.7%</b> for 2018-2019.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>MISSION HILL CAMPUS</b>	<b>Not Met</b>	Mission Hill's overall attendance rate was <b>93.3%</b> for 2018-2019.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>LUCY STONE CAMPUS</b>	<b>Not Met</b>	Lucy Stone's overall attendance rate was <b>93.2%</b> for 2018-2019.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>DORCHESTER CAMPUS</b>	<b>Not Met</b>	Dorchester Campus' overall attendance rate was <b>93.0%</b> for 2018-2019.
<b>Measure:</b> Roxbury Prep student attendance is at least 95%. <b>HIGH SCHOOL</b>	<b>Not Met</b>	The High School's overall attendance rate was <b>91.7%</b> for 2018-2019.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>NETWORK</b>	<b>Met</b>	<b>90%</b> of all Roxbury Prep families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>MISSION HILL CAMPUS</b>	<b>Met</b>	<b>94%</b> of Mission Hill Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>LUCY STONE CAMPUS</b>	<b>Met</b>	<b>88%</b> of Lucy Stone Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school.
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>DORCHESTER CAMPUS</b>	<b>Met</b>	<b>93%</b> of Dorchester Campus families reported that they were Satisfied, Very Satisfied or Strongly Satisfied with their school..
<b>Measure:</b> Roxbury Prep families report satisfaction with the school at a rate of 80% or higher. <b>HIGH SCHOOL CAMPUS</b>	<b>Met</b>	<b>88%</b> 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 2018-2019, 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, social media campaigns), 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 2018-2019, 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 2018-2019, the Associate Director of Student and Family Engagement worked closely with Principals to enhance the already strong relationships between the schools and families.

As of June 14, 2019, Roxbury Prep had retained **90%** of its students from the first school day in 2018-2019, evidence of the strength of its retention plan and engagement activities.

# Recruitment Plan

2018 – 2019

## 2018-2019 Implementation Summary:

In 2018-2019, 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 has been hugely successful in reaching a greater number of families and in giving families greater access to high quality education options, but has also made it more important for Roxbury Prep to identify its clear value proposition to families as compared to other public schools and other charter schools. Our hope is that the increased awareness of Roxbury Prep 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, social media)

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 15.3%</p> <p><b>GNT percentage:</b> 17.6%</p> <p><b>CI percentage:</b> 18.0%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p><b>(b) 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• General recruitment strategies</li> <li>• Utilization of SPEFAC meeting for recruitment</li> <li>• Profile of Special Education classes in Prospective Family Newsletter</li> </ul>
	<p><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI</p> <p><b>Internet-Based Communication and Outreach (2 years)</b> Roxbury Prep is currently working to overhaul its website to better communicate information to families. Part of this overhaul will include additional resources for prospective families on services for students with disabilities or other special needs. Roxbury Prep is also exploring targeted social media marketing to reaching families with special needs based on key internet search terms. Promotional materials will also direct prospective families to the school website and SEPAC page for contact information and details about programs, events, and special needs services.</p>

