2022-2023 Annual Report

Mission Hill Campus
120 Fisher Avenue
Roxbury, MA 02120
Phone: 617-566-2361

Lucy Stone Campus
22 Regina Road
Dorchester, MA 02124
Phone: 617-979-0115

Dorchester Campus
206 Magnolia Street
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Roxbury Prep High School
1286 Hyde Park Ave
Hyde Park, MA 02136

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August 1, 2023

Table of Contents

Introduction to the School

Roxbury Preparatory Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014, 2019
Maximum Enrollment	1800	Current Enrollment (as of June 15, 2023)	1295
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
Number of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist (7/15/2023)	9
Final Number of Instructional Days during 2022-2023 School Year	185	Age of School	24 years
School Hours	7:45AM – 3:30PM M-T (7:45 AM – 12:30PM Friday)		

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.

Letter from the Chairperson of the Board of Trustees

July 29, 2023

To the Office of Charter Schools and School Redesign at DESE,

It is my pleasure to present to you the *2022-23 Annual Report* for Roxbury Preparatory Charter School. As we continue our strategic and urgent approach to combat COVID-related learning loss, our students remain steadfast in mastering rigorous standards, deepening relationships with peers and staff, and learning about their personal emotions and needs. Roxbury Prep's mission of preparing students to enter, succeed in, and graduate from college continues to be realized this year as our fifth class of students graduated from Roxbury Prep High School this past June and our first-ever graduating class completes their senior year of college.

In 2022-23, Roxbury Prep was again led by Regional Superintendent of Operations Suki Cintron, Regional Superintendent of Instruction Tera Carr for grades 5-8, Jesse Corburn as our Regional Superintendent of Instruction for grades 9-12, and John Verrilli as our Regional Senior Director. Under their strong leadership, 100% of school-based leaders are returning for the 2023-2024 school year including our principals, directors of operations, associate directors of operations, principal fellows, and operations fellows.

Although remote learning is behind us, the pandemic has taken a toll on our school community that is deeply felt in many ways. In response, our schools remain critically focused on supporting the social and emotional needs of our students and families. Our Social Work Supervisor oversees the social work teams across all campuses to ensure students have the resources, tools, and support needed to thrive inside and outside of school. Students engage in regular lessons focused on building social and emotional skills, creating a common language to learn from another and build emotional resilience. All Roxbury Prep campuses provide opportunities for students to engage with one another organically by participating in sports teams, student government, LGBTQ+ affinity groups, and a wide variety of clubs and interest groups.

In addition to the social and emotional effects of the pandemic, the COVID-related gaps in learning have been significant. To combat this learning loss, we have reviewed and adjusted our curriculum at both our high school and middle schools to ensure the prioritization of key standards. Our instructional leaders worked to "water up" the curriculum, learning what additional skills students needed to access the rigor of the standard, and then built in critical opportunities to practice these skills. At the end of the 2021-2022 school year, 38% of our 5th and 6th grade students were at or above grade level in ELA as assessed by mClass compared to 55% at the end of this school year, a direct result of these targeted efforts to combat prior learning loss in ELA. Also demonstrating our gains, Roxbury Prep's Student Growth Percentile (SGP) for the 2022 MCAS, was ranked second in math and fifth in ELA out of all Boston charter schools.

Deepening our relationships with families was a region-wide priority this year as this partnership is critical to the success of our students. A region-wide infrastructure was created to build family councils at each of our campuses, allowing more opportunities to collaborate with families and elevate parent voice in our community. Family councils met at least quarterly and were facilitated by our principals and directors of operations. Additionally, our Parent Partners for Advocacy group continued to organize around key community issues like food insecurity and charter school advocacy, and they collaborated on school-based initiatives such as celebrating our teachers and honoring the RPHS senior class. We communicated regularly with our families throughout the year with bi-monthly Advisor phone calls, monthly newsletters, and surveys requesting family feedback and input.

As always, we remain committed to our mission to support our students to and through college as evidenced by 95% of the Roxbury Prep High School Class of 2023 being accepted into a 2- or 4-year college. Many students were honored with robust scholarships, including three full scholarships through the Posse Scholar programs, allowing our students to attend highly competitive schools such as Northeastern University,

Bucknell University, Boston University, and more. We are humbled by the responsibility and opportunity to prepare Boston's youth to enter, succeed in, and graduate from college.

Roxbury Prep has remained committed to the important work of analyzing all school structures through a Diversity, Equity, and Inclusion (DEI) lens. We continually review our curriculum to ensure that it is culturally responsive; some of our leaders participate in the "white leader learning group"; and our DEI facilitators lead five DEI learning opportunities for staff throughout the year. We remain deeply committed to fulfilling our mission of being an organization that combats racism, fights for social justice, and is fully rooted in love, respect, safety, and learning.

This school year has been unifying for our community in many ways. We came together with urgency as we innovated around closing learning loss gaps, reevaluating exactly what tools and skills our students needed to flourish academically and emotionally. And we have broken ground at the site of our new facility at 71 Proctor Street in Roxbury, bringing a rejuvenating hope to our community. This new facility closes the chapter on a years-long battle to find a permanent home for Roxbury Prep and will be an investment in our students, our families, and our community for years to come.

Sincerely,

Ruven Rodriguez
Chairperson, Roxbury Preparatory Charter School Board of Trustees

Faithfulness to Charter

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

In 2022-23, Roxbury Prep operated three middle schools and a high school: the Mission Hill Campus served grades 5-8; the Lucy Stone Campus served grades 5-8; and the Dorchester Campus served grades 5-8. The High School served grades 9-12 in the 2022-23 school year, graduating its fifth senior class.

Criterion 1: Mission & Key Design Elements

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 High School started in 2015 and we offer a rigorous academic program and a culturally responsive curriculum to prepare students for college. All RPHS students take Advanced Placement courses, and our curriculum prioritizes texts with authors and characters of color, addressing issues which impact the communities we serve. Our schools use an approach of "windows and mirrors" to ensure students see themselves in the texts they read and learn about the world. We help our students take ownership over their own education, including choosing electives and understanding how to achieve a 3.0 GPA. Roxbury Prep's middle school programs lay the foundation for both high school and college through their rigorous curriculum, field trips to college campuses, and social and emotional development.
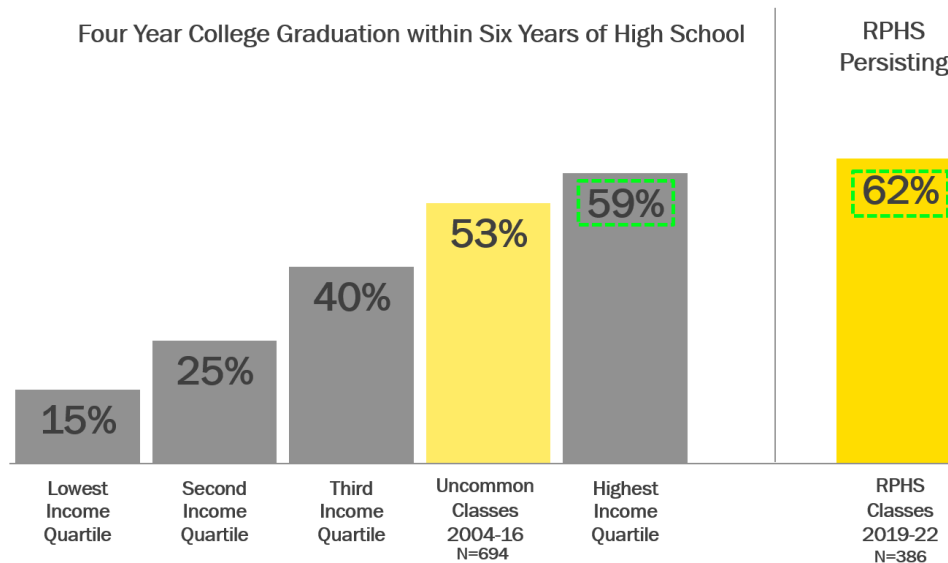
Our high school has a robust College Access and Success team which supports our students in all aspects of the college application process. Our college counselors help with SAT and ACT test preparation, collecting high school transcripts, editing personal essays, filing FAFSA, and submitting college applications. They actively organize school visits by college recruiters as well as student trips to college campuses. The team further supports college preparation by coordinating student participation in summer and year-long enrichment programs to strengthen preparation for college.

For school year 2022-23, we have seen success at achieving our mission of getting students into college, **95% of our senior class has enrolled in the college or university of their choice for the fall of '24,** with three students winning prestigious Posse Scholarships. Our graduates are attending institutions such as, Northeastern, UMass Amherst, Boston College, Howard, Bentley and many others. In our most recent family survey, 81% of respondents agreed or strongly agreed with the statement, "My school is helping prepare my child for college."

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 developed an Alumni Services team. We employ Success Coaches who are in regular contact with our alumni to support their journey through college. Our coaches develop connections with each alum and provide a variety of support services as our students navigate their post-secondary world.

This work has paid dividends in helping our alumni through college. **Roxbury Prep HS graduates are persisting and on-track to graduate at rates comparable to their most economically advantaged peers. 62% of Roxbury Prep students in graduating classes 2019 – 2022 are persisting in a 4-year college vs. graduation rates of 59% of students nationally in the highest income quartile.** See chart below.

Roxbury Prep alums are persisting at college at a higher rate than their economically advantaged peers

Four Year College Graduation within Six Years of High School

RPHS Persisting

Lowest Income Quartile	Second Income Quartile	Third Income Quartile	Uncommon Classes 2004-16 N=694	Highest Income Quartile	RPHS Classes 2019-22 N=386
15%	25%	40%	53%	59%	62%

To help fulfill our mission of building student character and community responsibility, Roxbury Prep's middle schools employ an "Ubuntu" system. Ubuntu is a word from the Zulu language, sometimes translated as "I am because we are" or "humanity towards others," meaning that individuals are part of a larger and more significant communal world. Ubuntu Points are a way to publicly praise scholars whose daily actions exemplify the school's values of scholarship, compassion, determination, and courage.

Our schools also prioritize community building through our Morning Circles (MS) or Mountaintop Meetings (HS). Each day starts with a whole school or grade level community meeting where we celebrate student successes, build and reinforce key social and emotional learning, hold restorative space, discuss current events, explore social justice issues, and reinforce our collective power as a community.

Roxbury Prep helps students explore their interests and unlock possibilities through a robust offering of co-curriculars and internships through our High School 2.0 program. Students learn to build talent and voice, while exploring their passions and learning leadership skills as they build their college resume. Students participate in "HS 2.0" co-curriculars several times a week with a wide variety of activities to choose from; everything from student government and chess to e-sports and drumline.

Roxbury Prep students also have the opportunity to explore the world beyond the classroom with internships at Harvard Medical School's Med Science Program, at Pison Technology, an Artificial Intelligence start up, and at Suffolk Construction, the company working with Roxbury Prep to build our new school facility in Roxbury.

Roxbury Prep is also fulfilling its mission by building a brand-new facility that our students have long deserved. Our new building will be in the heart of Roxbury and will house one of our middle schools and our high school. It will have all the amenities that our students need to thrive as they prepare for college and beyond; a full-sized gymnasium, performing arts spaces for stage production, state-of-the-art science labs, and a large cafeteria. We expect to welcome students to our new facility in the 2024-25 school year.

In the pages below, we outline how Roxbury Prep meets each of our Key Design Elements to help Roxbury Prep students prepare to enter and succeed in college.

Key Design Elements

1. High academic expectations for all students through a standards-aligned, rigorous academic program that prepares all students for success in college and beyond (page 3 of Roxbury Prep Charter Application).
2. College preparatory programming and counseling (page 12 of Roxbury Prep Charter Application).
3. High behavioral expectations for all students through a supportive, structured school environment that maximizes time spent on student learning and creates opportunities to build strong character (page 13 of Roxbury Prep Charter Application).
4. Robust professional development for teachers at all levels of experience (pages 4-6 of Roxbury Prep Charter Application).
5. Quarterly assessment and response to data systems to promote maximum student growth (page 6 of Roxbury Prep Charter Application).

Amendments to Charter

Roxbury Prep's Board of Trustees did not request any amendments to our school's charter in 2022-23.

Criterion 2: Access and Equity

To review 2021-22 Student Discipline data for Roxbury Prep please utilize the following link: http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04840000&orgtypecode=5&=04840000& The data can also be found in the table below.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	1,649	130	0.8	7.5	0.0	0.0	0.5	0.0	0.0
English Learner	256	19	1.2	6.6	0.0	0.0	0.0	0.0	0.0
Low income	1,359	107	1.0	7.5	0.0	0.0	0.4	0.0	0.0
Students w/disabilities	311	38	1.6	10.9	0.0	0.0	1.3	0.0	0.0
High needs	1,471	115	0.9	7.5	0.0	0.0	0.4	0.0	0.0
Female	782	46	0.6	5.6	0.0	0.0	0.4	0.0	0.0
Male	867	84	0.9	9.2	0.0	0.0	0.6	0.0	0.0
Amer. Ind. or Alaska Nat.	4								
Asian	12	0							
Afr. Amer./Black	933	84	0.9	8.5	0.0	0.0	0.6	0.0	0.0
Hispanic/Latino	662	42	0.6	6.2	0.0	0.0	0.2	0.0	0.0
Multi-race, Non-Hisp./Lat.	18	2							
Nat. Haw. or Pacif. Isl.	1								
White	19	1							

Roxbury Prep is committed to ensuring all students, especially our students with disabilities and multi-language learners, have access to a quality education and are provided the services they need to succeed. Throughout the 2022-23 school year, our schools have prioritized our commitment to strengthen diversity, equity, and inclusion and become a better anti-racist organization that advances social justice.

Since February of 2019, Roxbury Prep has been working hard to develop and implement new culture systems and improve discipline practices, designed with an equity lens, to prioritize restorative practices over exclusionary discipline. We hold regular professional development sessions for our deans, school leaders, and staff on restorative practices so they are prepared to support conflict resolution, peer mediation, and family and student conferences. We know that building stronger student-teacher relationships and focusing on healing leads to more equitable outcomes, particularly for Black and Latinx

students. This work has been very successful. **Over the last five years, Roxbury Prep has lowered its Out-of-School Suspension rate from 13.5% in 2018-19, to 6.7% in 2022-23.**

Suspension Rates 2019 – 2023
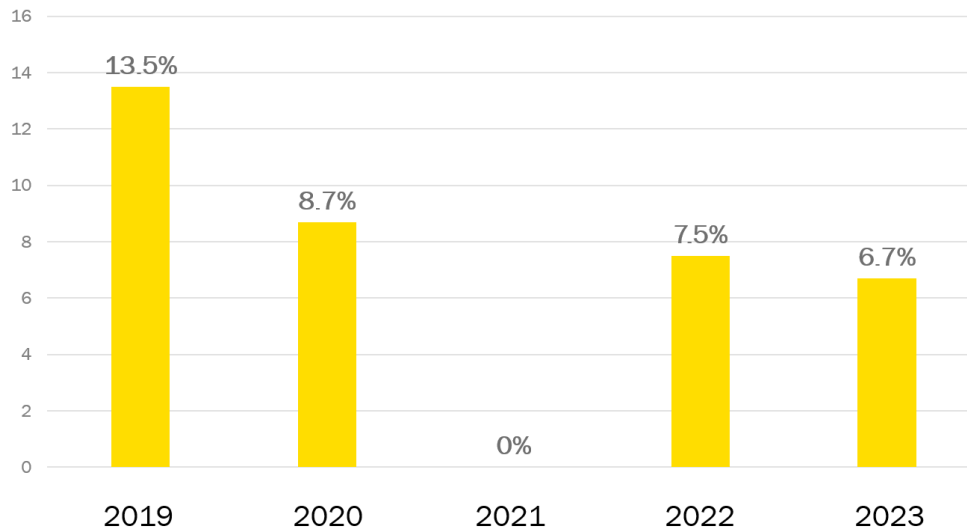
In addition to reductions in overall suspension rates, Roxbury Prep has made great progress in either closing or narrowing disparities in suspension rates by subgroups (race, gender, disability, and ELL status). In the 2022-23 school year, suspension rates in every subgroup were below the benchmarks set with DESE. Out-of-School suspension rates for MLL and Black students were either lower or the same as the overall OSS rate. Students who are economically disadvantaged, have high needs, and male students were all less than 1% above the overall OSS rate this school year. Students with disabilities were 4.9% higher than the overall OSS rate, but that disparity is 12% lower than it was in 2018. See chart below.