#### Limited English-proficient students/English learners

<p><b>(a) CHART data</b>  <b>School percentage:</b>  20.8%  <b>GNT percentage:</b> 13.6%  <b>CI percentage:</b> 19.4%  The school is <u>above</u>  GNT percentages and  above CI percentages</p>	<p align="center"><b>(b) 2018-2019 Strategies</b></p> <p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Recruitment mailers in Spanish and Haitian Creole</li> <li>3. LEP recruitment meeting(s) in Spanish and Haitian Creole</li> <li>4. Availability to complete online application in Spanish, Haitian Creole and other languages</li> <li>5. Student recruitment teams to use instant phone interpretation service for phone calls</li> <li>6. Use of community-based programs to better identify LEP students and families</li> <li>7. Highlight success of ELL learners in marketing materials</li> </ol> <p align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b>  <b>School percentage:</b>  55.8%  <b>GNT percentage:</b> NA  <b>CI percentage:</b> 49.7%  The school is above CI  percentages</p>	<p align="center"><b>(b) 2018-2019 Strategies</b></p> <p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Advertise Roxbury Prep's participation in Community Eligibility, allowing all students a free breakfast and lunch.</li> <li>3. Partner with community programs who serve low income families.</li> </ol> <p align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Use of community-based organizations to better identify students already in remediation programs</li> <li>3. Use of new EWIS system to identify at-risk students</li> </ol>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. General recruitment strategies</li> <li>2. Use of new EWIS system to identify at-risk students</li> <li>3. Application mailing to all 8<sup>th</sup> grade families</li> </ol>
<p><u>Students who have dropped out of school</u></p>	<p align="center"><b>(f) 2018-2019 Strategies</b></p> <p>Not applicable to Roxbury Prep in the 2018-2019 school year.</p>

## Retention Plan

### 2019 – 2020

**Implementation Summary:**

In 2018-2019, 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 2018-2019 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 2018-2019, 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 <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 21.8%</p> <p>Third Quartile: 17.8%</p> <p>The school is above third quartile percentages.</p>	<p align="center"><b>(b) 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p><b>Family Orientation</b> → Before the start of school, two mandatory family orientations will give families the opportunity to learn about the systems, policies, and procedures of Roxbury Prep and the reasoning behind them. These orientations will also give families a chance to connect with each other and with staff members. Additional orientations may be held closer to lottery results.</p> <p><b>Advisory System</b> → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. The advisory program will ensure that each family receives a call from their child's Advisor at least twice a month. Roxbury Prep logs calls in our Student Information System to track persistent problems discussed during phone check-ins. Roxbury Prep will consider including Individual Needs team members on the advisory calls or setting up a separate IN initiative to ensure that families of special education students are contacted with equal or greater frequency.</p> <p><b>Development of more active Family Councils at each campus – (2-3 years)</b> In the 2018-2019 school year, each campus held its own family councils and engaged families through these meetings. Roxbury Prep will continue to hold these meetings at each campus, and will ensure all families are invited to attend.</p>
	<p align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies</p> <p><b>High School Retention</b> → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8<sup>th</sup> grade families and 10<sup>th</sup> grade families choosing not to continue to attend Roxbury Prep High School, in part due to location of its facility. Roxbury Prep is focusing on decreasing attrition in these grades and on finding an appropriate facility, and believes that this will cause a decrease in attrition at the subgroup level as well.</p> <p><b>Staff Training</b> → (2-3 years) Roxbury Prep will also implement new training for Individual Needs Coordinators at each campus, to provide resources and share best practices for communicating with families of students with disabilities. Individual Needs Coordinators will receive increased professional development opportunities during August, including sessions focused on successful communication with families and strategies for meeting student needs. There will also be sessions for general education teachers to provide strategies for co-teaching and meeting diverse needs in classrooms.</p>
Limited English-proficient students/English learners	

<p><b>(a) CHART data</b></p> <p>School percentage: 18.0% Third Quartile: 18.3%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) Continued 2018-2019 Strategies</b></p> <p>X <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p><b>Family Meetings</b> → Families will be invited to each school campus to participate in meetings where they can connect with other families and staff.</p> <p><b>Family Orientation</b> → Prior to the start of the school year, Roxbury Prep will engage families in two mandatory family orientations. Roxbury Prep will use family orientations to connect with all students and families; however, the orientations will be used to provide LEP students and families the opportunity to connect with other families and staff. Family engagement and community were found to be a key factor in the education of LEP students. (Ortiz 2004)</p> <p><b>Family Coordinator</b> → Roxbury Prep hired a Family and Community Engagement Coordinator. The role included connecting LEP families with resources in the community.</p> <p><b>New Programming</b> → Roxbury Prep has created a new program for families who have recently moved to the United States. Roxbury prep believes that this increased programming specific to English Language Learners will support continued high retention of this population.</p> <hr/> <p align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></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.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 20.7% Third Quartile: 19.4%</p> <p>The school is above third quartile percentages.</p>	<p align="center"><b>(b) Continued 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <hr/> <p align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p>X <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <p><b>High School Retention</b> → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8<sup>th</sup> grade families and 10<sup>th</sup> grade families choosing not to continue to attend Roxbury Prep High School, in part due to location of its facility. Roxbury Prep is focusing on decreasing attrition in these grades and on finding an appropriate facility, and believes that this will cause a decrease in attrition at the subgroup level as well.</p> <p><b>Enrichment/Clubs</b> → (1-2 years) 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>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2019-2020 Strategies</b></p> <p><b>Advisory System</b> → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the Advisor-Family relationship is critical to ensure problem solving. Building on practices at Roxbury Prep, Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. A new database system will provide additional tracking and automation.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2019-2020 Strategies</b></p> <p><b>Summer School</b> → Roxbury Prep will offer a Summer Academic Program for students who fail one or two of their six academic classes. By participating in the Summer Academic Program, students have the opportunity to master skills they did not master during the year and re-take final exams at the end of the session. Students who successfully pass their exams at the end of the Summer Academic Program will be promoted to the next grade.</p> <p><b>Family Engagement</b> → In addition to the advisory system used for all students, families of students at risk of dropping out will be engaged via meetings or phone calls to ensure the persistence of the student. Roxbury Prep will target this level of engagement toward students with poor attendance records, high suspension rates, and/or poor performance.</p> <p><b>Advisory System</b> → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the</p>



	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>	<b>(f) 2019-2020 Strategies</b> Not applicable to Roxbury Prep in the 2019-2020 school year

### Appendix C – School and Student Data Tables

To review 2018-2019 student enrollment data for Roxbury Prep please utilize the following link:

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

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b> (as of October SIMS)		
<b>Race/Ethnicity</b>	<b># of students</b>	<b>% of entire student body</b>
African-American	871	57.4%
Asian	9	0.6%
Hispanic	606	39.9%
Native American	4	0.3%
White	16	1.1%
Native Hawaiian, Pacific Islander	4	0.3%
Multi-race, non-Hispanic	8	0.5%
Special education	233	15.3%
Limited English proficient	315	20.8%
Economically disadvantaged	847	55.8%