Suspension Rate by Category	22-23 DESE Target Rate	22-23 Suspension Rate	17-18 Suspension Rate	22-23 Disparity Δ Category - All Students	17-18 Disparity Δ Category - All Students	Change in Disparity
OSS Rate, All Students	9.0%	6.7%	21.1%	--	--	
OSS Rate, MLL	9.0%	4.6%	25.1%	-2.1%	4.0%	-6.1%
OSS Rate, Econ. Disadvantaged	9.0%	7.1%	24.6%	0.4%	3.5%	-3.1%
OSS Rate, Students with Disabilities	13.0%	11.6%	37.8%	4.9%	16.7%	-11.8%
OSS Rate, High Needs	9.0%	7.0%	23.5%	0.3%	2.4%	-2.1%
OSS Rate, Female	6.0%	5.7%	12.8%	-1.0%	-8.3%	7.3%
OSS Rate, Male	10.0%	7.5%	29.1%	0.8%	8.0%	-7.2%
OSS Rate, African American/Black	9.0%	6.8%	21.6%	0.1%	0.5%	-0.4%
OSS Rate, Hispanic/Latino	8.0%	6.4%	20.9%	-0.3%	-0.2%	-0.1%
ISS Rate, All Students	3.1%	0.1%	6.0%	--	--	
ISS Rate, MLL	3.5%	0.4%	7.9%	0.3%	1.9%	-1.6%
ISS Rate, Econ. Disadvantaged	3.8%	0.2%	7.3%	0.1%	1.3%	-1.2%
ISS Rate, Students with Disabilities	5.6%	0.7%	15.5%	0.6%	9.5%	-8.9%
ISS Rate, High Needs	3.6%	0.2%	6.9%	0.1%	0.9%	-0.8%
ISS Rate, Female	2.1%	0.0%	3.0%	-0.1%	-3.0%	2.9%
ISS Rate, Male	3.7%	0.3%	8.9%	0.2%	2.9%	-2.7%
ISS Rate, African American/Black	2.9%	0.1%	6.6%	0.0%	0.6%	-0.6%
ISS Rate, Hispanic/Latino	2.7%	0.2%	4.9%	0.1%	-1.1%	1.2%

In February 2023, Education Commissioner Riley removed three of the four conditions placed on Roxbury Prep's charter, including the condition that "the school must demonstrate continued significant and sustained improvement in lowering discipline rates." In making this decision, the Commissioner noted Roxbury Prep's reduction in overall suspension rates as well as the declines in disparities in suspension rates among different student groups.

The Commissioner did continue one of Roxbury Prep's four conditions on school climate, noting that the school has more work to do to improve school safety, make our SEL programs more effective, and ensure that our schools behavior management system is supportive of all students.

Roxbury Prep is urgent about the work to create a school climate that is safe and welcoming to all students, that respects all cultures and identities, and recognizes student and family voice. Our leadership team is working closely with DESE's Office of Charter Schools and School Redesign to create a plan to address these concerns and the remaining condition on our charter. The Action Plan has the following goals:

- Create systems to ensure the physical safety for all students.
- Continue to train all staff on SEL curriculum. Track the progress for effective implementation our SEL strategies and curriculum during Advisory Lessons, Community Circle and Dean of Student systems. Students will know how to report concerns about bullying and all incidents are addressed by staff.
- Continue to build a school culture that celebrates all identities and cultures through our curriculum, visual culture, affinity groups, social worker support and our classroom environment. Staff have received professional development in culturally responsive teaching.
- Effectively integrate student and family voice into the school's decision-making process.
- Consistently implement Roxbury Prep's behavior management system for all students.

Roxbury Prep's Action Plan will be reviewed by DESE for final feedback and implemented in the 2023-24 school year.

Criterion 4: 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 2022-2023 school year, Roxbury Prep launched a robust partnership with Madison Park High School, a Boston Public School, with the goals of:

- Implement math classroom routines and procedures at Madison Park to support bell to bell teaching.
- Ensure students answer questions with accuracy and sophistication, leveraging the vernacular of the course at Roxbury Prep.
- Coaching support for instructional and CPT leaders at Madison Park that focuses on Real Time Feedback.
- Use data meetings at Madison Park to increase the effectiveness of CPT.

Originally connected through the Boston Compact, Roxbury Prep and Madison Park instructional leaders have built a solid relationship throughout the schoolyear beginning with two meetings between John Verrilli, Regional Senior Director, and Madison Park Leadership and resulting in a direct working partnership between Tera Carr, Assistant Superintendent at Roxbury Prep, and Mr. Paul, Instructional Math Lead at Madison Park High School. This began with a visit to each school site: Madison Park on 3/24/2023 and Roxbury Prep Mission Hill on 4/3/2023. Subsequent meetings, two in total, were held over zoom to begin drafting a data systems project plan to help the math department at Madison Park impose a structure of

data meetings and a consistent response to data similar to the results-driven model in use at Roxbury Prep. This partnership will continue in the 2023-2024 school year.

Below you will find a table listing all of the best practices we shared during the school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices?	Result of dissemination
Shifting Math Practices	In Person Meeting at Madison Park VT HS	Regional Superintendents of Instruction (MS, HS) Regional Senior Director	Madison Park VT HS, Instructional Math Lead	Helped school narrow the focus for improvement cycle: 9th math
Shifting Math Practices	Virtual Meeting with Madison Park	Regional Superintendent of Instruction	Madison Park VT HS, Instructional Math Lead	Offered opportunity to connect on math teaching practices, was connected with math coach
Student schedules, leadership team structures + coaching model/schedules	Emailing of resources	Regional Director of School Support	Atuned Education Partners - https://attunedpartners.com/ Support PK-12 district and charter school systems, education champions, and non-profits across the country	Attuned is sharing compiled resources with its partner schools across the country as they work to support schools in redesigning their school schedules and leadership team to best support student success
Individual Needs Conferences	Individual Needs Conferences participants	RPDC Principal, RPDC SPED teachers	MCPSA	Increased understanding of current best practices with IN students
Conference	TFA SLOC Conference		Other participants at conferences	Sharing of best practices
In-Person Teacher Coaching PD at CHelsea Public Schools	In person meeting at Chelsea Public School	Regional Superintendent of Instruction	Chelsea Public Schools Teacher Coaches	Coaches increased ability to identify action steps and lead coaching conversations for teachers.

Violet Crown Villiage Prep (6-8) (9-12)	School Walkthrough	Regional Superintendent of Instruction	Dana Stuart	Best practices for supporting students for a rigorous high school
Lesson Plan Expectations	TFA Math Working Group	Regional Superintendent of Instruction, Dean of Curr & Instruction	Piel Hollingsworth and 4 other charter schools	Increased critical lens for adhering to the rigor of the standards
Observing Math Classes at RPC	TFA Math Working Group	Regional Superintendent of Instruction, Dean of Curr & Instruction	Piel Hollingsworth and 4 other charter schools	Hosted math think tank group at Excel with TFA, Match, Boston Prep, and Boston Collegiate
Serving all students through special education	TFA All Corps Conference	Regional Superintendent of Instruction, Dir of Individual Needs	Annie Wynters	TBD March 25
UP Boston visiting RPDC	Teachers coming to RPDC	All RPDC staff	UP Boston	
UK School Visit	Leaders from an UK school coming to RPHS-NS	HS Principal, Regional Superintendent of Instruction	UK School	Shared best practices on instructional systems
External Inspection	Leaders from a range or educational institutions /organizations visiting RPC to observe and provide feedback	Mission Hill MS Director of Operations and Principal	Chief Community Impact & Operations Officer, Teach for America • Chief of Networks, Leading Educators Lorain City Schools Director of Professional Development, Ark Schools UK • Associate Chief of Academics, Denver Public Schools Deputy Chief of Priority Schools & Leadership Development,	Provided feedback to the team, specifically around the following areas: • Improve Culture Consistency – Provide targeted support to staff who need it around belonging and deepen student engagement • Teach the lesson • Bridge the curriculum and instruction gap between conceptual and procedural mathematics

			Dallas ISD • Founder and CEO, TK Consulting •Superintendent, KIPP New York City Public Schools •Instructional Superintendent, DC Public Schools • Vice Provost of Regional Leadership Programs, Relay Graduate School of Education •Co-Founder and CEO, ReGeneration Schools •Instructional Superintendent, DC Public Schools • Founder, Excellence Reflex Consulting	

Criterion 5: Student Performance

Roxbury Prep's most recent report card can be found here:
https://reportcards.doe.mass.edu/2022/DistrictReportcard/04840000

Collecting extensive data on student performance is a cornerstone of our work as it is used to inform instruction, plan curriculum and close student learning gaps. This data is collected in many ways, including but not limited to the Next Generation MCAS exams, our internal Interim Assessments (IAs), AP exams, PSAT and SATs, power practice quizzes (internal), daily exit ticket data (internal), mCLASS data, Northwest Evaluation Association (NWEA) MAP testing, and more.

In addition to state assessments, Roxbury Prep relies on data collected from the regular Interim Assessment (IA) cycles in ELA, math, history, science, Spanish (HS only), and AP Capstone (HS only). These assessments are analyzed closely by teachers and department leads to celebrate areas of strength, identify trends in misunderstanding, and plan remediation of certain skills when necessary. The IA cycle for the 2022-2023 school year was the same as last year, with Roxbury Prep High School testing quarterly and the middle school campuses testing three times for ELA and math, and two times for history and science. IAs have continued to be a highly responsive data collection tool, changing and adapting each year as we learn more about how to best teach each standard. As such, we do not tend to analyze year over year data as the assessments change.

Because IAs are taken across all 50+ Uncommon Schools campuses, Roxbury Prep receives comparative data for each exam, and we collaborate with network experts when analyzing IA results. When comparing the growth in ELA from IA#1 to IA#3 this school year, all 5th, 6th, 7th, and 8th grades across all middle schools outperformed the average ELA growth across Uncommon Schools (USI). (This data can be seen in Appendix E, Item 1.) In math and science, Roxbury Prep had higher growth rates across grades 5, 6, and 8 when compared to USI. In history, Roxbury Prep had higher growth rates across grades 5, 6, 7, and 8 when compared to USI. (This data can be seen in Appendix E, Item 2.)

This year, our guided reading program for 5th and 6th grade continued for students who were performing below grade-level proficiency. This program was designed to improve student reading fluency and comprehension for the many students who were beginning their Roxbury Prep career multiple grade levels behind in reading. Roxbury Prep also leveraged [Wilson Language Training](#) to support students with phonics needs. The curriculum has been successful in supporting our students in closing reading proficiency gaps. From 2022 to 2023, EOY reading level proficiency rates grew from 48% to 66% in 5th grade and from 32% to 55% in 6th grade using the mCLASS assessment tool. Although there is still progress to be made, these double-digit gains in proficiency speak to the work being done to close COVID-related learning gaps. (This data can be seen in Appendix E, Item 3.)

Roxbury Prep High School encourages its students to take Advanced Placement courses to prepare them for college level coursework and the AP exam is a key measure of college readiness. At the time of writing this report, AP scores were not available for the 2022-2023 school year. Last year at RPHS, our students were taking and passing AP exams at rates that far surpass the national average. 99% of the RPHS Class of 2022 took an AP exam compared to 44% across Massachusetts and 35% of students nationally. Additionally, 44% of Roxbury Prep High School students passed an AP exam, compared to 30% across Massachusetts and 22% of students nationally. Roxbury Prep believes that these results are a positive indicator of the effectiveness of its high school program in preparing students to enter and succeed in college. (This data can be seen in Appendix E, Item 4.)

Criterion 6: Program Delivery

Curriculum

Roxbury Prep is dedicated to administering a highly rigorous curriculum across all schools and grade levels that is aligned to Massachusetts Frameworks and MCAS. We use a centralized, aligned curricula for all subjects and grades, and lessons are written by content experts determined by Uncommon Schools and Roxbury Prep's Assistant Superintendent of Instruction. The centralized curriculum ensures rigorous lessons each day for every subject and creates consistency between classrooms and schools. The content experts writing lessons have more experience building and administering lessons, allowing them to create more effective content materials, anticipate student questions or problems, and more successfully react to student data in lesson planning.

These lessons are shared with teachers several weeks in advance of administration, so they have time to internalize. Receiving carefully planned lessons also allows novice teachers to focus fully on internalizing and delivering lessons, which ensures that all students receive high quality instruction. The aligned curriculum approach supports high rigor, consistent objectives, and quality teaching for all Roxbury Prep students. This curriculum development strategy is consistent with prior school years.

Uncommon Schools also recognizes the importance of adjusting curriculum to address regional differences and to respond to data quickly. 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. More specifically, 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 which have been identified for additional student practice. Teachers collaborate with their instructional leaders to analyze data from prior Exit Tickets and Interim Assessments (IAs) to create these lessons. This flexibility is critical in responding to classroom-specific data and was especially important this school year in allowing teachers and leaders to respond to COVID-related learning loss.

The curriculum was evaluated to ensure that teachers were delivering lessons that captured diverse, inclusive, and representative content. The texts used in the ELA curriculum were reviewed and adjusted to honor new perspectives that had not previously been included. Our 8th grade ELA curriculum, for example, includes Ms. Marvel, Li Ling, Narrative of the Life of a Slave, Animal Farm, and The Autobiography of Malcolm X. Throughout these changes, our curriculum encouraged a "windows and mirrors" approach, ensuring that the texts that students analyzed provided opportunities to learn more about themselves as well as others. Our history curriculum has also been adjusted to include broader perspectives and experiences across history. In 7th grade history, we added the text Just Mercy by Bryan Stevenson. We ensure that history isn't taught through the colonizer perspective, and students are taught to critically analyze the author of primary sources. The work to build and maintain a diverse and inclusive curriculum is ongoing; evaluations and shifts will continue to take place in the coming school year.

This past school year, Roxbury Prep added a math class to our 8th grade curriculum allowing two options for students, 8th grade math and Algebra I, providing a "just right" curriculum for all levels. We used an entrance exam to determine who would be successful in Algebra I, and regularly examined student placement across the two classes throughout the year.

Roxbury Prep continues to leverage technology platforms to best support student learning across subjects. Amplify Science started in 5th grade this school year and will grow one grade level per year moving forward. We also used mCLASS, Go Guardian, Reflex, Desmos, Google Classroom, and Amplify Reading.

In addition to our academic curriculum, Roxbury Prep continued to implement an SEL curriculum based on RULER (an SEL system created at the Yale Center for Emotional Intelligence) this year. This SEL curriculum promotes a safe and supportive school environment rooted in rich, evidence-based social emotional learning practices. It uses the following tools:

- Best-Self Triangle: A tool that helps students identify how they are at their best self, how they want others to see themselves, and what their goals are. By rooting in our best self, we can make choices that are in line with how we see ourselves.
- Mood Meter: a tool that helps people of all ages build self and social awareness. The Mood Meter allows students to name how they are feeling, without labeling a feeling as "positive" or "negative." All emotions are valid, and this tool allows students to describe emotions as wanted or unwanted. The "Mood Meter" is posted in every classroom, used each week in community circle, used when students receive in-class reflections and periodically throughout the day as needed.
- Meta Moment: A tool that helps us press the pause button between a challenging feeling and your first impulse, prolonging the space in time between when you are triggered and when you respond. The steps students use are stop, see your best self, and choose a strategy.
- Team and Class Charters: Each school campus, team, and classroom creates a charter which is comprised of a list of 3-5 words that describe how that unit wants to feel when together. They create a final document that includes the top 5 feelings, specific and observable behaviors, and agreed-upon ways to prevent and manage conflict. Then, everyone signs the charter to commit to upholding it together.

We currently leverage Advisory lessons and Community Circle to explicitly teach SEL content. We embed SEL content in our dean of students' systems, such as in-class student reflections, and we highlight SEL in our instructional signage, allowing conversations to regularly be anchored in a common, empowering vernacular.

Instruction

Roxbury Prep teachers implement a common approach for instructional strategies to facilitate academic success. These strategies incorporate student practice, voice, and individual feedback to support the classroom's academic atmosphere and are used consistently from classroom-to-classroom so students feel safe, supported, and ready to learn.

Roxbury Prep's novice teachers are supported by our Principals, Deans of Curriculum and Instruction, and other instructional leaders through a regular system of classroom observations, feedback, and coaching. Teachers receive lesson plans written by content experts that are aligned to Massachusetts standards. Principals and instructional leaders work with teachers on delivering these lessons through weekly planning meetings and coaching sessions on various instructional techniques, including asking rigorous questions and engaging students in the lesson. Together, they work to unpack the arch of a unit, plan cornerstone lessons and review key data points from prioritized lessons and standards. The structure and frequency of these meetings are tailored to each teacher and their level of expertise. Additionally, all staff participate in professional development for either two or three weeks during the summer, and every Friday afternoon during the school year to further develop key skills and strategies, and to align on school-based initiatives.

Our staff have continued to prioritize the work of dismantling implicit biases in the classroom, to deliver instruction that allows all students to feel supported, safe, and celebrated. Each campus has two DEI facilitators who lead 5 sessions per year for staff. Uncommon Schools also has a DEI team that provides a critical lens to policies, practices, and procedures, ensuring that our instruction reflects our antiracist beliefs as an organization. The white leader learning group continued to meet throughout the 2022-2023 school year to allow space to regularly examine personal biases as school leaders.

Uncommon Schools also supports teachers in developing a high-level understanding of the lesson throughout the year, both in content and structure. 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 all Roxbury Prep schools.

Assessment and Program Evaluation

As mentioned in criterion 5, core academic classes feature regular Interim Assessments (IAs) which are a source of valuable data. After administering each interim assessment, curriculum teams, superintendents, principals, and teachers engage in a thorough data analysis session, analyzing question types, performance on key standards, and performance by subgroups of students. Based on this data, teachers create action plans that prioritize key standards for remediation, address common error trends and often target specific students for remediation. Teachers review these action plans the following week with their instructional leader, then use assessment data to refine and modify curriculum and provide additional support to individual students. Disaggregated data trends are also examined by school leaders to evaluate the performance of subgroups of our student body. In addition to the weekly curriculum modifications, teachers analyze student performance data quarterly and create the appropriate curriculum modifications and student interventions. Students and families receive progress reports on their work every 4-6 weeks.

Responding to data is a critical component of overcoming COVID-related learning loss. Last year, Roxbury Prep implemented a short, weekly assessment in math, called Power Practice quizzes. This frequent data cycle allows for effective and efficient action to address gaps in math learning and includes the following structure: students are given an assessment with 6 questions that address key standards on Monday, the

results are analyzed on Tuesday, content leaders meet Tuesday after school to write reteach lessons, leaders roll out these lessons on Wednesday during weekly data meetings, teachers teach and reassess on Thursday or Friday and analyze results to determine additional next steps. This regular data collection and strategic response to gaps in student knowledge has allowed us to move the needle at a more rapid pace.

Roxbury Prep believes in addressing errors in student thinking as quickly as possible, which often means that data collection and analysis happen live during a lesson. Teachers analyze student work throughout the lesson to identify trends. While students practice the new skill in each lesson, teachers are diligently circulating with clipboards in hand to collect data. Teachers use this data to determine if individual intervention is needed for certain students or if there is a common misunderstanding that requires the instructor to "stop the show" and address before students continue to practice. This prohibits misconceptions from living too long in student work and ensure students are on the right track. Teachers also review Exit Tickets (short quizzes) daily and bring this data to their weekly data meetings with their instructional leader to collaborate on analysis and planning for remediation as needed.

Roxbury Prep gathers additional data for program evaluation through a variety of methods: via weekly staff surveys; through inspections and walk-throughs conducted by school and Uncommon leaders; at monthly leadership team meetings; via annual family surveys; and through dashboard data collected regularly by the Regional Superintendent of Instruction and the Regional Superintendent of Operations. (See results from this year's family survey in Appendix E, Item 5.) These evaluations are regularly analyzed and used to determine programmatic updates for subsequent years.

Supports for All Learners

Roxbury Prep utilizes a tiered system to support all students' academic, social/emotional, and behavioral development. Students with disabilities, or whose first language is one other than English, or those enter the school several years behind grade level can show academic growth to support post-secondary outcomes based on the support we provide.

Roxbury Prep strives to create a joyous, structured, individualized learning environment for all students. 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.

To screen for students who need extra support, Roxbury Prep has used a variety of assessments over the charter term:

- **Academic Interim Assessments:** Teachers use the results of quarterly IAs to review individual student progress, determine class-wide gaps that may require additional instructional team, and sort students into intervention groups. Data is disaggregated by school, by grade level, by content area, and by various subgroups (including students with disabilities, English Language Learners, etc.).
- **mCLASS Reading Level Assessment:** mCLASS is a nationally normed reading assessment that tests students' reading fluency, decoding skills, and comprehension of text to determine the appropriate reading instructional level.
- **PEAR Assessment:** This is an assessment of students' social and emotional skills. School Support Teams use PEAR data to review a students' needs and identify areas for potential additional support.
- **NWEA MAP testing:** Students with IEP goals in reading or math took the Measures of Annual Progress (MAP) assessment 3 times this year to track successes and outcomes. This assessment is nationally normed to give accurate data on individual progress.

- **Teacher Observation and Student Support Teams**: When teachers observe that a student may be struggling to meet academic expectations, for whatever reason, the teacher can bring the student concerns to Student Support Teams, run by our campus social workers. Social workers leverage resources such as PRIM Manuals, to help teachers identify and track interventions based on presenting behaviors. Teachers can then note if the interventions have worked, or if further evaluation of a student could be beneficial.
- **Parent Referral**: At any time, a parent can request an evaluation, or a re-evaluation, as long as the previous evaluation was not conducted within the past year.
- **Additional Testing and Evaluations**: Any additional evaluations by a school psychologist or others as determined by the special education team.

We support our students with Individualized Education Plans (IEPs) and 504s with a continuum of services across our campuses. We identify different service delivery models to ensure each child's individual plan is met with fidelity. We provide specially designed instruction to students with disabilities and adjust our instruction based on data and input from multiple stakeholders while maintaining a high bar of academic and behavioral expectations. We ensure the Least Restrictive Environment for each student, making sure that students with disabilities are educated alongside their peers without disabilities to the maximum extent possible.

The following related services are provided to Roxbury Prep students with IEPs based on the educational needs of currently enrolled students with disabilities:

- **General education with modifications or accommodations**: Modified instruction or curriculum accommodations are made with consultation and supervision from the Learning Specialist and Individual Needs Coordinator.
- **Inclusion co-teaching**: Specialized instruction (e.g., in math, in writing) with the Learning Specialist within a general education classroom taught by a general education teacher.
- **Pull-out:** Math, Science, History, and/or specialized reading instruction with Guided Reading and Phonics remediation with a Learning Specialist or General Education content teacher.
- **Specialized instruction**: Specialized reading/math instruction with the Learning Specialist, speech with a speech-language pathologist, therapy with an occupational therapist, or behavior support from an ABA therapist.
- **Sup-Separate instruction**: For students with C Grid services, partial or full-day sup-separate instruction is provided with dedicated teachers and paraprofessionals as indicated by a student's IEP.
- **Counseling:** Individual, family, and small group counseling with a licensed school social worker.

At the close of the 2022-23 academic year, 239 students across the four school programs (19.5%) were classified as having special needs and had formal Individualized Education Programs.

Multilingual Language Learners
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, Individual Needs Coordinators, and Multilingual Language Coordinators are responsible for overseeing students with limited English proficiency and supporting all teachers in both instruction and curriculum.

Roxbury Prep offers a Newcomer Program designed for Multilingual Language Learners (MLLs) who have arrived in the United States within two years who have little to no English language skills. This program gives students access to prioritized grade-level instruction with appropriate supports and scaffolds while also focusing on necessary language domain skills. This year, the Newcomer Program expanded beyond our

middle school to the Hyde Park campus (grades 9-10). Students were able to practice grade-level curriculum with additional visual and audio support during their ELA class and intervention blocks. Across all 5 campuses, ACCESS scores increased across grade bands in their Composite/Overall scores from 25% to 58% for all students.

Roxbury Prep began using Ellevation in the fall of 2022, a comprehensive platform to streamline data management and progress reporting. Through Ellevation, English Learning Success plans are designed for each student based on individual student ACCESS data. All teachers have access to MLL student data which streamlines support for students. After establishing effective data input into Ellevation, the platform is leveraged to analyze individual student progress, seeking input from educators and parents. We have been able to utilize the platform to best inform instruction, supports, and accommodations to support growth in the 4 language domains.

Roxbury Prep's Regional Social Work Supervisor continued to oversee social work services across all campuses in the 2022-2023 school year. This supervisor further developed programming, streamlined best practices across campuses, and ensured that quality services were delivered to students. The work done by our social work team is further supported by the SEL curriculum offered to all students at Roxbury Prep.

Accelerated Learning

As previously discussed in Criterion 5, our 5th and 6th grade students received guided reading intervention as many were beginning their Roxbury Prep career multiple grade levels behind in reading. Our guided reading program, designed to close persistent reading gaps for our lower grades, has moved the needle on reading proficiency in SY22-23. Overall, students were up nearly 19 points from the previous year's end of year mClass reading assessment. 66% of our fifth graders are reading at or above reading level (up from 48% the year before) and 51% of our sixth graders are reading at or above grade-level (up from 32% the year before).

While we know that there is much work to do, we celebrate the double-digit growth and attribute these successes to the model of data collection and response; specifically, we used the beginning and middle of year benchmark data to create small reading groups, targeted on specific reading need, including type of comprehension, decoding or fluency error trend. We used leader walkthrough data to provide real-time feedback to teachers and to determine highest leverage professional development, which we provided during planning meetings.

As discussed earlier in Criterion 6, Roxbury Prep's use of Power Practice quizzes allowed for frequent, effective, and efficient action to address gaps in learning in math. This regular data collection and strategic response to gaps in student knowledge has allowed us to move the needle at a more rapid pace.

Roxbury Prep continued to utilize the "Whatever I Need (WIN)" block to provide intervention in math, history, science, and reading. Building time in the schedule for direct remediation allowed for necessary intervention while still honoring grade-level curriculum time. We also continued to "water up" the curriculum across all subjects to ensure focus on standards that were critical to accessing grade level content.

We have also continued to provide individualized tutoring this year to improve math scores at both the middle school and high school. We hired a company called Bespoke Tutoring to tutor our 7th grade students to prepare them for Algebra I and our 10th grade students for SAT prep.

Criterion 10: Budget and Finance

A. Unaudited FY23 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Ledger Account	Budget	Actuals YTD	EOY Projected
Operating Revenue	**46,260,181**	**40,610,811**	**39,385,301**
Core Pupil Aid	36,742,078	32,191,263	30,648,720
Grant Revenue	9,488,694	7,888,681	8,661,581
ARP ESSER III	5,164,905	4,582,673	5,164,905
ARP IDEA Basic	0	1,000	0
Federal Child Nutrition Program	1,871,041	754,568	931,190
Federal EIR	0	243	0
Federal ERATE	239,392	132,651	239,392
Federal IDEA	506,323	358,301	465,160
Federal Title I	1,286,085	1,556,149	1,277,463
Federal Title II	105,912	90,087	105,062
Federal Title III	0	0	38,983
Federal Title IV	78,113	100,422	118,216
Mass Health Reimbursement/Special Education	7,923	0	0
Other Public Grants	0	25,000	0
Private Grants	229,000	287,587	321,211
Interest Income	19,409	366,263	50,000
Other Income	10,000	164,604	25,000
Operating Expenses	**42,982,262**	**35,639,188**	**38,150,960**
Salaries and Wages	19,502,404	16,414,031	17,448,223
Employee Benefits	2,706,995	1,786,388	2,285,688
Employer Paid Taxes	1,488,545	356,353	1,318,594
Administrative Personnel Costs	31,110	18,812	28,447
Vacancy Factor	(918,503)	0	(321,384)
Site Acquisition	0	984	0
Building Construction	146,029	125,489	385,275
Building & Occupancy Expenses	3,745,330	745,008	3,640,890
Furniture, Fixtures, and Equipment	66,480	140,206	154,974
Facility Maintenance	530,308	476,560	483,480
Utilities	323,438	375,097	285,428
Scholarship Expenses	24,000	0	12,158
Dues and Subscriptions	366,178	152,442	161,578
Tuition & Fees	194,603	103,081	103,797
Gifts	40,051	67,189	46,158
Meals and Entertainment	739,769	657,030	835,589
Travel	519,244	280,774	227,991
Contracted Services	1,166,723	1,068,637	1,001,670
Other Purchased Services	2,374,293	1,746,610	1,570,278
Supplies and Materials	1,779,545	1,094,120	1,078,494
Meetings and Conferences	670,768	250,222	453,046
Technology Services/Equipment	1,420,896	1,645,262	1,619,233
External Affairs & Advocacy	100	2,524	100

Printing / Photocopying	308,326	154,761	403,085
Postage / Shipping	44,797	41,310	42,615
Interest Expense	0	540,034	0
Insurance	206,318	191,781	193,367
Telecommunications	216,780	162,182	213,330
Miscellaneous Administrative Expenses	3,501	33,002	4,409
Management Fees Expense	5,284,232	4,388,757	4,474,447
Depreciation	0	108,234	0
Amortization	0	2,512,308	0
Changes in unrestricted net assets from operations	**3,277,919**	**4,971,623**	**1,234,340**

B. Statement of Net Assets for FY23 (Balance Sheet)

Ledger Account	Current Period YTD
Assets	
Current Assets	**44,743,113**
Cash and Cash Equivalents	27,536,148
1000:Cash	27,455,764
1010:Investments	52,574
1098:Cash Clearing	27,810
1220:Interworktag Receivable	14,695,353
2910:Interworktag Payable	(14,695,353)
Accounts and Other Receivables	3,598,038
1200:Accounts Receivable	1,131,115
1205:Unbilled Receivables	2,466,909
1210:Intercompany Receivable	14
Prepaid Expenses and Other	13,608,927
1400:Pre-Paid Expenses	2,328,438
1410:Security Deposit	1,729
1421:Right of Use Asset-operating lease	11,278,760
All Other Assets	4,176,545
Property and Equipment, Net	4,176,545
1700:Fixed Assets	16,400,271
1750:Accumulated Depreciation	(12,223,726)
Construction in Progress	0
Total Assets	**48,919,658**
Liabilities and Net Assets	
Current Liabilities	**14,749,952**
Current Portion of Capital Lease Obligation	60,143
2016:Receivables Overpayment	1
2050:Employee Payable	8,631
2080:Corporate Card Payable	51,511
Account Payable and Accrued Expenses	14,655,486
2100:Employee Benefit Payable	164,222

2105:Payroll Paid Tax	(17,318)
2110:Accrued Expenses	236,570
2111:Prepaid Interest/Rent/Security Deposit	(4,000)
2112:Unclaimed Property Liability	21,687
2113:Trade Accounts Payable	206,058
2120:Board Designated Stability Fund	14,000,000
2170:Credit Card Suspense	(5,773)
2900:Intercompany Payable	54,039
Deferred Revenue	34,324
Other Liabilities	11,534,931
Notes and Bonds Payable, Net of Current Portion	11,534,931
2451:Operating lease obligation	6,847,836
2460:Accumulated Amortization	4,687,095
Total Net Assets	22,634,774
Unrestricted	22,634,774
3100:Net Assets Prior Years	17,663,151
3200:Net Assets Current Year	4,971,623
Total Liabilities and Net Assets	**48,919,658**

C. Approved School Budget for FY24

The FY24 school budget was approved via vote of the Board of Trustees, in compliance with open meeting law, on June 22, 2023. This vote was recorded in the minutes, which will be approved at the board's September meeting.

Budget Enrollment	**1,155**
Staff FTE	**236**
Operating Revenue	**39,745,751**
Core Pupil Aid	30,893,940
Grant Revenue	8,381,811
ARP ESSER III	5,002,860
Federal Child Nutrition Program	934,184
Federal ERATE	4,014
Federal IDEA	465,160
Federal Title I	1,277,465
Federal Title II	105,062
Federal Title III	38,983
Federal Title IV	118,216
Private Grants	435,867
Interest Income	445,000
Other Income	25,000
Operating Expenses	**37,222,233**
Salaries and Wages	17,629,088
Employee Benefits	2,059,246
Employer Paid Taxes	457,500
Administrative Personnel Costs	54,707
Vacancy Factor	(617,845)

Building Construction	244,700
Building & Occupancy Expenses	3,737,546
Furniture, Fixtures, and Equipment	60,840
Facility Maintenance	518,068
Utilities	295,322
Scholarship Expenses	18,248
Dues and Subscriptions	200,214
Tuition & Fees	126,838
Gifts	59,320
Meals and Entertainment	574,057
Travel	688,911
Contracted Services	1,186,983
Other Purchased Services	1,556,028
Supplies and Materials	1,128,607
Meetings and Conferences	338,612
Technology Services/Equipment	1,574,914
External Affairs & Advocacy	55,625
Printing / Photocopying	392,842
Postage / Shipping	47,201
Insurance	171,962
Telecommunications	195,450
Miscellaneous Administrative Expenses	11,409
Management Fees Expense	4,455,841
Changes in unrestricted net assets from operations	**2,523,518**

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	1300
Number of students upon which FY24 budget tuition line is based	1155
Number of expected students for FY24 first day of school	1,278
Please explain any variances: Roxbury Prep is seeing a trend in decreased enrollment following the pandemic, with families choosing to enroll later in the year than in prior years. The scope of this trend has been difficult to predict. Roxbury Prep's application is open and is continuing to conduct outreach efforts to families throughout the summer, so Roxbury Prep expects to make-up the gap before the first day of school. We have an expected returning number of 1,029 based on families' declarations but could see a decline in this number based on previous year's numbers after the pandemic, so we have budgeted conservatively.	

D. Capital Plan for FY24

Roxbury Prep: Permanent Facility for High School and a Middle School

Roxbury Prep has started construction on a new facility to house its High School and one Middle School. Working with Uncommon Schools, we are developing a brand new, state-of-the-art school building at 69-71 Proctor St. in Roxbury. The new school will be four stories high and approximately 83,000 square feet. It will include the amenities our students deserve, including a full-sized gymnasium, performing arts spaces for stage production, science labs, and a large cafeteria. Groundwork started in the spring of 2023 and construction is expected to begin in summer 2023. Roxbury Prep plans to occupy a completed building in the 2024-25 school year.

The total project cost of the new high school facility is approximately $76M, including the cost of financing. As of June 30, 2023, Roxbury Prep has set aside $19M in a board designated capital project fund, $14M of which has been committed as an equity contribution to the construction project. As of June 30, 2023, $2,978,990.84 of this equity contribution had been deployed into the project, leaving $11,021,009.16 of the $14M remaining. The remainder of the construction project is being financed by the landlord via commercial construction loans of approximately $56M, plus additional landlord equity of $6M.

Appendix A: Accountability Plan Objectives and Measures

Measure	2022-2023 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will prepare students for success in college and beyond by holding high academic expectations through a standards-aligned and rigorous curriculum which includes internally developed, and standardized assessments of academic achievement.		
Measure: Roxbury Prep HS Students are assessed on cumulative content knowledge every 6 to 8 weeks by taking Interim Assessments. • In the third through fifth years of the charter term, the average Interim Assessment score in 50% of Roxbury Prep classrooms will be above the Uncommon Schools (USI) average for aligned Interim Assessments.	Not Met	In the 2022-2023 school year, 8% of Roxbury Prep High School classes were above the Uncommon Schools average for Aligned Interim Assessments. Uncommon Schools runs 9 high schools in 6 regions across the northeast. Meeting the Uncommon average for Interim Assessments is a high bar and Roxbury Prep is positioned well to meet this bar in the coming year.
Measure: Roxbury Prep MS: • In the third through fifth years of the charter term, the average Interim Assessment score will be over 65% in 50% of Roxbury Prep classrooms.	Met	In 2022-2023, the average Interim Assessment score was over 65% in 65% of Roxbury Prep Middle School classrooms. Note: Roxbury Prep administers 3 rounds of Interim Assessments during the year,
Measure: Roxbury Prep HS: • Every year of the charter term, 55% of HS seniors will score at or above the SAT College Readiness Benchmark.	Not Met	26% of the Class of 2023 met the College Readiness Benchmark in 2022-2023 The College Readiness Benchmark is created by the College Board as a

		fair and appropriate indicator of expected college performance. The SAT Benchmark score of 1020 (480 for Evidence based Reading & Writing, and 530 Math) indicates a 65% likelihood of achieving a B-average or higher during the first year of college.
Measure: Roxbury Prep HS By the third year of the charter term, 50% of Roxbury Prep HS students will score a 3 or higher on at least one of the AP Exams they take. *You can read more about AP Tests scores on the College Board website here .	Not Met	29% of the Class of 2023 scored a 3 or higher on at least one AP exam in high school

Measure	2022-2023 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will prepare students to enter and succeed in college.		
Measure: 100% of Roxbury Prep HS students will take at least three Advanced Placement (AP) classes by the end of their senior year.	Met*	In 2022-2023, 98% of seniors at Roxbury Prep High School have taken at least three Advanced Placement classes in their HS career; the majority graduated with six or seven AP classes. 98% took 5 or more AP classes, 86% took 6 or more AP classes, and 71% took 7 or more AP classes. *Only two or three students at Roxbury Prep HS, in our sub-separate program, have not taken AP classes.
Measure: Each year of the charter term, 85% or greater of graduating RPHS seniors will be accepted to and attend a 2- or 4-year college.	Met	95% of Roxbury Prep's senior class was accepted into a 2- or 4-year college.
Measure: The 1st year college persistence rate for our graduates (percentage of students who return to college at any institution the following year) will be 75% or greater. The 6-year college persistence rate for our graduates will be 65% or greater.	Not Met	The Class of 2021 first-year college persistence rate is 62%. Please note that the persistence rate for Roxbury Prep students exceeds persistence rates for students in the highest income quartile nationally, at 59%. Roxbury Prep does not yet have a 6-year persistence level since our first graduating class was 2019.
Measure	2022-2023 Performance	Evidence

	(Met/Not Met)	
Objective : Roxbury Prep will provide a safe, structured learning environment for scholars by holding high behavioral expectations and by building strong student character.		
Measure: Each year of the charter term, over 50% of middle school students will have at least 50% more merits than deductions on their annual Character Report.	Met	In 2022-2023, over 90% of middle school students received at least 50% more merits than deductions on their annual Character Report. One of the primary goals of Roxbury Prep is to help scholars build strong character. The Ubuntu Systems rewards scholars for their positive behavior. Roxbury Prep Merits reward student determination, compassion, scholarship, courage, etc.
Measure: Average yearly attendance at all Roxbury Prep schools will be 94% or better.	Not Met	Roxbury Prep attendance from August 2022 until June 2023 was 90%.
Measure: The number of Roxbury Prep students suspended each year will not exceed the guidelines that Roxbury Prep established with DESE: • 2019-20 11% • 2020-21 10% • 2021-22 9% • 2022-23 9%	Met	In 2022-2023, 6.7% of students received an in-school or out-of-school suspension. Our 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.
Measure	**2022-2023 Performance (Met/Not Met)**	**Evidence**
Objective: Roxbury Prep will increase teacher proficiency through coaching, observation, and feedback as well as professional development targeted to teacher and student needs.		
Measure: Each year, 80% of first year teachers will demonstrate annual growth by increasing their average score in over 50% of the standards used in the Roxbury Prep Teacher Evaluation Rubric, from their mid-year to their end-of-year review.	N/A	The Roxbury Prep Teacher Evaluation Rubric was used only once during the 2022-2023 school year, so there is no measurement of growth. 44% percent of first year teachers scored Proficient or Advanced in over 50% of the standards in the rubric.
Measure: Each year, 80% of returning teachers with 2+ years' experience will maintain proficiency in over 50% of the standards used in the Teacher Evaluation Rubric.	Met	81% of returning teachers with 2+ years' experience scored Proficient or Advanced in over 50% of the standards used in the Roxbury Prep Teacher Evaluation Rubric.

Measure: Each year, all teachers will receive 72 hours of professional development before the beginning of the school year (6 hours per day for 12 days), and 46 hours of professional development during the school year (23 Fridays @ 2hrs/day) focusing on the key elements in the teacher evaluation rubric: Curriculum and Instruction, Lesson Execution, Classroom Culture and Professionalism.	**Met**	All Roxbury Prep teachers received the required number of hours of Professional Development over the summer and during the school year, as certified by the Director of Operations at each campus.

Measure	2022-2023 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep teachers will use Interim Assessment data to remediate unmastered content at the trend and individual student level.		
Measure: Each year, at least 70% of teachers will demonstrate proficiency in using assessment data to remediate unmastered content by scoring "Proficient" or "Advanced" in the following categories of the Roxbury Prep Teacher Evaluation Rubric: • Checking for Understanding • Responsiveness to Daily Student Learning • Ability to analyze student data • Appropriateness of Response to Assessment Results • Students' level of growth on assessments	Not Met	In 2022-2023, 39% of teachers demonstrated proficiency in using assessment data to remediate unmastered content.
Measure: 100% of teachers will attend 4 data analysis meetings per year with their principal or instructional coach.	Met	**100%** of teachers attended at least 4 data meetings with their principal or instructional coach in 2022-2023, as certified by the principals at each of our schools.

Dissemination Efforts

Measure	2022-2023 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will share best practices with other schools in Boston, in Massachusetts and schools around the nation, focusing on operational systems, instructional leadership practices, classroom management, and teaching techniques.		
Measure: Roxbury Prep will share its best practices around instruction and operational systems by hosting other organizations and presenting at educational forums at least 15 times per year. Roxbury Prep will also share documents and materials on an ongoing basis.	Met	**In the 2022-23 school year,** Roxbury Prep's five campuses recorded no fewer than 15 dissemination activities, ranging from hosting visits to giving presentations with audiences ranging from both district and charter schools to universities.
Measure: Over the course of the charter term, Roxbury Prep will develop working partnerships with one or more Boston Public Schools to share best practices, holding at least two professional development sessions focused on one or more of the following best practices: • Aggressive Monitoring • Classroom Culture • Academic Dashboards • Close Reading	Met	In school year 2022-23, Roxbury Prep created a partnership with Madison Park Technical Vocational HS focused on improving math instruction. The plan includes: • Implement math classroom routines and procedures • Ensure students answer questions with accuracy and sophistication

• Classroom Management Workshops		• Coaching support for instructional leaders at Madison Park • Use data meetings at Madison Park to increase the effectiveness of CPT Madison Park and Roxbury Prep will share progress quarterly with a review of the work we've completed together quarterly, continuing in the 23-24 school year.

Appendix B: Charter School Recruitment and Retention Plan

RECRUITMENT PLAN 2023-24

2022-23 Implementation Summary

In 2022-2023, Roxbury Prep implemented its recruitment plan successfully. Led by our regional Enrollment Manager, with support from our campus-based operational teams, we implemented the following activities:

- Third party mailings in home languages
- Radio ads, social media and Google campaigns (all in both English and Spanish)
- Recruitment activities and events with community organizations, supported by Family Council members
- Distributing recruitment pamphlets and networking with parents at school events and open houses

In addition, Roxbury Prep has continued to participate in the Boston Charter Application, a joint application with other charter schools in Boston. In 2022-2023, we participated in the Boston Charter School Alliance's student recruitment fair at Academy of the Pacific Rim.

We found great success with our social media and Google campaigns, resulting in many new leads from each platform. Our work with community-based organizations is slower to produce results for recruitment but as we continue to build relationships, we expect to see progress.

Roxbury Prep is still in the process of enrolling new students for next school year, and it is difficult to say if the school will meet the gap narrowing targets. Changing demographic patterns in Boston, including large population declines in the communities we serve, Roxbury and Dorchester, have resulted in smaller fifth grade classes, Roxbury Prep's primary intake grade for new students. Though applications were higher than last year, applications continued to be below pre-pandemic numbers.

Roxbury Prep has employed new grassroots strategies this year to market Roxbury Prep with new families and to expand awareness. We have canvassed door-to-door and attended community events to recruit new students. We are hopeful these new strategies will help the school meet its gap narrowing targets.

Subgroup Data:

Our 2023 ENR for students whose first language is not English, is 7% higher than the comparison index. Our English Learners percentage is 2% higher than the comparison index. Students with Disabilities, 1% higher. Low Income, 13% higher. High Needs, 12% higher. African American, 40% higher. Asian, 4% less. Hispanic, 11% more. White, 8% less. Native + Native Hawaiian, 0.2% more. Multi-Race, 0%. These data points are representative of the communities we serve and have improved greatly since 2019. We anticipate the incoming class of students will compare demographically, but our enrollment process is continuing through the summer and early fall.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2023-24:
- Attending community events
- Tabling at local community-based organizations such as YMCA
- Advertising on Google, Instagram, Facebook and 3 top local radio stations
- 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 network of community-based organizations (non-profit organizations, churches, etc.)
- Open Houses and School Tours held at Roxbury Prep campuses before and after the lottery.
- Individual and coordinated media advertisement (community papers, radio, billboards, public transportation, social media).
- Neighborhood canvassing efforts, including hanging flyers, door-hangers, and tabling at neighborhood gatherings such as farmer's markets or community events.
- Assignment of Director of School Support (as 0.25 FTE) and full-time Enrollment Coordinator (1.0 FTE).

Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) Continued 2022-23 Strategies
School percentage: 18.5% **GNT percentage[1]**: 19.1% **CI percentage**: 19.1%	☐ Met GNT/CI: o enhanced/additional strategies needed • All recruitment materials state explicitly in the languages spoken by the families that the school serves students with special needs. • Updated our website to be translated into Spanish, Haitian Creole, French, Portuguese and Arabic

Recruitment Plan – 2023-24 Strategies **List strategies for recruitment activities for each demographic group.**	
The school is **below** GNT percentages and **below** CI percentages	• Community Based Outreach (2 years). Roxbury Prep continues to expand its outreach with community organizations that serve families in the neighborhoods where Roxbury Prep schools are located. • Created a Student Support Services brochure, outlining out supports for SWD • Continue to work with our "family champions" as a bridge to new families, especially those who are concerned if Roxbury Prep can and will support their students with special needs.
	(c) 2023-24 Additional Strategy(ies), if needed ☒ Did not meet GNT/CI: We have continued to close the gap to serve more students with disabilities and recognize that some additional efforts are required next year. • We will expand our recruitment materials and website material so families and community members are more aware of our student support services. • We will build partnerships with organizations who work with families of students with disabilities, with the goal of building greater awareness of the services Roxbury Prep offers • We will expand our enrollment team to three total members. • We will train our Enrollment team staff on IEPs/504 so they are prepared to engage with families on our school support offerings from their initial conversation.
Limited English-proficient students/English learners	
(a) CHART data **School percentage**: 19% **GNT percentage[2]**: 17.4% **CI percentage**: 17.4% The school is **above/** GNT percentages and **above** CI percentages	**(b) Continued 2022-23 Strategies** ☒ Met GNT/CI: no enhanced/additional strategies needed Increasing capacity on team to diverse staff who can communicate easier with Spanish Speaking families Continued improving and expanding our new-comer program 1. Recruitment mailers in Spanish, Haitian Creole, Vietnamese, Cape Verdean Creole/Crioulo, Portuguese, Chinese, and Vietnamese. 2. LEP recruitment meeting(s) in Spanish and Haitian Creole 3. Availability to complete online application in Spanish, Haitian Creole, Cape Verdean Creole/Crioulo, Portuguese, Chinese, and Vietnamese. 4. Student recruitment teams use instant phone interpretation service for phone calls Highlight success of ELL learners in marketing materials.
	(c) 2023-24 Additional Strategy(ies), if needed ☐ Did not meet GNT/CI:

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Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.

Students eligible for free or reduced lunch (Low-income)

(a) CHART data **School percentage**: 78.2% **GNT percentage[3]**: 61.3% **CI percentage**:65.2% The school is <mark>above</mark> GNT percentages and <mark>above</mark> CI percentages	**(b) Continued 2022-23 Strategies** ☒ Met GNT/CI: no enhanced/additional strategies needed Began working with City Fresh. 100% free meals for all students! General recruitment strategies Advertise Roxbury Prep's participation in Community Eligibility, allowing all students a free breakfast and lunch. Partner with community programs who serve low income families and children in our target neighborhoods, such as YMCA, Boys and Girls Club, Boston Centers for Children, Youth, and Families, public libraries, and Lighthouse Behavioral Health.
	(c) 2023-24 Additional Strategy(ies), if needed ☐ Did not meet CI:
<u>Students who are sub-proficient</u>	**(d) Continued 2022-23 Strategies** 1. We will include information about our tutoring and extra support services in our advertisements. 2. Hold virtual information sessions specifically geared for families with students who may be struggling in school. The information sessions will provide best practices and resources on organization strategies, supporting students to engage in school, and the supports our schools offer to all students who may struggle academically (such as additional teachers in each core subject class, push-in and pull-out services, extended school day and year, literacy and math small group tutoring structures, homework club, and more). 3. Work with community-based partners to identify students who may qualify for remediation programs or may be seeking options for academic growth, such as 826 Boston, Tutors for All, Boston Public Library, and other tutoring programs around the city of Boston. **2023-24 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students at risk of dropping out of school</u>	**(e) Continued 2022-23 Strategies** 1. Develop and build relationships with community organizations who work with at-risk youth, such as Boys and Girls Clubs, Friends of the Children, Boston Youth Sanctuary, etc. **2023-24 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.
<u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</u>	**(f) Continued 2022-23 Strategies** 1. At Roxbury Prep, we enroll new students through the 9th grade and do not accept any new students later in their high school career. Since students are required to be at least 16 years old to drop out of school, Roxbury Prep will work with interested families to determine if 9th grade at Roxbury Prep is the right place for their student to return to school. **2023-24 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.
OPTIONAL[4] <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	**(g) Continued 2022-23 Strategies** **2023-24 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.

2022-23 Implementation Summary

In 2022-2023, 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 to assist with remediation.

The 2022-2023 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 collaborated with families as early as possible to discuss students that were struggling academically and/or culturally. Roxbury Prep holds quarterly report card conferences with all families in the family's native language to discuss their student's progress and any goals or changes to the student's academic plan for the upcoming quarter. This helps families and teachers work together to engage students in their learning and to identify any areas where the student could use more support, whether academically or with other risk areas such as attendance, behavior, or other factors that may cause a student to leave Roxbury Prep or to struggle academically. In 2022-2023, Roxbury Prep campuses gave parents the option of in-person or virtual report card conferences, which helped ensure that family attendance at these critical events was as high as 95% for each campus.

In 2022-2023, Roxbury Prep also engaged middle and high school students at risk of being held back with summer school. At the end of the year, students that failed three or more 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. Summer School was an important opportunity for students who lost learning time during the COVID-19 pandemic to make academic gains and get the support they need.

Roxbury Prep saw its retention decrease dramatically from 82.6% in 2021-2022 to 73.4% in 2022-2023. Roxbury Prep attributes this primarily to an increase in the number of 8th grade students who chose to depart Roxbury Prep High School for 9th grade. Roxbury Prep High School Lower Campus experienced culture concerns, similar to many schools around the country following the school closures during the COVID-19 pandemic. Also similar to many other schools, students experienced disrupted learning, disrupted social progress, and mental health issues during the period of school closures, and these factors impacted student behavior when students returned to school full time. The culture concerns were handled effectively at the Roxbury Prep High School Lower Campus during

the 2022-2023 school year, but families chose to leave the school in higher numbers than prior years. Roxbury Prep is excited to finally have plans for a permanent, joint facility for Roxbury Prep students in school year 2024-25, and hopes that having a complete, high-quality facility for its high school students will increase the likelihood that High School retention will increase in the coming years. Indeed, Roxbury Prep's anticipated retention data is expected to be more similar to prior years for the 2023-2024 school year.

Retention Plan – 2023-24 Strategies List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
(a) CHART data **School percentage**: 27.5% **Third Quartile**: 19.4% The school's attrition rate is <u>above</u> third quartile percentages.	**(b) Continued 2023-24 Strategies** ☐ Below third quartile: no enhanced/additional strategies needed **Family Orientation** →Before the start of school, two mandatory family orientations will give families the opportunity to learn about the systems, policies, and procedures of Roxbury Prep and the reasoning behind them. These orientations will also give families a chance to connect with each other and with staff members. Additional orientations may be held closer to lottery results. **Development of more active Family Councils at each campus** – (2-3 years: Roxbury Prep will continue to hold these meetings at each campus, and will ensure all families are invited to attend. Roxbury Prep is also working to build the SEPAC at each of its campuses. **Staff Training** → (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. Individual Needs Coordinators will also attend quarterly meetings as a group to share best practices and ensure consistent policies and procedures across campuses.
	(c) 2023-24 Additional Strategy(ies), if needed X☐ Above third quartile: additional and/or enhanced strategies needed. 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.

Retention Plan – 2023-24 Strategies
List strategies for retention activities for <u>each</u> demographic group.

	Development of stronger pipeline of support for Special Education students: As Individual Needs Coordinators work together more frequently, the school leadership will ensure that students with IEPs are supported across gradespan transitions and families have a consistent experience from year to year with Roxbury Prep. **Family Survey:** Roxbury Prep will implement an annual family survey to understand and affect any concerns families have about the quality of instruction their students are receiving and the quality of supports on their students' individualized education plan. **Life Skills Curriculum:** Roxbury Prep has purchased a new curriculum that will support students on IEPs with gaining life skills, which includes health, digital literacy, and social emotional development. This curriculum will support students in meeting their IEP goals and keep students engaged in their classroom and school. In particular, our upper school high school students will receive curriculum that will prepare them for life citizenship and workforce development skills. **Differentiated Sub-Separate program:** Roxbury Prep is developing a new model to place students eligible for its sub-separate program into classrooms based on their ability level. This will allow these students to continue to receive the appropriate accommodations while also ensure they receive curriculum that meets their unique IEP needs, keeping students engaged in the classroom and meeting their IEP goals.
Limited English-proficient students/English learners Limited English-proficient students	
(a) CHART data **School percentage**: 27.6% **Third Quartile**: 17.0% The school's attrition rate is <u>above</u> third quartile percentages.	**(b) Continued 2022-23 Strategies** ☐ Below third quartile: no enhanced/additional strategies needed. **Family Orientation** →Prior to the start of the school year, Roxbury Prep will engage families in two mandatory family orientations. Roxbury Prep will use family orientations to connect with all students and families; however, the orientations will be used to provide LEP students and families the opportunity to connect with other families and staff. Family engagement and community were found to be a key factor in the education of LEP students. (Ortiz 2004) **New Programming** → Roxbury Prep has created a new program for families who have recently moved to the United States. Roxbury Prep believes that

Retention Plan – 2023-24 Strategies
List strategies for retention activities for <u>each</u> demographic group.

	this increased programming specific to English Language Learners will support continued high retention of this population. **ELPAC Meetings** (2 years) Roxbury Prep will continue building its ELPAC committees, which it launched in the 2020-2021 school year. With an active ELPAC at each campus, Roxbury Prep intends to learn how to better serve and work with families whose primary language is not English. **Translation Services** (1 year) Roxbury Prep is continuing to build its translation and interpretation accessibility to ensure all families can participate fully in all family activities fully. Roxbury Prep has launched a Staff Translation Team and plans to make translation needs of families more easily accessible to school staff in the school's student information system. This will ensure all families can fully access the Roxbury Prep program.
	(c) 2023-24 Additional Strategy(ies), if needed X☐ Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. ☐ No ELs were enrolled during the 2021-22 school year. No retention strategies needed. **Family Survey**: Roxbury Prep will implement an annual family survey to understand and affect any concerns families have about the quality of instruction their students are receiving and the quality of supports on their students' unique needs. This survey will be translated into all the major languages spoken by the school's family population. **High School Retention** → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8th grade families and 10th 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.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<u>**(a) CHART data**</u>	**(b) Continued 2023-24 Strategies** ☐ Below third quartile: no enhanced/additional strategies needed

Retention Plan – 2023-24 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
School percentage: 26.3% **Third Quartile**: 20.1% The school's attrition rate is <u>above</u> third quartile percentages.	**High School Retention** → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8th grade families and 10th 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. **Enrichment/Clubs** → (1-2 years) All students can 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. **Development of more active Family Councils at each campus – (2-3 years)** In the 2022-2023 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. Roxbury Prep is working to build these family councils at each campus and provide a structure to ensure family input is implemented.
	(c) 2023-24 Additional Strategy(ies), if needed X☐ Above third quartile: <mark>additional and/or enhanced strategies needed.</mark> 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. **Family Survey**: Roxbury Prep will implement an annual family survey to understand and affect any concerns families have about the quality of instruction their students are receiving and the quality of supports on their students' unique needs. This survey will be translated into all the major languages spoken by the school's family population.
<u>Students who are sub-proficient</u>	**(d) Continued 2022-23 Strategies** **Advisory System** → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the Advisor-Family relationship is critical to ensure problem solving. Building on practices at Roxbury Prep, Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. A new database system will provide additional tracking and automation. Advisors will communicate frequently (at least twice per month progress updates in person or by phone, with option to communicate by phone weekly) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their student, and so that the family

Retention Plan – 2023-24 Strategies **List strategies for retention activities for <u>each</u> demographic group.**	
	and teacher can work together to create a support plan specific to the student based on the root causes of why they are struggling. **Additional Remediation Opportunities in response to COVID-19 Pandemic** → In response to the schools' 2022 MCAS and AP scores, Roxbury Prep is focusing on remediation during the 2022-2023 school year. All students will be offered small group tutoring and homework help, and teachers will use data collected from start of year assessments to identify and provide targeted resources to those students who may have more significant learning gaps following the periods of school closure to the COVID-19 pandemic. **2023-24 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.
<u>Students at risk of dropping out of school</u>	**(e) Continued 2022-23 Strategies** **Summer School** → Roxbury Prep will continue to offer a Summer Academic Program for students who fail two or more of their academic classes. By participating in the Summer Academic Program, students have the opportunity to master skills they did not master during the year and re-take final exams at the end of the session. Students who successfully pass their exams at the end of the Summer Academic Program will be promoted to the next grade. **Family Engagement** → In addition to the advisory system used for all students, families of students at risk of dropping out will be engaged via meetings or phone calls to ensure the persistence of the student. Roxbury Prep will target this level of engagement toward students with poor attendance records, high suspension rates, and/or poor performance. **Student Support Team** → 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. 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. For students that do not respond effectively to the advisory system and continue to have poor attendance or academic performance, the school will assign a case manager with the Student Support Team. Case Managers will work together with the student's family to develop enhanced strategies for supporting the student's unique needs and challenges, with the intention of keeping them in school. For example, case managers will have regular touchpoints with the family to identify barriers to accessing school and to develop action plans to support students and families in overcoming those barriers. **2022-23 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.

Retention Plan – 2023-24 Strategies
List strategies for retention activities for <u>each</u> demographic group.

Students who have dropped out of school *only schools serving students who are 16 and older	**(f) Continued 2022-23 Strategies** Student Support Team → For students who stop coming to school and appear at risk of dropping out or who have already dropped out, Roxbury Prep intends to utilize its existing student support team structure to follow up with students. Students who are chronically absent, have low academic performance, or stop coming to school are assigned a case manager with the Student Support Team, who will work together with the student's family to develop enhanced strategies for supporting the student's unique needs and challenges. When the school identifies a student who is at risk of dropping out or may have already dropped out, the school leaders will personally reach out to the student and their family to problem solve the student's situation and barriers to graduation. Ultimately, Roxbury Prep's goal is to help the student continue their education, so the student support team case worker will work with school leaders and the student's family to problem-solve and help the student re-engage in their education to ensure they complete high school. **2023-24 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.

Overall Student Retention Goal
The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):	90%

Appendix C: School and Student Data Tables

To review 2022-2023 student enrollment data for Roxbury Prep please utilize the following link: http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04840505&orgtypecode=6&

Student Race and Ethnicity	
Race/Ethnicity	% of School
African American	55.1%
Asian	0.6%
Hispanic	40.6%
Native American	0.2%
White	1%
Native Hawaiian, Pacific Islander	0.2%
Multi-Race, Non-Hispanic	2.2%

To review 2022-2023 Selected Populations data for Roxbury Prep please utilize the following link: https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04840505&orgtypecode=6&leftNavId=305&

Selected Populations	% of School
First Language not English	47%
English Language Learner	19%
Low Income	78.2%
Students with Disabilities	18.5%
High Needs	87.3%

ADMINISTRATIVE ROSTER DURING THE 2022-23 SCHOOL YEAR			
Name, Title	Job Description	Start date	End date
Julie Jackson, President, CEO	Manages all schools and DEI	7/1/2019	N/A
Tera Carr, Regional Superintendent of Instruction, MS	Manages the middle school principals	7/1/2020	N/A
Jesse Corburn, Regional Superintendent of Instruction, HS	Manages the high school principals	7/1/2021	6/30/23
Suki Cintron, Regional Superintendent of Operations	Manages the network's finances and operations.	9/15/2021	6/30/23
John Verrilli, Regional Senior Director	Manages external affairs for the region.	1/15/2019	N/A
Timothy O'Leary, Principal (Mission Hill)	Manages the school's curriculum and instruction.	7/1/2021	N/A
Lucy Smukler, Director of Operations (Mission Hill)	Manages the school's finances and operations.	7/1/2021	N/A
Emma Simmons, Principal (Lucy Stone)	Manages the school's curriculum and instruction.	7/1/2021	N/A
Kim Kinsman, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	7/1/2019	N/A
Frankline Mardi, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2016	N/A
Robbie Steinberg, Director of Operations (Dorchester)	Manages the school's finances and operations.	7/1/2021	N/A
Xuan Huynh, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	10/1/21	6/30/23
Chelsea McWilliams, Principal (RPHS Upper Campus)	Manages the school's curriculum and instruction	1/1/2021	N/A

Yaovi Jondoh, Director of Operations (RPHS Upper Campus)	Manages the school's finances and operations.	7/1/2021	N/A
Jonathan Carlisle, Principal (RPHS Lower Campus)	Manages the school's curriculum and instruction.	7/1/2021	N/A
Ariam Garcia, Director of Operations (RPHS Lower Campus)	Manages the school's finances and operations.	7/1/2022	N/A
Katherine Parker, Director of Development	Manages development	12/1/2022	N/A
Kelsey Smithendorf, Director of School Support	Manages cross-campus infrastructure and initiatives.	5/15/2019	6/30/23

TEACHERS AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR				
	Active as of last day of 2022-23 SY	Departures during 2022-23 SY	Departures @ end of 2022-23 SY	Reasons for Departure
Teacher	115	36	38	Culture fit, Involuntary Term, Diss w/ role, Relocation, Contract non-renew, Pers/Family/Medical, Sust/Workload, Career Change
Other Staff	97	20	13	Involuntary Term, Culture fit, Diss w/ role, Contract non-renew, Career Change

BOARD MEMBER INFORMATION	
Number of Commissioner approved board members as of August 1, 2023	9
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2021-22 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS DURING THE 2022-2023 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of Each Term
Ms. Dianyvet Serrano	Vice Chair	Academic & Leadership	1	Elected Oct 2019 Resigned: Oct 2022
Mr. Richard McQuaid	Trustee	Real Estate	4	Elected: Nov 2011 Re-Elected 4th term: Nov 2021 Term Ends: Nov 2024
Mr. Andrew Tamoney	Treasurer	Finance, Governance, Real Estate	3	Elected: Oct 2015 Re-Elected 3rd term: Sept 2021 Term Ends: Oct 2024
Mr. Francisco Marriott	Vice Chair	Finance, Governance	2	Elected: Jan 2018 Re-Elected 2nd Term: Jan 2021 Term Ends: Jan 2024

Board of Trustee and Committee Meeting Notices

Anticipated Board Meeting Schedule for SY 2023-24	
Date and Time	**Location**
September 21, 2023 5:00pm – 7:30pm	RPHS – Upper Campus 2179 Washington St Roxbury, MA 02119
December 7, 2023 5:00pm – 7:30pm	Mission Hill Campus 120 Fisher Ave Roxbury, MA 02120
February 8, 2024 5:00pm – 7:30pm	RPHS – Hyde Park 1286 Hyde Pak Ave Hyde Park, MA 02136
March 21, 2024 5:00pm – 7:30pm	RPLS – Lucy Stone 22 Regina Rd Dorchester, MA 02124
June 18, 2024 5:00pm – 7:30pm	RPDC – Dorchester 206 Magnolia St Dorchester, MA 02121

Anticipated Committee Meeting Schedule for SY 2022-23			
Name of Committee	**Date**	**Time**	**Location**
Academic Committee	October 5, 2023	4:00pm	TBA
Finance Committee – Audit	October 26, 2023	4:00pm	TBA
Academic Committee	November 8, 2023	4:00pm	TBA

Anticipated Committee Meeting Schedule for SY 2022-23			
Finance Committee	November 30, 2023	4:00pm	TBA
Finance Committee	March 6, 2024	4:00pm	TBA
Academic Committee	March 14, 2024	4:00pm	TBA
Academic Committee	June 6, 2024	4:00pm	TBA
Finance Committee	June 13, 2024	4:00pm	TBA

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Ruven Rodriguez	Ruven.rodriguez@moganstanley.com	No change
Regional Superintendent of Operations	Kim Kinsman	Kim.kinsman@uncommonschools.org	Started 7.1.23
Assistant Superintendent Instruction	Tera Carr	Tera.carr@roxburyprep.org	No change
Assistant Superintendent Instruction	Jesse Corburn	jcorburn@uncommschools.org	Resigned 6/30/23
Regional Senior Director	John Verrilli	John.verrilli@roxburyprep.org	No change
Special Education Director	Sara Sherr	Sara.Sherr@roxburyprep.org	Started 7.1.23
MCAS Test Coordinator	Mary Henningsen	mary.henningsen@roxburyprep.org	Started 7.1.23
SIMS Contact and SIMS Coordinator	Mary Henningsen	mary.henningsen@roxburyprep.org	Started 7.1.23
English Language Learner Director	Sara Sherr	Sara.Sherr@roxburyprep.org	Started 7.1.23
School Business Official	Mary Henningsen	mary.henningsen@roxburyprep.org	Started 7.1.23

Appendix D: Additional Required Information

Facilities

There were no changes to Roxbury Prep's facilities this year.

Address	Dates of Occupancy
Mission Hill Middle School 120 Fisher Avenue Roxbury, MA 02120	Lease start 1999
Lucy Stone Middle School 22 Regina Road Dorchester, MA 02124	Lease start April 2012

Dorchester Middle School 206 Magnolia Street Dorchester, MA 02121	Lease start July 2012
Roxbury Prep High School – Lower Campus 1286 Hyde Park Avenue Hyde Park, MA 02136	Lease start August 2017
Roxbury Prep High School – Upper Campus 2179 Washington St. Roxbury, MA 02119	Lease start July 2021

Roxbury Prep has started construction of a new facility at 71 Proctor St. in Roxbury. Our new school will house both Roxbury Prep High School and Roxbury Prep Mission Hill Middle School. It will be four stories high and approximately 83,000 square feet. It will include the amenities our students deserve; a full-sized gymnasium, performing arts spaces for stage production, science labs, and a large cafeteria. We expect to welcome students to our new facility in the 2024-25 school year.

This new facility will remain within our current municipality and will not require a Charter Amendment, but Roxbury Prep will submit the required documents with DESE before occupancy in 2024.

See the Roxbury Prep Capital Plan for SY 2023-24 in the Finance Section Above.

Enrollment

Action	2023-24 School Year Date(s)
Student Application Deadline	February 15th, 2024
Lottery	March 6th, 2024

Appendix E: Conditions, Complaints and Attachments

In February 2019, the Education Commissioner renewed Roxbury Prep's charter with four conditions based on concerns related to the school's climate and rates of student discipline.

In February 2023, the Education Commissioner removed three of the four conditions, including the condition that "the school must demonstrate continued significant and sustained improvement in lowering discipline rates." In making this decision, the Commissioner noted Roxbury Prep's reduction in overall suspension rates as well as the declines in disparities in suspension rates among different student groups.

Efforts to Address Concerns Resulting in Conditions
Condition 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. **Status: Met** On February 26, 2019, the school submitted evidence that it sent letters and emails regarding renewal of the school's charter with conditions to families, teachers, staff, board members, and the school's educational management organization.

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 the educational program. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to and approved in advance by the Department.

Status: Met

On March 20, 2019, the Department approved Bellwether Education as the external consultant to evaluate the school. On April 29, 2019, the school submitted the comprehensive evaluation produced by Bellwether Education, and the Department approved the evaluation on May 5, 2019.

Condition 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 timetable 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.

Status: Partially Met

On May 29, 2019, the school sent a draft of an initial action plan to the Department to review. After input from DESE, the action plan was approved on August 12, 2019. The school submitted updated action plans in September 2020 for the 2020-21 school year and in August 2021 for the 2021-22 school year. These updated action plans included updated goals, noted whether previous goals had been achieved, and were aligned with the school's priorities each school year.

Since 2019, the school has generally submitted monthly progress reports to the Department as expected.

In March and April 2022, Department staff conducted a site visit at the school and gathered evidence of the school's implementation of the action plan. The Department found that the school has taken steps to decrease suspension rates for all students and student groups. According to school leaders and board members, suspensions are now reserved for serious misbehaviors. The school updated its discipline systems, focused on restorative justice practices, partnered with parents, and provided professional development on culturally responsive instructional practices to teachers to decrease suspension rates. Despite the steps the school has taken to reduce suspension rates and improve the school's climate, students and families reported that the school does not provide a safe and supportive environment. Further, the Department found the school's program includes few elements to help students develop social emotional skills, and students and families reported these elements are not consistently implemented and are ultimately ineffective.

Commissioner Riley extended this condition: "Until further notice, Roxbury Preparatory Charter School must submit to the Department of Elementary and Secondary Education (Department), monthly updates on efforts to improve school climate, discipline policies, and school culture practices for all student groups.

Roxbury Prep is creating an Action Plan with DESE to address this ongoing condition, with the following goals:

- Create systems to ensure the physical safety for all students.
- Continue to train all staff on SEL curriculum. Track the progress for effective implementation our SEL strategies and curriculum during Advisory Lessons, Community Circle and Dean of Student systems. Students will know how to report concerns about bullying and all incidents are addressed by staff.
- Continue to build a school culture that celebrates all identities and cultures through our curriculum, visual culture, affinity groups, social worker support and our classroom environment. Staff will receive professional development in culturally responsive teaching.
- Effectively integrate student and family voice into the school's decision-making process.

- Consistently implement Roxbury Prep's behavior management system for all students.

Roxbury Prep's Action Plan will be reviewed by DESE for final feedback and implemented in the 2023-24 school year.

Condition 4: By December 31, 2021, the school must demonstrate continued significant and sustained improvement in lowering discipline rates.
Status: Met
The school's rates of out-of-school suspension declined from 21.1 percent in 2018, when the condition was imposed, to 8.6 percent in 2020. Disparities in suspension rates among different student groups have also declined since 2018.

Complaints

Roxbury Prep's Board of Trustees did not receive any complaints in School Year 2022-23.

Attachments

Item 1: ELA IA Data

% Change IA1 to IA3					
Subject	**School**	**5**	**6**	**7**	**8**
ELA	RPC	10%	15%	19%	12%
	RPDC	8%	22%	20%	15%
	RPLS	9%	11%	18%	6%
	USI	1%	9%	8%	5%

Item 2: Math, Science, History IA Data

% Change IA1 to IA3					
Subject	**District**	**5**	**6**	**7**	**8**
Math	**Roxbury Prep**	9%	0.33%	-2%	7%
	USI	2%	0%	-2%	6%
History	**Roxbury Prep**	9%	12%	16%	14%
	USI	5%	6%	14%	8%
Science	**Roxbury Prep**	6%	11%	-3%	1%
	USI	1%	7%	0%	-1%

Item 3: End-of-Year mCLASS Data

Proficiency Level Scale by Grade Level by Year
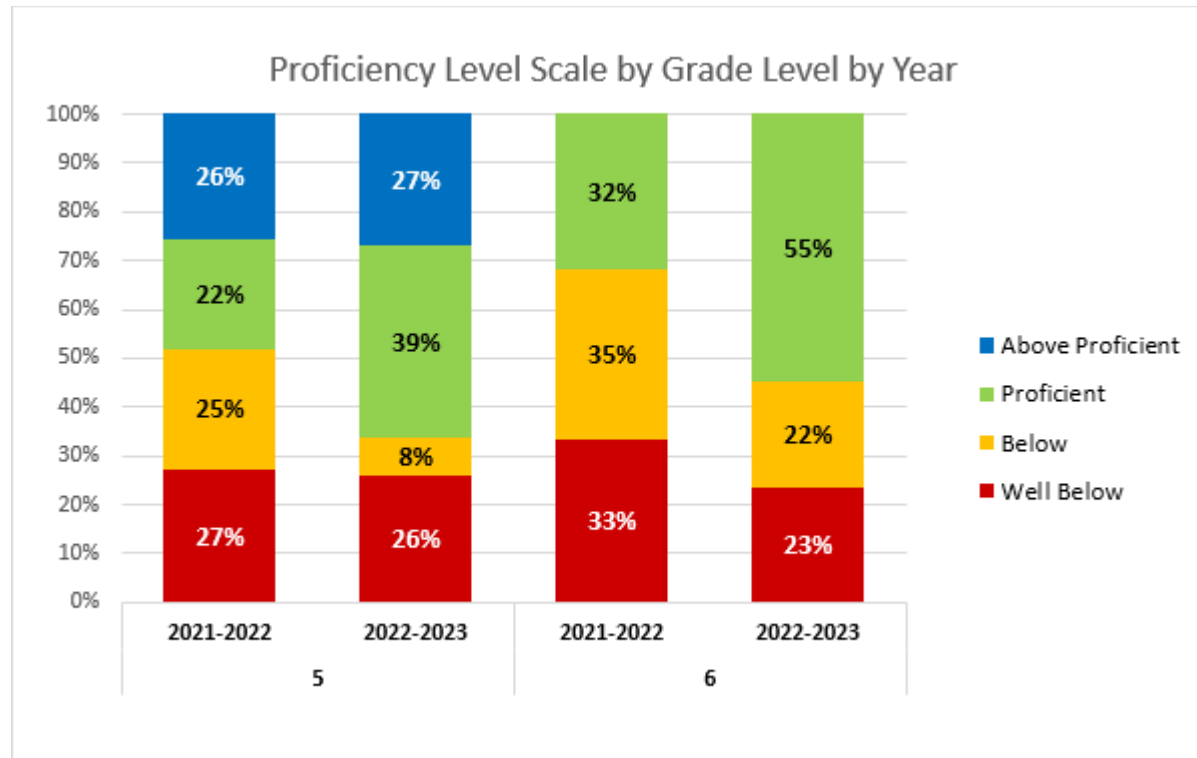
Item 4: Advanced Placement Test Data

At RPHS, our students are taking – and passing – AP exams at rates that far surpass the national average.

% of Students taking an AP Exam

% of Students passing an AP Exam
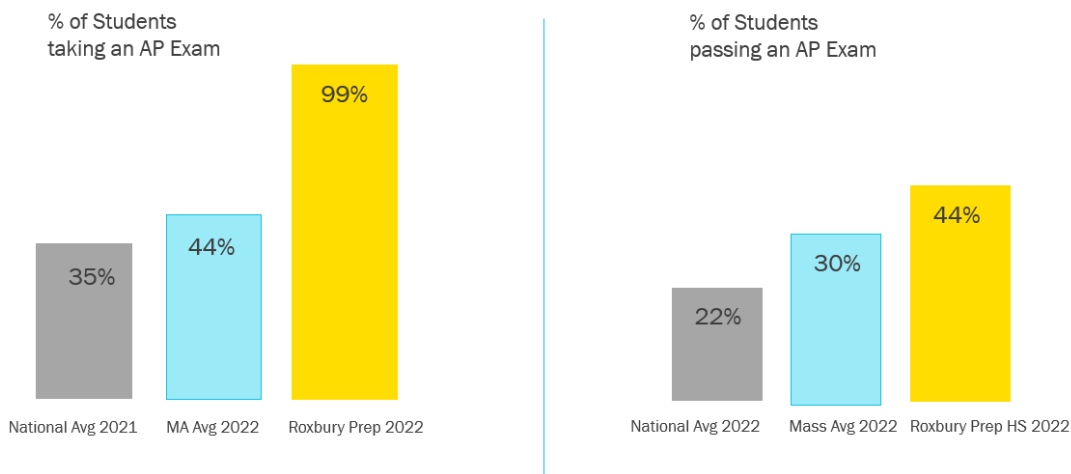
Topic	Question	% that agree or strongly agree	Notes
DEI	My child's race, ethnicity, culture and background is valued at school.	85%	
DEI	My child can show up to school as their full, authentic self.	84%	
DEI	Given your child's gender or gender identity, how fairly do you believe s/he is treated?	85%	85% said "quite fair" or "extremely fair"
Family Engagement	Roxbury Prep holds events that are welcoming and engaging for families.	88%	
Family Engagement	I am satisfied with how often the school communicates with me.	80%	
Family Engagement	I feel comfortable sharing feedback with my school.	86%	
Family Engagement	My child's school values parent/family feedback.	84%	
Family Engagement	How well does your school staff keep you informed about your child's progress?	78%	
Family Engagement	Does your child's school communicate with you in a language that you can understand?	90%	
School Environment	My student has received adequate lessons at school about character-building, advocating for themselves, building strong habits, and other social and emotional skills.	74%	
School Environment	My child's social and emotional development and well-being is supported at their school.	74%	
School Environment	My child's school makes them feel respected and welcome.	78%	
School Environment	There is a strong sense of community at my child's school.	78%	
School Environment	My child's teachers are building and maintaining strong relationships with students.	81%	
School Environment	The instruction and learning my child receives is high quality.	94%	
School Safety	My child feels emotionally safe at school.	77%	16% neither agree nor disagree, 7% disagree or strongly disagree
School Safety	My child feels physically safe at school.	80%	
School Safety	If a student is bullied at your child's school, my child knows how to get help from an adult.	77%	7% of parents answered "Don't know" to this question, unsure of if their child knows how to get help
School Safety	Has your child experienced bullying at school?		59% say no, 24% unsure, 16% say yes
Final Thoughts	Overall, I am satisfied with my child's school.	80%	
Final Thoughts	My school is helping prepare my child for college.	81%	

Roxbury Prep Teacher Evaluation Rubric

Teacher's Name: _____ **Grade Level and Subject:** _____ **Date of Evaluation:** _____

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Classroom Culture	• The tone of the classroom is efficient, respectful, culturally responsive, and positive. • Establishes strong learning partnerships with students through appropriate trust and rapport generators • Creates a strong environment that is intellectually and socially safe for learning. • Demonstrates asset-based thinking by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. • Students are respectful of one another and highly collaborative during partner and group work, eager to accomplish a task together. • School rules, values, and behaviors are always upheld and emphasized.	• The general tone of the classroom is mostly efficient, respectful, culturally responsive, and positive. • Frequently establishes strong learning partnerships with students through appropriate trust and rapport generators • Creates an environment that is intellectually and socially safe for learning. • Frequently demonstrates asset-based thinking by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. • Students are respectful of one another and collaborative during partner and group work. • School rules, values, and behaviors are frequently upheld and emphasized.	• The general tone of the classroom is inconsistent in efficiency, respectfulness, culturally responsiveness, and positivity. • Inconsistently establishes learning partnerships with students through limited used of trust and rapport generators • Inconsistently creates an environment that is intellectually and socially safe for learning. • Inconsistently demonstrates asset-based thinking by narrating negative student behaviors OR inconsistently using praise, challenge or aspiration to motivate students. • Students are usually respectful of one another and collaborative during partner and group work. • School rules, values, and behaviors are inconsistently upheld and emphasized.	• The general tone of classroom is inefficient, lacks culturally responsiveness, and/or is negative. • Does not establish learning partnerships with students with very little to no evidence of use of trust and rapport generators • Classroom environment is not either intellectually or socially safe for learning. • Does not demonstrate asset-based thinking, does not use positive framing, and does not work to motivate students. • Students are not consistently respectful of one another in passing or during partner and group work. • School rules, values, and behaviors are rarely or not upheld or emphasized.
Build Momentum	• Teacher consistently adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson and using wait time to push the thinking onto students • Pace of instruction is consistently highly efficient, engaging, and urgent. • Consistently creates illusion of speed during key moments of class to keep students engaged. Always varies voice and smiles during these moments.	• Teacher frequently adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Pace of instruction is usually efficient, engaging, and urgent. • Frequently creates illusion of speed during key moments of class to keep students engaged. Regularly varies voice and smiles during these moments.	• Teacher inconsistently adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Pace of instruction is inconsistently efficient, engaging, or urgent. • Inconsistently creates illusion of speed during key moments of class to keep students engaged.	• Teacher rarely or does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Pace of instruction is not efficient, engaging, or urgent. • Rarely creates illusion of speed during key moments of class to keep students engaged.

Routines & Procedures and What to Do	• There is consistently a prompt start and a smooth finish to class. • The teacher has established routines and procedures that allow the classroom to run efficiently, as evidenced by students always implementing organizational and other systems with minimal prompting. • Consistently gives What to Do directions that are specific, concrete, sequential, and observable. • Consistently narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. • If starting Independent Practice, consistently sets and displays a timer for all students to see.	• There is usually a prompt start and a smooth finish to class. • The teacher has established routines and procedures that allow the classroom to run efficiently, as evidenced by students frequently implementing organizational and other systems with minimal prompting. • Frequently gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. • Frequently narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. • If starting Independent Practice, frequently sets and displays a timer for all students to see.	• The class inconsistently has a prompt start and a smooth finish to class. • The teacher has inconsistently established routines and procedures that allow the classroom to run efficiently, as evidenced by students inconsistently implementing organizational and other systems with clear instructions. • Inconsistently gives What to Do directions that are specific, concrete, sequential, and observable, and directions frequently need to be rephrased. • Inconsistently narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. • If starting Independent Practice, rarely or never sets and displays a timer for all students to see.	• The classroom rarely or does not have a prompt start and a smooth finish to class. • The teacher has rarely or not established routines and procedures that allow the classroom to run efficiently, as evidenced by students' inability to implement organizational and other systems without repeated instructions. • Rarely or never gives What to Do directions that are specific, concrete, sequential, and observable, and directions frequently need to be rephrased. • Rarely or never narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. • If starting Independent Practice, rarely or never sets and displays a timer for all students to see.
Classroom Learning Environment	• Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. • Quality and updated student work is posted. The classroom is well organized, neat, and free of clutter. Classroom Binders are consistently well maintained.	• Creates and regularly updates bulletin boards and visual displays to support student learning, including the Blackboard Configuration. • The classroom is organized and free of clutter.	• Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. • The classroom is somewhat disorganized or cluttered.	• Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. • The classroom is disorganized and/or cluttered. •
Responding to Challenging Situations & Off-Task Behavior	• Consistently deals appropriately with challenging situations without derailing the learning process. • Consistently utilizes individual student re-directs and whole class resets when necessary. These moments are framed and narrated positively with all students on task. • Teacher consistently offers emotional support and scaffolded support as needed. • In response to students not following directions, teacher consistently attempts to de-escalate first (dropping	• Frequently deals appropriately with challenging situations without derailing the learning process. • Frequently utilizes individual student re-directs and whole class resets when necessary. These moments are framed and narrated positively with all students on task. • Teacher frequently offers emotional support and scaffolded support as needed. • In response to students not following directions, teacher frequently attempts to de-escalate first (dropping	• Does not consistently deal appropriately with challenging situations and sometimes derails the learning process. • Does not consistently utilizes individual student re-directs and whole class resets when necessary. • Teacher does not consistently offer emotional support and scaffolded support as needed and sometimes engages in student excuses/distractions. • In response to students not following directions, teacher rarely attempts to	• Has difficultly responding appropriately with challenging situations and sometimes derails the learning process. • Rarely uses individual student re-directs and whole class resets when necessary and/or these moments are framed and narrated negatively. • Teacher rarely or does not offer emotional support and scaffolded support as needed and often engages in student excuses/distractions. • In response to students not following directions, teacher does not attempt

	to a quiet voice, state a wish to listen, encourage student to breathe or walk, take situation off stage) ● Students consistently respond to correction respectfully. ● Teacher consistently involves school leaders at appropriate times.	to a quiet voice, state a wish to listen, encourage student to breathe or walk, take situation off stage) ● Students frequently respond to correction respectfully. ● Teacher frequently involves school leaders at appropriate times.	de-escalate first and sometimes escalates the problem. ● Students inconsistently respond to correction respectfully. ● Teacher may be too reliant on or does not utilize school leaders.	to de-escalate first and often escalates the problem. ● Students rarely or do not respond to correction respectfully. ● Teacher may be too reliant on or does not utilize school leaders at appropriate times.
Academic Habits (High School Only)	● Teacher consistently holds all students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notes to class each day, use of Cornell Notes, responding in Spanish (in Spanish Course)).	● Teacher frequently holds students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notebook to class each day, use of Cornell Notes, responding in Spanish (in Spanish courses)).	● Teacher inconsistently holds students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notebook to class each day, use of Cornell Notes, responding in Spanish (in Spanish courses)).	● Teacher rarely or never holds students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notebook to class each day, use of Cornell Notes, responding in Spanish (in Spanish courses)).

COMMENTS ON CLASSROOM MANAGEMENT:

Strengths:
●

Areas for Growth and Action Plans:
●

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Establishing Learning Expectations and Student Engagement	• Serves as a model in establishing and communicating high expectations for student learning, behavior, and quality of work. Consistently encourages students to do their best work. • Has developed a classroom culture where 90-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 90-100% of student hands are raised, or students are ready to answer immediately when cold called when reviewing taught material. More than 50% of hands are raised during new material. • Teacher consistently holds students to a "Right is Right" standard before accepting a response as correct. • Teacher adeptly uses a wide variety of engagement strategies that are highly rigorous, including Turn & Talk, Cold Call, and Warm Call, to ensure every student is engaged with content. • Regularly provides visual aids, manipulatives and graphic organizers to help students break down complex materials • Consistently ensures directions are provided verbally and in writing. For remote instruction: • Consistently utilizes remote engagement strategies, including pre-calling. • Consistently utilizes an online participation tracker to ensure equitable student participation.	• Frequently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work. Frequently encourages students to do their best work. • Has developed a classroom culture where 75-90% of the students are engaged in the learning activity. • 75-90% of hands are raised when reviewing taught material. Approximately 50% of hands are raised during new material. • Teacher almost always holds students to a "Right is Right" standard before accepting a response as correct. • Teacher uses a sufficient variety of engagement strategies that are rigorous, including Turn & Talk, Cold Call, and Warm Call, to ensure every student is engaged with content. • Frequently provides visual aids, manipulatives and graphic organizers to help students break down complex materials. • Frequently ensures directions are provided verbally and in writing. For remote instruction: • Frequently utilizes remote engagement strategies, including pre-calling. • Frequently utilizes an online participation tracker to ensure equitable student participation.	• Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work. Inconsistently encourages students to do their best work. • Has developed a classroom culture where 50-75% of the students are engaged in the learning activity. • 50%-75% of hands are raised when reviewing taught material. About 35%-45% of hands are raised during new material. • Teacher inconsistently holds students to a "Right is Right" standard before accepting a response as correct. • Teacher inconsistently uses engagement strategies including Turn & Talk, Cold Call, and Warm Call, or uses strategies in a non-rigorous and/or non-engaging way. • Inconsistently provides visual aids, manipulatives and graphic organizers to help students break down complex materials. • Inconsistently ensures directions are provided verbally and in writing. For remote instruction: • Inconsistently utilizes remote engagement strategies, including pre-calling. • Inconsistently utilizes an online participation tracker – does not ensure equitable student participation.	• Rarely or never establishes, communicates, and/or demands high expectations for student learning, behavior, and quality of work. Rarely encourages students to do their best work. • Less than 50% of students are engaged in the learning activity. • Less than 50% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material. • Teacher does not hold students to a "Right is Right" standard before accepting a response as correct. • Teacher rarely uses engagement strategies including Turn & Talk, Cold Call, and Warm Call, or uses strategies in a non-rigorous and/or non-engaging way. • Rarely provides visual aids, manipulatives and graphic organizers to help students break down complex materials. • Rarely ensures directions are provided verbally and in writing. For remote instruction: • Rarely utilizes remote engagement strategies, including pre-calling. • Rarely utilizes an online participation tracker – does not ensure equitable student participation.
Reaching the Range of Learners in the Classroom	• Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to students with difficulties	• Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the	• Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the time,	• Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom.

	• in the subject area and challenging to students who excel in the subject area. • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum. • Is highly knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. • Consistently modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans.	• subject and those who excel in the subject area. • Reflects on student learning to support students who have difficulties in the subject area. • Is knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. • Regularly modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans.	• the teacher targets the average learner in the classroom. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. • Is somewhat knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. • Occasionally modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans.	• Does not reflect on student learning and does not support students on either end of the learning spectrum. • Is not knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. • Rarely modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans.
High Level Questioning	• Teacher's prompts consistently match and frequently exceed the rigor of questions on the interim assessments. Prompts are consistently given both verbally and in writing. • Vast majority of questions go beyond recall - questions require students to compare, analyze, evaluate, or synthesize. • Questions regularly focus on the thinking steps needed to arrive at the correct answer. • Almost all follow-up questions correctly identify the level of student understanding.	• Teacher's prompts frequently match the rigor of questions on the interim assessments. Prompts are usually given both verbally and in writing. • Questions frequently go beyond recall - questions require students to compare, analyze, evaluate, or synthesize. • Questions frequently focus on the thinking steps needed to arrive at the correct answer. • Most follow-up questions correctly identify the level of student understanding.	• Teacher's prompts inconsistently match the rigor of questions on the interim assessments. Prompts are occasionally given both verbally and in writing. • Questions inconsistently go beyond recall – most questions require students to restate facts and recall steps. • Questions inconsistently focus on the thinking steps needed to arrive at the correct answer. • Some follow-up questions correctly identify the level of student understanding.	• Teacher's prompts rarely match and frequently fall significantly below the rigor of questions on the interim assessments. Prompts are rarely given both verbally and in writing. • Questions do not go beyond recall - questions require students to restate facts and recall steps. • Questions rarely or never focus on the thinking steps needed to arrive at the correct answer. • Follow-up questions do not correctly identify the level of student understanding.
Habits of Discussion	• Teacher almost always expects students to elaborate on their answer – their responses provide justification and/or rationale for their answer choice. • Teacher almost always prompts students during key moments of class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. • Unprompted, students almost always utilize habits of discussion during turn and talks.	• Teacher frequently expects students to elaborate on their answer – their responses provide justification and/or rationale for their answer choice. • Teacher frequently prompts students during key moments of class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. • Unprompted, students frequently utilize habits of discussion during turn and talks.	• Teacher inconsistently expects students to elaborate on their answer – their responses provide justification and/or rationale for their answer choice. • Teacher inconsistently prompts students during key moments of class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. • When prompted, students utilize habits of discussion during turn and talks.	• Teacher rarely or never expects students to elaborate on their answer – they do not provide justification or rationale for their answers. • Teacher rarely or never prompts students during key moments of class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. • When prompted, students rarely utilize habits of discussion during turn and talks.

Quality and Quantity of Practice	• Students spend at least 30% of the class working independently (DN and IP). • Independent Practice requires not only basic recall but opportunities to apply mastered content/skill to novel situations.	• Students spend at least 25% of the class working independently (DN and IP). • Independent Practice requires not only basic recall but opportunities to apply mastered content/skill to novel situations.	• Students spend at least 20% of the class working independently (DN and IP). • Independent Practice requires mostly basic recall and presents only 1 or 2 opportunities to apply mastered content/skill to novel situations.	• Students spend less than 20% of the class working independently (DN and IP). • Independent Practice only requires basic recall.

COMMENTS ON INSTRUCTION:

Strengths:
●

Areas for Growth and Action Plans:
●

DATA DRIVEN INSTRUCTION	**Advanced**	**Proficient**	**Working Towards/Fair**	**Needs Improvement**
Classroom Assessments: Daily/Weekly	• Exit tickets are administered daily, assess the day's key concepts/skills and are always aligned to the rigor of the IA/final assessment. • Teacher consistently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. • Teacher consistently adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework.	• Exit tickets are administered almost daily, almost always assess the day's key concepts/skills, and are almost always aligned to the rigor of the IA/final assessment. • Teacher frequently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. • Teacher frequently adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework.	• Exit tickets are sometimes administered, sometimes assess the day's key concepts/skills, and sometimes are aligned to the rigor of the IA/final assessment. • Teacher inconsistently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. • Teacher sometimes adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework.	• Exit tickets are rarely or never administered, rarely or never assess the day's key concepts/skills, and rarely are aligned to the rigor of the IA/final assessment. • Teacher rarely or never identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. • Teacher rarely or never adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework.
Checking for Understanding & Recording Student Data	• Adeptly, efficiently, and frequently uses a variety of checking for understanding techniques to consistently monitor student learning. • Consistently uses higher order thinking questions to push student thinking. • Consistently identifies the most important question/skills and monitors students only for those identified questions or skills. • Consistently marks up student work with quick, easy cues to guide students as they work • Consistently uses an intentional pathway to collect data from more than half of the class, moving from fast workers to slower workers. • Consistently provides the least invasive prompts. • Consistently provides feedback to students of all skill levels. For remote instruction: • Consistently uses online tools such as Google Classroom or Desmos in real-time to see and respond to the work students are producing.	• Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Frequently uses higher order thinking to push student thinking • Frequently identifies the most important questions/skills and monitors students only for those identified questions or skills. • Frequently provides written feedback, in addition to some oral feedback, to guide students as they work. • Frequently uses an intentional pathway to collect data from at least half of the class, moving from fast workers to slower workers. • Frequently provides the least invasive prompts needed to allow students to reflect and self-correct. • Frequently provides feedback to students of all skill levels. For remote instruction: • Frequently uses online tools such as Google Classroom or Desmos in real-time to see and respond to the work students are producing.	• Occasionally uses a few checking for understanding techniques to monitor student learning. • Occasionally uses higher order thinking questions to push student thinking • Inconsistently identifies the most important questions/skills and/or rarely monitors students only for those identified questions or skills. • Inconsistently provides written and/or oral feedback to guide students as they work. • Inconsistently uses an intentional pathway and collects data from at least half of the class. • Inconsistently provides the least invasive prompts needed to allow students to reflect and self-correct. • Inconsistently provides feedback to students of all skill levels. For remote instruction: • Occasionally uses online tools such as Google Classroom or Desmos in real-time. Rarely responds to the work students are producing.	• Does not employ techniques to check for understanding and moves forward without monitoring student understanding. • Does not use higher order thinking questions to push student thinking • Rarely identifies the most important questions/skills and/or does not monitor students only for those identified questions or skills. • Rarely provides written and/or oral feedback to guide students as they work. • Rarely uses an intentional pathway and/or collects data from less than half of the class. • Rarely provides the least invasive prompts needed to allow students to reflect and self-correct. • Rarely provides feedback to students of all skill levels. For remote instruction: • Rarely uses online tools such as Google Classroom or Desmos in real-time. Does not respond to the work students are producing.

Data Analysis	• Analyzes and responds to student data daily • Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly writes DDI action plans with detail to address learning needs. • Always implements the DDI action plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. Ensures spiraling happens.	• Analyzes and responds to student data 2-3 times/week • Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly writes DDI action plans to address learning needs post-assessment. • Implements the DDI action plan as written and ensures that re-teaching and spiraling happens.	• Analyzes and responds to student data at least 1 time/week • Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing DDI action plans to address learning needs post assessment. Lacks detail and thoughtful analysis • Inconsistent in implementing the DDI plans as written so that re-teaching and spiraling does not always happen.	• Analyzes and responds to student data 2-3 times per month • Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.
In-Class Responding to Student Data	• Consistently uses real-time data to adjust instruction. • Accurate Response to Data: Teacher consistently chooses the correct response to data and executes that response efficiently. • Serves as a model for establishing a culture of error using a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports Student Data.	• Usually uses real-time data to adjust instruction. • Accurate Response to Data: Teacher frequently chooses the correct response to data and executes that response efficiently. • Establishes a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports Student Data.	• Sometimes uses real-time data to adjust instruction. • Accurate Response to Data: Teacher inconsistently chooses the correct response to data and executes that response efficiently. • Inconsistently establishes a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports Student Data.	• Does not use real-time data to adjust instruction. • Accurate Response to Data: Teacher rarely or never chooses the correct response to data and executes that response efficiently. • Fails to establish a culture of error
Out-of-class Responding to Student Data	• Almost always provides fair and quality feedback that is precise, actionable, and aligned to the stated expectation for excellence. • Graded work is almost always returned quickly, within one week for tests and quizzes and within two weeks for classwork and homework. • Consistently takes full responsibility for student failure and constantly works to respond to the students' learning needs. • Consistently uses tutoring strategically to address student learning needs.	• Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. • Graded work is frequently returned within one week for tests and quizzes and within two weeks for classwork and homework. • Frequently takes full responsibility for student failure and works to respond to the students' learning needs. • Frequently uses tutoring as a way to address needs.	• Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. • Graded work is inconsistently returned within one week for tests and quizzes and within two weeks for classwork and homework. • Inconsistently takes full responsibility for student failure, allowing large numbers of students to fail. • Inconsistently uses tutoring to address student learning needs.	• Does not provide timely, fair, accurate, and constructive feedback to students on their progress. • Graded work is rarely or never returned within one week for tests and quizzes and within two weeks for classwork and homework. • Rarely or never takes full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure. • Rarely or never uses tutorial to address student learning needs.
Students' Level of Growth on Assessments (K-8)	• Students have met or exceeded the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has made excellent progress towards his or her IEP goals.	• Students have met the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has made significant progress towards his or her IEP goals.	• Students have come within 15% the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has made some progress towards his or her IEP goals.	• Students have not met the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has not made progress towards his or her IEP goals.

Students' Level of Growth on Assessments (HS)	• Aligned Courses: Student results are among the top 3 in the Uncommon wide course specific results for the latest interim assessment.
	• Unaligned AP Courses: 90-100% of students meet or exceed cut score on latest interim assessment.
	• Unaligned non-AP Courses: Students have exceeded the goal of:
	   o 100% over 45%
	   o 85% over 55%
	   o 60% over 65%
	proficiency on the latest interim assessment.
	
	• Students have made excellent progress towards their IEP goals.
		• Aligned Courses: Teacher's results are above the Uncommon wide course average for the latest interim assessment.
		• Unaligned AP Courses: 80-89% of students meet or exceed cut score latest interim assessment.
		• Unaligned non-AP Courses: Students have met the goal of:
		   o 100% over 45%
		   o 85% over 55%
		   o 60% over 65%
		proficiency on the latest interim assessment.
		
		• Students have made significant progress towards their IEP goals.
			• Aligned Courses: Teacher's results are less than 5% below the Uncommon wide course average for the latest interim assessment.
			• Unaligned AP Courses: 65-79% of students meet or exceed cut score latest interim assessment.
			• Unaligned non-AP Courses: Students have met the goal of:
			   o 85% over 45%
			   o 65% over 55%
			   o 40% over 65%
			proficiency on the latest interim assessment.
			
			• Students have made some progress towards their IEP goals.
				• Aligned Courses: Teacher's results are more than 5% below the Uncommon wide course average for the latest interim assessment.
				• Unaligned AP Courses: Less than 65% of students meet or exceed cut score latest interim assessment.
				• Unaligned non-AP Courses: Students have not met the goal of:
				   o 85% over 45%
				   o 65% over 55%
				   o 40% over 65%
				proficiency on the latest interim assessment.
				
				• Students have not made progress towards their IEP goals.

COMMENTS ON DATA DRIVEN INSTRUCTION:

Strengths:

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Areas for Growth and Action Plans:

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CURRICULUM	Advanced	Proficient	Working Towards	Needs Improvement
Lesson Internalization	• Teacher consistently takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is always evident in teacher's execution of lessons. • Monitoring Keys (for teachers who do not write lessons) consistently create a clear guide for the lesson. • Monitoring Keys consistently include time stamps, appropriate annotations of directions, diagrams and text, exemplar responses, T charts for recording data and Break it Down questions that target anticipated misconceptions. • Revisions are data-driven and effectively meet the needs of students. • Revisions effectively stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting student responses)	• Teacher frequently takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is frequently evident in teacher's execution of lessons. • Monitoring Keys (for teachers who do not write lessons) frequently create a clear guide for the lesson. • Monitoring Keys frequently include time stamps, appropriate annotations of directions, diagrams and text, exemplar responses, T charts for recording data and Break it Down questions that target anticipated misconceptions. • Revisions are usually data-driven and effectively meet the needs of students. • Revisions mostly stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) •	• Teacher inconsistently takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is inconsistently evident in teacher's execution of lessons. • Monitoring Keys (for teachers who do not write lessons) inconsistently create a clear guide for the lesson. • Monitoring Keys inconsistently include time stamps, appropriate annotations of directions, diagrams and text, exemplar responses, T charts for recording data and Break it Down questions that target anticipated misconceptions. • Revisions are sometimes data-driven and effectively meet the needs of students. • Revisions sometimes stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) •	• Teacher rarely or never takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is rarely or never evident in teacher's execution of lessons. • Monitoring Keys (for teachers who do not write lessons) rarely or never create a clear guide for the lesson. • Revisions are infrequently data-driven and effectively meet the needs of students. • Revisions infrequently stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses)
Modification of Materials for Students with Special Needs and English Language Learners	• Consistently makes necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, communicating frequently with the learning specialist, special education coordinators and social workers. • Assumes full responsibility for student achievement and seeks innovative ways to support them.	• Usually makes necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, communicating frequently with the learning specialist, special education coordinators and social workers. • Assumes full responsibility for supporting these students.	• Inconsistently makes necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, communicating frequently with the learning specialist, special education coordinators and social workers. • Does not always assume full responsibility for supporting these students.	• Does not make necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, and/or does not communicate frequently with the learning specialist, special education coordinators and social workers. • Fails to assume full responsibility for supporting these students.

COMMENTS ON CURRICULUM:

Strengths:

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Areas for Growth and Action Plans:

COMMITMENT TO SCHOOL COMMUNITY	Advanced	Proficient	Working Towards	Needs Improvement
Cultural Awareness	● Continuously reflects on one's own cultural lens and the impact on teaching culturally diverse students ● Broadens own interpretation of culturally and linguistically diverse students' learning behaviors ● Recognizes own brain's triggers around race and culture ● Always takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions	● Frequently reflects on one's own cultural lens and the impact on teaching culturally diverse students ● Often broadens own interpretation of culturally and linguistically diverse students' learning behaviors ● Frequently recognizes own brain's triggers around race and culture ● Demonstrates responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions	● Infrequently reflects on one's own cultural lens and the impact on teaching culturally diverse students ● Infrequently broadens own interpretation of culturally and linguistically diverse students' learning behaviors ● Rarely recognizes own brain's triggers around race and culture ● Rarely takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions	● Rarely or does not reflects on one's own cultural lens and the impact on teaching culturally diverse students ● Rarely or does not broadens own interpretation of culturally and linguistically diverse students' learning behaviors ● Does not recognize own brain's triggers around race and culture ● Does not take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
Family Partnerships	● Communicates regularly and often with families to inform them of the instructional program, as well as to share observations about the emotional and social development of the students. ● Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles. ● Returns all phone calls from families within 24 hours.	● Communicates frequently with families to inform them of the instructional program and student progress. ● Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. ● Returns most phone calls from families within 24 hours.	● Communicates sporadically with families to inform parents of the instructional program and student progress. ● Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. ● Does not consistently return phone calls from families within 24 hours.	● Makes little or no attempt to inform families of student progress. ● Rarely makes phone calls to parents. ● Does not regularly return phone calls to parents.
Relationships with Colleagues/School	● All relationships with colleagues are extremely positive, collaborative, and generous. ● Regularly assumes leadership among colleagues, often supporting them and engaging in professional exchange. ● Consistently exerts a positive influence on the entire staff.	● Almost all relationships with colleagues are positive and collaborative. ● Frequently engages in professional exchange with colleagues. ● Frequently exerts a positive influence on some or all of the staff and does not complain often.	● Relationships with colleagues are uneven, and collaboration is not consistently evident. ● Inconsistently engages in professional exchange with colleagues. ● Inconsistently a positive influence on some or all of the staff and/or complains about school, job, and kids.	● Relationships with colleagues negatively affect the working environment, and collaboration is not evident. ● Rarely or never engages in professional exchange with colleagues. ● Complains frequently and is negative about the school/job/kids.
Whole School Teacher: **Additional Contributions & Responsibilities**	● Puts in an extraordinary amount of time and effort to contribute to student and school success. ● Independently assumes additional responsibilities when necessary and demonstrates leadership. ● Always willing to lead and /or pitch in with whole school moments, events or other school needs.	● Puts in extra time and effort to contribute to student and school success. ● Often assumes additional responsibilities when necessary, especially when asked. ● Frequently willing to pitch in and help with whole school moments, events or school needs.	● Puts in sufficient time and effort to contribute to student and/or school success. ● Inconsistently assumes additional responsibilities.	● Puts in minimal time and effort to contribute to student and school success. ● Rarely or does not assume additional responsibilities.

Modeling Expectations	● Always punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress is always aligned to staff dress code. ● Projects a positive mindset and is respectful of students, families, colleagues, and school leaders. ● Exhibits a growth mindset and actively participates during staff meetings.	● Usually punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress is usually aligned to staff dress code. ● Usually projects a positive mindset and is respectful of students, families, colleagues, and school leaders. ● Usually exhibits a growth mindset and actively participates during staff meetings.	● Inconsistently punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress is sometimes aligned to staff dress code. ● Demeanor is inconsistently positive and respectful of students, families, colleagues, and school leaders. ● Sometimes disengaged in staff meetings and/or participates infrequently.	● Rarely on time for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress frequently does not align to staff dress code. ● Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. ● Usually disengaged in staff meetings.
Time and Task Management	● Consistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. ● Consistently responds to emails in a timely, courteous manner.	● Frequently meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. ● Usually responds to emails in a timely, courteous manner.	● Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders. ● Sometimes responds to emails in a timely, courteous manner.	● Consistently does not make deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders. ● Infrequently responds to emails in a timely, courteous manner.

COMMENTS ON COMMITMENT TO SCHOOL COMMUNITY:

Strengths:

●

Areas for Growth and Action Plans:

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PROFESSIONAL DEVELOPMENT	Advanced	Proficient	Working Towards	Needs Improvement
Professional Development Participation and Implementation	• Consistently has a leadership presence in professional development workshops, even as a participant. • Actively seeks out and implements professional development strategies in his/her classroom. • Consistently is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video. • Actively supports other teachers in their developed expertise.	• Actively participates in professional development workshops. • Implements professional development strategies in his/her classroom following professional development sessions or meetings. • Frequently is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video	• Inconsistently participates actively in professional development workshops. • Inconsistently implements professional development strategies in his/her classroom. • Inconsistently implements strategies presented in workshops in lesson plans and/or video.	• Rarely or does not participate in professional development workshops. • Rarely or does not take steps to seek out or implement professional development strategies. • Rarely or never implements new strategies presented in workshops effectively.
Openness to Feedback	• Consistently seeks leader's support at appropriate times. • Consistently reflects upon and responds to feedback with openness and a "good to great" attitude. • Immediately implements feedback from school leaders and instructional leaders.	• Frequently seeks leader's support at appropriate times. • Frequently reflects upon and responds to feedback with openness. • Implements feedback from school leaders and instructional leaders.	• Inconsistently seeks leader's support infrequently, or not at appropriate times • Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. • Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner.	• Rarely or does not seek leader's support at necessary times. • Does not reflect upon or respond to feedback AND does not accept feedback with openness. • Does not implement feedback from school leaders or instructional leaders.

COMMENTS ON PROFESSIONAL DEVELOPMENT:

Strengths:
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Areas for Growth and Action Plans:
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Teacher Reflection on Mid-Year Evaluation

After reading my evaluation…

I am pleased about:

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-
-

I plan to work on the following goals:

-
-
-
-

I have questions about or could use assistance with:

-

_____

Signature of Leader   Date

_____

Signature of Teacher   Date