<b>ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
Julie Jackson, Chief Schools Officer As of July 1, 2019: President	Manages network's curriculum and instruction.	1/1/2016	N/A
Jamie Morrison, Assistant Superintendent	Manages the middle school principals	9/1/2017	N/A
Anna Hall, Chief Operating Officer	Manages the network's finances and operations.	7/1/2015	9/1/2018
Kate Armstrong, Associate Chief Operating Officer	Manages the network's finances and operations.	7/1/2015	N/A
Ryan Kelly, Principal (Mission Hill) As of 8/1/2018: Network Instructional Specialist	Manages the school's curriculum and instruction. Coaches teachers on curriculum and instruction.	8/1/2006	N/A
Sarah Hempleman, Principal (Mission Hill)	Manages the school's curriculum and instruction.	7/1/2018	N/A
Rhett Smith, Director of Operations (Mission Hill)	Manages the school's finances and operations.	8/1/2017	N/A
Meekerley Sanon, Co-Principal (Lucy Stone)	Manages the school's curriculum and instruction.	8/1/2015	6/30/2018
Nikhil Bhatia, Co-Principal (Lucy Stone)	Manages the school's curriculum and instruction.	8/1/2015	N/A
Valerie Joell, Co-Principal (Lucy Stone)	Manages the school's curriculum and instruction.	8/1/2018	N/A
Jon Beck, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	7/1/2016	6/30/2019
Dan Cosgrove, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2014	N/A
John Verrilli, Director of Operations (Dorchester) As of 1/15/2019: Regional Senior Director	Manages the school's finances and operations. Manages external affairs for the region.	7/1/2016	N/A
Majken Fisselier, Director of Operations (Dorchester)	Manages the school's finances and operations.	1/15/2019	N/A
Natasha Douthitt, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	7/1/2016	8/15/2018
Allison Oduaran, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	8/1/2018	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 As of 6/1/2019: Director of Advancement	Manages cross-campus initiatives.	8/1/2015	N/A
John Verrilli, Regional Senior Director	Manages cross-campus external affairs.	1/15/2019	N/A
Oliver Truog, Director of Special Projects	Manages cross-campus infrastructure and initiatives.	7/1/2012	5/31/2019
Kelsey Smithendorf, Director of Special Projects	Manages cross-campus infrastructure and initiatives.	5/15/2019	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	133	15	41	Career change, back to school, relocation, involuntary, etc.
Other Staff	75	8	7	Career change, promotion, relocation, Sustainability, etc.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members <b>as of August 1, 2019</b>	10
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	18
Number of board <b>committee</b> members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS FOR THE 2018-2019 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. Sylvia Kuzman	Trustee	Academic and Leadership	1	Elected: Oct 2016; Re-elected: Aug 2019; Term Ends: June 2022
Ms. Hope Crosier	Trustee	Academic and Leadership, Chair	2	Elected: June 2012; Re-Elected: June 2015; Resigned as of: 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	Academic and Leadership, 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; Resigned as of: June 2018
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	Finance	1	Elected: June 2016; Resigned as of 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	Finance	1	Elected: 2017; Term End:s 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	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Ruven Rodriguez	Ruven.Rodriguez@morganstanley.com	No change
Charter School Leader	Kate Armstrong	karmstrong@uncommonschoools.org	No change
Co-Head of Organization	Jamie Morrison	Jamie.Morrison@uncommonschoools.org	No change
Special Education Director	Allison Oduaran	Allison.Oduaran@roxburyprep.org	No Change
MCAS Test Coordinator	Kelsey Smithendorf	ksmithendorf@roxburyprep.org	New
SIMS Contact and SIMS Coordinator	Kelsey Smithendorf	ksmithendorf@roxburyprep.org	New
English Language Learner Director	Allison Oduaran	Allison.Oduaran@roxburyprep.org	No Change
School Business Official	Kelsey Smithendorf	ksmithendorf@roxburyprep.org	New

**Facilities**

Roxbury Prep has not relocated or acquired a new facility during the 2018-2019 school year.

**Enrollment**

Action	Date(s)
Student Application Deadline	March 2, 2020
Lottery	March 11, 2020

**Appendix E: Anticipated Board Meeting Schedule for 2019-2020**

Date and Time	Location
Wednesday, September 25, 2019, 5:30pm	1286 Hyde Park Avenue, Hyde Park, MA 02136
Thursday, November 21, 2019, 5:30pm	120 Fisher Avenue, Roxbury, MA 02120
Thursday, January 30, 2020, 5:30pm	5 Maywood Street, Boston, MA 02119
Thursday, March 26, 2020, 5:30pm	22 Regina Road, Boston, MA 02124
Thursday, June 25, 2020, 5:30pm	206 Magnolia Street, Boston, MA 02121

**Appendix F: Conditions**

In February, 2019, the Board of Elementary and Secondary Education renewed Roxbury Prep Charter School for a five-year charter term with conditions. The conditions are:

1. By February 28, 2019 RPCS must submit evidence to the Department that it has provided the school community with notice of the school’s renewal with conditions that the school must meet. The school must inform parents/guardians, teachers, staff, board members, and students of the school’s current status.

*Roxbury Prep sent e-mail notifications to Roxbury Prep School leaders on February 14, 2019; to all staff on February 25, 2019; and to the Roxbury Prep Board of Trustees on February 5, 2019. Roxbury Prep sent a letter home in the mail to students and families on February 26, 2019. Roxbury Prep was notified by the Office of Charter Schools and School Redesign on February 26, 2019 that we had met this condition.*

2. By April 30, 2019, RPCS must submit to the Department a comprehensive evaluation of the school's climate, discipline policies, and school culture practices including, but not limited to, whether and how the school's programs, policies, and procedures effectively create a safe and supportive environment and allow students equitable access to the educational program. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to and approved in advance by the Department. *Roxbury Prep selected Bellwether Education Partners as its consultant, which was approved by the Department on March 20, 2019. Roxbury Prep collaborated with Bellwether Education Partners to provide documentation and consultation. Bellwether evaluated Roxbury Prep's school climate, discipline policies, and school culture practices, and sent this evaluation to the Department on April 29, 2019. The Office of Charter Schools and School Redesign found the plan aligns with the requirement of the condition on May 6, 2019.*
3. By May 30, 2019, RPCS must submit to the Department for approval an action plan to improve discipline rates. Such action plan must specify the strategies to improve school climate, discipline policies, and school culture practices for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timeline and deadlines for completion of key tasks, to allow the school's board of trustees and the Department to monitor implementation. RPCS must submit monthly progress reports on the action plan to the Department. *On May 29, 2019, Roxbury Prep submitted its action plan to the Department. This action plan was built in collaboration with Bellwether Education Partners following their evaluation of Roxbury Prep's discipline policies. As of July 31, 2019, this action plan is pending approval by the Department. Roxbury Prep looks forward to working with the Department to continue to improve its school culture and discipline practices in the 2019-2020 school year, and plans to send the Department monthly progress reports on the implementation of its action plan.*
4. By December 31, 2021, the school must demonstrate continued significant and sustained improvement in lowering discipline rates.

#### **Appendix G. Complaints**

There were no formal complaints received by the Board of Trustees in 2018-2019.

## Appendix H: Attachments – Teacher Evaluation Document

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

**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.	
<b>Teacher-Family Communication:</b> Regularly communicates with families to celebrate success, share concerns, and coordinate to help students be successful in his/her course.	
<b>Areas of Strengths:</b>	
<b>Area for Improvement:</b>	
<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>RATING SCALE</b> (1 – needs improvement, 2 – working towards, 3 – proficient, 4 – advanced)
<b>Professionalism:</b> Invariably adheres to personnel policies (including attendance and dress code) and is a role model for other staff. Is always punctual and meticulous with paperwork, responsibilities, and assignments.	
<b>Communication:</b> All communication is productive and designed to strengthen working relationships. Expresses concerns to appropriate colleagues and/or administrators thoughtfully, promptly, responsibly, and in a solutions-oriented manner.	
<b>Teamwork:</b> Volunteers to share responsibility for grade level, department, and school wide tasks, selecting opportunities that maximize contributions while maintaining a reasonable balance with other responsibilities. Participates thoughtfully and collegially in meetings. Listens well, contribute thoughtfully, and considers a variety of viewpoints and strategies during meetings and when problem-solving.	
<b>Common Expectations:</b> Consistently complies with and enforces all "common expectations" (as outlined in the staff handbook, in grade level teams, with departments, or as introduced throughout the year), taking responsibility for all students in the school.	
<b>Professional Development (PD):</b> Clearly communicates professional goals, actively seeks out professional development from a variety of internal and external sources, and regularly modifies practices and implements strategies learned through professional development opportunities.	
<b>Observation, Analysis and Feedback:</b> Regularly prepared and timely for teacher development meetings. Eagerly engages data and feedback with a sense of urgency and optimism. Promptly and effectively "owns" plans and implements next action steps to ensure academic achievement for all students.	
<b>Areas of Strengths:</b>	
<b>Area for Improvement:</b>	

Summary: