

Roxbury Preparatory Charter School 2024-2025 Annual Report

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Table of Contents

Introduction to the School	3
Letter from the Chairperson of the Board of Trustees	4
Faithfulness to Charter	5
Mission and Key Design Elements	5
Access & Equity	8
Dissemination	10
Student Performance	12
Program Delivery	15
Budget & Finance	21
Appendix A: Accountability Plan	26
Appendix B: School Recruitment and Retention Plan	31
Appendix C: School & Student Data Tables	46
Appendix D: Conditions, Complaints and Attachments	48
Appendix E: Roxbury Prep Teacher Evaluation Rubric	57

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, 2024
Maximum Enrollment	1800	Current Enrollment (as of June 15, 2023)	1126
Chartered Grade Span	5-12	Current Grade Span	5-12 Mission Hill: 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 (7/31/2025)	154
Final Number of Instructional Days during 2024-2025 School Year	181	Age of School	26 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 2025

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

It is my pleasure to present to you the 2024–25 Annual Report for Roxbury Preparatory Charter School. This year marks a defining moment in our school's history; the grand opening of our brand-new, state-of-the-art facility at 71 Proctor Street. For the first time since opening in 2015, Roxbury Prep High School, previously split across two campuses, will be united in a single building. This new Proctor Street campus will also house one of our middle schools, serving grades 6–8, creating a cohesive academic community for students in grades 6–12 under one roof. With new science labs, a full-sized gymnasium, performing arts and visual arts spaces, and a large cafeteria, this new facility is a long-awaited investment in the future of our students and the strength of the Roxbury community. We are already seeing strong enrollment as families choose Roxbury Prep for its academic excellence, dedicated staff, and now, a permanent home built to support our mission.

That mission, to prepare students to enter, succeed in, and graduate from college, remains at the heart of everything we do. This year, it was once again powerfully realized: 93% of Roxbury Prep seniors are planning to attend a two or four-year college or university in the fall. Our students continue to access some of the most competitive post-secondary opportunities in the country. In the Class of 2025 alone, four students were awarded full-ride QuestBridge Scholarships to institutions such as Stanford, Holy Cross, Boston University, and Amherst College, and one student was named a Posse Scholar at Bucknell University. This milestone marks a true breakthrough for many of our graduates, as 80% will be the first in their families to attend college.

Recognizing both the promise and the challenge of being a first-generation college student, Roxbury Prep provides individualized college counseling that extends well beyond high school graduation. Our Alumni Success Coaches offer targeted guidance once students attend college, and that has led to college persistence rates comparable to those of students in the highest income quartile nationwide.

We are also expanding and refining our academic and social supports to address the most urgent needs of our students and families. In SY24–25, we launched a targeted reading fluency initiative in 5th and 6th grade, which have delivered promising results: from mid-year to end-of-year benchmarks, 20% more of our students reached grade-level fluency. At the same time, we remained steadfast in our commitment to the social and emotional well-being of our students. Under the guidance of our Social Work Supervisor, social work teams at every campus delivered critical support and led structured SEL programming that builds resilience and common language across grades.

Roxbury Prep also strengthened its partnerships with families this year. Family councils at each campus met quarterly to elevate parent voices, while our Family Champion Advocacy group took on issues such as food insecurity, teacher appreciation, and charter school advocacy. Communication with families was consistent through bi-monthly Advisor calls, monthly newsletters, and feedback surveys. All of this work is guided by a strong diversity, equity, and inclusion lens, which informs our culturally responsive curriculum and ensures that every staff member engages in DEI learning throughout the year. Our schools are united in the belief that students learn best in environments rooted in love, respect, safety, and high expectations.

The 2024–25 school year was led by a seasoned and committed leadership team: Regional Superintendent of Instruction Tera Carr, Regional Superintendent of Operations Kim Kinsman, and Regional Senior Director John Verrilli. Under their leadership, we've seen strong retention among school leaders and staff. In 2025–26, all Roxbury Prep campuses will be led by veteran Principals and Directors of Operations, offering continuity and stability for our students and families.

As we begin this exciting new chapter in a permanent home, we are energized by what lies ahead, and deeply committed to building a future in which every student thrives.

Sincerely,



Ruven Rodriguez
Chairperson, Roxbury Preparatory Charter School Board of Trustees

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

In 2024-25, Roxbury Prep operated two middle schools and a high school: the Mission Hill Campus served grades 5-8; the Dorchester Campus served grades 5-8; and the High School served grades 9-12, graduating its 7th senior class.

Criterion 1: Mission & Key Design Elements

Faithful to our Mission

Roxbury Preparatory Charter School continues to fulfill its mission of preparing students to enter, succeed in, and graduate from college. Since its first graduating class in 2019, Roxbury Prep has consistently achieved college enrollment rates above 90%. In 2025, 93% of seniors enrolled in two or four-year colleges, including 4 Questbridge winners and a Posse Scholar, going to prestigious institutions such as Stanford University, Northeastern University, and the College of the Holy Cross. Roxbury Prep alumni are persisting in and graduating from college at rates comparable to students from the highest income quartile nationwide—an extraordinary outcome for a school serving a predominantly low-income population peers (see chart in Appendix D, item 1).

This success is grounded in a rigorous, engaging, and well-planned curriculum that drives strong academic performance. Roxbury Prep middle school students have demonstrated significant academic growth on the state MCAS exam, with 2024 median Student Growth Percentile (SGP) scores of 63 in Math and 60 in ELA—showing “high growth” levels. In high school, 53% of students passed at least one AP exam in 2024, outperforming both the Massachusetts state average and the Uncommon Schools network average. These results reflect the school's unwavering commitment to academic excellence and college readiness for all students.

Beyond academics, Roxbury Prep emphasizes character development, community responsibility, and exposure to life's possibilities. The school implements a robust Multi-Tiered System of Supports (MTSS) to address students' academic, social-emotional, and behavioral needs. Students benefit from personalized advising, targeted interventions, and dedicated support for English language learners and students with disabilities. The school has strengthened its culture through restorative practices, culturally responsive teaching, and family engagement initiatives. Together, these efforts ensure that every student is known, supported, and empowered, reflecting the full vision of Roxbury Prep's mission.

Key Design Elements

Key Design Element #1: High academic expectations for all students through a standards-aligned, rigorous academic program that prepares all students for success in college and beyond.

Roxbury Prep schools use curriculum development by master teachers at Uncommon Schools. This curriculum provides a rigorous framework aimed at providing high-quality education to underserved communities. The curriculum is aligned with Common Core standards and focuses heavily on literacy and math, starting from early grades. Literacy instruction emphasizes deep reading comprehension, critical thinking, and expressive writing, aiming to cultivate a lifelong love for reading. In math, the curriculum ensures students master foundational concepts through problem-solving and real-world application, preparing them for advanced mathematics in later years.

The curriculum also incorporates a structured approach to science and social studies, encouraging inquiry and experimentation. In science, students engage in hands-on experiments and critical analysis to understand key principles. Social studies focus on broadening students' understanding of history, geography, and civics, fostering a sense of social responsibility and cultural awareness. The curriculum integrates essential life skills, such as critical thinking, teamwork, and problem-solving, making learning both challenging and engaging.

A notable aspect of Uncommon Schools' curriculum is its focus on character development. Alongside academic growth, the program prioritizes values like resilience, respect, and leadership. By combining these elements, the curriculum seeks to create not just academically capable students, but also well-rounded individuals prepared to succeed in college and beyond. Teachers receive extensive training to deliver the curriculum effectively, ensuring consistent quality across all schools.

Almost all Roxbury Prep High School students take Advanced Placement courses to prepare them for college level coursework, and the AP exam is a key measure of college readiness. **100% of this year's graduating class completed at least 3 AP Classes and 53% scored a 3 or higher on their AP exams. This compares to 32.8% of students in Massachusetts, which has the highest AP Index in the country.** Roxbury Prep believes that these results are a positive indicator of the effectiveness of its middle and high school program in preparing students to enter and succeed in college (see Appendix D, Item 2).

Roxbury Prep prioritizes a culturally responsive curriculum, using texts with authors and characters of color and 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.

Key Design Element #2: College preparatory programming and counseling.

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, helping students file their FAFSA forms, 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 2024-25, we have seen success in achieving our mission of getting students into college. 93% of Roxbury Prep seniors are planning to attend a two- or four-year college or university in the fall. Our students continue to access some of the most competitive post-secondary opportunities in the country, as noted above. In our most recent family survey in the spring of 2025, 85% of respondents agreed or strongly agreed with the statement, "My school is helping prepare my child for college", and 88% said that "the instruction and learning my child receives is high quality".

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. They remain engaged with students through in-person sessions, alumni social events, and data-informed outreach strategies, ensuring that our students not only enter college, but persist through it.

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 (see chart in Appendix D, item 1).

Key Design Element #3: A positive school culture for all students through a supportive, structured school environment that maximizes time spent on student learning and creates opportunities to build strong character.

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 at middle school and "Mountaintop Meetings" at the 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 Talent and Voice program. Students explore their passions and learn leadership skills as they build their college resume. Students participate in 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 sports analytics. This year Roxbury Prep launched both a robotics team and a speech & debate team.

Roxbury Prep students also have the opportunity to explore the world beyond the classroom through internships. In SY24-25, Uncommon Schools hired a Director of Internships and Corporate Partnerships to expand career-connected learning opportunities for high school students across the network, including at Roxbury Prep. The program is designed to create meaningful internship and career exploration experiences that help students develop professional skills, clarify their interests, and strengthen their college applications. Recognizing that career exploration is essential for post-secondary success, this new role focuses on ensuring students gain access to the experiences and exposure needed to pursue a life of choice. This position will add to the internships already underway at Roxbury Prep, including Harvard Medical School's [Med Science Program](#), and at Suffolk Construction, the company working with Roxbury Prep to build our new school facility in Roxbury.

Key Design Element #4: Robust professional development for teachers at all levels of experience.

Roxbury Prep and Uncommon Schools are national leaders in educator training and development for one reason: we believe our students deserve our best, so we strive to get better every day. Every teacher, leader, or team member at Roxbury Prep receives high-quality one-on-one coaching, support, and professional development throughout the school year. Our dual leadership model allows our principals

to be in classrooms every day, observing teachers and giving real-time feedback so teachers can continually improve.

Our new staff begin their school year in the first week of August and receive three weeks of professional development to prepare for the new school year. Our returning staff begin the second week of August and have two weeks of professional development before the school year starts. This time allows new teachers to receive introductory training on Uncommon's methodology, gives returning teachers time to hone their skills, and ensures that all staff members remain updated on policy expectations. During the school year, every Friday afternoon is reserved for professional development from 1:30pm-4:30pm, averaging about 75 hours during the school year. Additionally, teachers get individual coaching time, participate in weekly data meetings and receive real-time feedback during classroom observations.

Professional development has been a foundational component in our commitment to continuous improvement and growth. This year, we are continuing our PD on relationship-building, culturally responsive teaching, Diversity, Equity and Inclusion, Restorative Justice Practices, Social and Emotional Learning, and Trauma-Informed Practices.

Key Design Element #5: Quarterly assessment and response to data systems to promote maximum student growth.

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

Roxbury Prep relies on quarterly data from our Interim Assessments in ELA, math, history, science, Spanish and AP Capstone to celebrate areas of strength, identify trends in misunderstanding, and plan remediation of certain skills when necessary. IAs are a highly responsive data collection tool. 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. IA performance has also been part of Roxbury Prep's Accountability Plan. Our measures for IAs are set against Uncommon Schools averages, which is a very high bar as Uncommon runs some of the highest performing charter schools in the country.

Interim Assessment results are used by teachers to review individual student progress 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 and English Language Learners.

Interim Assessments are also used to adjust our curriculum. 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. Each content cycle also has several days reserved for teachers to respond to the data and identify areas where their students need practice.

Criterion 2: Access and Equity

To review 2024-2025 student enrollment by race/ethnicity 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
American Indian or Alaska Native	1.5%

Asian	0.4%
Black or African American	52.6%
Hispanic or Latino	40.9%
Multi-Race, Non-Hispanic	3.5%
Native Hawaiian, Pacific Islander	0.0%
White	1.2%

To review 2024-2025 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
High Needs	87.6%
English Language Learner	21%
First Language Not English	42.7%
Low Income	77.9%
Students with Disabilities	20.7%

To review 2023-24 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	1,209	41	0	3.4	0	0	0.1	0	0
English Learner	205	4							
Low Income	1,003	33	0	3.3	0	0	0.1	0	0
Students w/disabilities	217	12	0	5.5	0	0	0.5	0	0
High needs	1,087	35	0	3.2	0	0	0.1	0	0
Female	533	18	0	3.4	0	0	0.2	0	0
Male	676	23	0	3.4	0	0	0	0	0
Amer. Ind. or Alaska Nat.	21	0							
Asian	8	0							
Afr. Amer./Black	640	20	0	3.1	0	0	0	0	0
Hispanic/Latino	500	18	0	3.6	0	0	0.2	0	0
Multi-race, Non-Hisp./Lat.	24	3							
Nat. Haw. or Pacif. Isl.	1								
White	15	0							

Since February of 2019, Roxbury Prep has been working hard to 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 six years, Roxbury Prep has lowered its **Out-of-School Suspension rate from 13.5% in 2018-19, to 3.4% in 2023-24** (for suspension data SY 2019-2024, see Appendix D, Item 3).

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). For the 23-24 school year, Out-of-School suspension rates for were lower than the overall rate for multilingual learners, High Needs, and black student groups. Students with Disabilities were suspended at a slightly higher rate (5.5% v 3.4%). but that disparity has decreased each year for the last 5 years.

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.

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
Best practice around Academic Monitoring	PD on Academic Monitoring	Regional Superintendent of Instruction	Malden Public Schools Komal Bhasin – Assistant Superintendent Doug Dias – Director of STEM	Participants increased effectiveness in leading weekly data meetings and analyzing assessment results
Weekly Data Meetings, Observation and Feedback, Real-Time Feedback	Two Days, 8 hours each of professional development	Regional Superintendent of Instruction	District Instructional Leaders in Danville, VA Public Schools	Participants increased effectiveness in leading weekly data meetings and coaching their teachers.
Operations Systems and Team Dynamics Walkthrough	Half Day Observations and Interviews with Operations Team	Dir of Operations and RPC Operations Team	Brooke Charter Schools Operations Teams	Brooke Charter Schools operations staff came away with documentation, testimonials and ideas for ways to improve systems and operations.
Operation Systems on combining campuses	Meeting with School Leaders	Regional Senior Director, Regional Superintendent	Heidi Paluk, the Executive Director or and Katie Donahue, Controller of	Best practices around combining a middle and high school in one facility

		ent of Operations	Abby Kelley Foster Charter School in Worcester	
Best practices Classroom culture, teaching observations	School Visit – Mission Hill MS	Mission Hill Principal, lead teachers	Principal and Instructional Leaders from Libertas Academy Charter School	Participants increased effectiveness in leading weekly data meetings and coaching their teachers.
Best practices in improving student attendance	Oct Charter School Convening	Regional Senior Director	5 MA charter school Leaders and DESE charter Office	Helped schools create chronic absenteeism plans and helped DESE create better guidance and supports for schools working to improve attendance rates.
Classroom culture, teaching observations	School Visit to Mission Hill Middle School	Mission Hill Principal	CEO, Up Academy Boston	Shared best practices on coaching with Instructional Leads, classroom culture and response to data
Learn context about the school, the college access and teaching techniques	Meeting with HS Principal and classroom observations	HS Principal, HS lead teachers	Managing Director, Leadership Development for TFA and 7 team members,	Best practices on teaching techniques and college counseling
Sharing best practices on student recruitment	Four times, yearly.	Regional Enrollment Manager	MA charter school leaders in MCPSA with Boston Collegiate hosting.	Shared best practices including: - How to tackle 5 th /6 th grade low numbers - Best marketing strategies - Best strategies on offers - How to keep families excited - Supports for families
Sharing best practices around social media and traditional media to amplify the stories of the charter public school community	Weekly Zoom Meetings	Associate, External Affairs Roxbury Prep	MA Charter schools in the MCPSA “Charter Speaks” community	Shared best practices around social media and traditional media to increase site traffic and bring awareness to MA charter schools
Sharing best practices around mobilizing school families for advocacy	Monthly In Person and Zoom meetings	Regional Senior Director Associate, External	MA Charter schools in the MCPSA Community	Shared best practices and systems for creating and growing family advocacy groups

		Affairs Roxbury Prep	Mobilization working group	
Sharing charter school best practices on Finance and Instruction	Bi-annual In Person Meetings	Regional Senior Director	MA charter school leaders in MCPSA	Shared best practices including: Sector Level Challenges and Opportunities School-Level Beliefs, Policies, and Practices to be Learned and Unlearned to Foster Instructional Coherence

Academic Program Success

Criterion 5: Student Performance

Roxbury Prep's most recent report card can be found here:

<https://reportcards.doe.mass.edu/2024/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.

Analysis of state MCAS results SY24-25

Over the last three years, Roxbury Prep's middle school students have demonstrated strong growth on MCAS ELA and Math exams, even as schools across Massachusetts continue to recover from pandemic-related learning loss. In 2024, Roxbury Prep middle school students achieved "high level" of growth (SGP) on the MCAS in both ELA and Math. See chart below:

Roxbury Prep Middle School, Grades 5-8, MCAS SGP 2022 – 2024

Year	ELA All Students	Math All Students	ELA SWD	Math SWD	ELA High Needs	Math High Needs	ELA ELL	Math ELL
2024	60	63	60	55	60	63	63	63
2023	58	62	50	55	57	61	56	61
2022	57	60	46	50	56	60	56	56

Student Growth Percentile (SGP) data confirms that Roxbury Prep students are making accelerated academic progress, regardless of their starting proficiency levels—an essential indicator of school impact. **In 2024, our middle school students achieved high levels of growth on the MCAS, with an SGP of 60 in ELA and 63 in Math for all students, outperforming the district and other Boston Charter schools** (see Appendix D Item 4).

Subgroup performance also reflects this trend: students with disabilities reached an SGP of 60 in ELA, while both high-need students and English Language Learners posted strong results with SGPs of 60 in ELA and 63 in Math. Notably, students with disabilities showed particularly strong growth in ELA over the last 3 years.

Equally encouraging is the consistent year-over-year improvement in growth across all student groups for the last 3 years. For example, the ELA SGP for all students rose from 57 in 2022 to 60 in 2024, while the Math SGP increased from 60 to 63 over the same period. These results reflect Roxbury Prep's strategic investments in data-driven instruction, real-time academic interventions, and robust teacher coaching.

Roxbury Prep's MCAS proficiency scores on the 2024 MCAS exams do not yet meet our targeted goals for our middle school students in grades 5-8, but we continue to outperform the district in Meeting and Exceeding Expectations for ELA and Math (see Appendix D, Item 5).

10th Grade MCAS Performance: Trends and Corrective Actions

Roxbury Prep's 10th grade MCAS scores trailed internal targets this year, for both Meeting and Exceeding Expectations and with Student Growth Percentiles (SGPs) in ELA and Math. Contributing factors include a split-campus model, leadership turnover, and high 9th grade attrition, leading to many new students in our 9th grade who are unfamiliar with Roxbury Prep's HS rigor. These structural issues disrupted continuity, culture, and instructional alignment across grades 9–12 (for data on 10th grade MCAS results, see Appendix D, Items 6 & 7).

We are addressing these challenges through several strategic improvements:

- **Unified High School Campus:** The opening of the Proctor Street campus in fall 2025 will unify grades 9–12, strengthening curriculum alignment, peer mentorship, and school culture.
- **Improved Transitions and Persistence:** With 90% of current 8th graders expected to enroll in Roxbury Prep High School next year, we anticipate stronger academic readiness and continuity—critical to improving MCAS performance.
- **Stabilized Leadership:** A veteran principal with five years of experience leading our upper high school will oversee the unified campus. A new STEM instructional leader will coach Algebra I and science teachers for stronger rigor and standards alignment.
- **Enhanced Instructional Systems:** Bi-weekly data meetings, modeled after our successful middle school cycles, are now in place for 9th and 10th grade. Regional curriculum experts are leading content-specific coaching to ensure alignment with MCAS expectations.
- **Curriculum Refinement:** We are embedding Algebra I review into Geometry and Algebra II courses and providing targeted MCAS prep to address content gaps.
- **Float Block Interventions:** Weekly sixth periods in ELA and Math are reserved for reteach and intervention, especially for new students or those with academic gaps.
- **School Culture Gains:** Improvements in school culture, particularly at Hyde Park, have laid the groundwork for stronger academic focus and expectations.
- **Early Gains in Science:** A 13-point increase in 9th grade Biology MCAS scores offers early evidence that these changes are working.

With a unified campus, stronger leadership, and improved academic systems, we are confident that 10th grade MCAS growth and proficiency will rise beginning in SY25-26 with sustained gains to follow.

Roxbury Prep Assessment Data

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 2024-2025 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.

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, Roxbury Prep's middle schools outperformed the Uncommon Schools (USI) network average in ELA across all grades—5th through 8th—demonstrating strong progress in reading and writing skills (See Appendix D, Item 8).

- In Math and Algebra, Roxbury Prep's 6th and 8th grade students showed higher growth than their USI peers from IA#1 to IA#3, while growth in grades 5 and 7 was slightly below the network average.
- In Science, Roxbury Prep exceeded USI growth in 6th, and 8th grades.
- In History, only 7th grade students at Roxbury Prep showed greater growth than their USI counterparts.

(See Appendix D, Item 9.) These results reflect Roxbury Prep's academic momentum while also highlighting areas for continued instructional focus.

To address remaining gaps in literacy, our instructional leaders have implemented a Guided Reading program for 5th and 6th grade students who are reading below grade level. In SY24-25, we implemented a fluency initiative for 5th and 6th graders which combines the mClass diagnostic assessments, small-group guided reading instruction during a dedicated intervention block, and monthly DIBELS progress monitoring. The results of this program have been significant. Our students saw strong growth between the middle of the year and end of the year benchmarks, with 20% more of our scholars reading with on-grade level fluency.

In 5th grade, all students demonstrated a 30% increase in words per minute (WPM), with Students with Disabilities (SWD) showing even greater gains at 33%, and Multilingual Learners (MLLs) improving by 18%. In 6th grade, all students grew by 21%, with SWD students again making the strongest gains at 31%, and MLLs showing 9% improvement.

5 th Grade Fluency Growth MOY to EOY (words per minute)		
All Students	SWD	MLL
30%	33%	18%
6 th Grade Fluency Growth MOY to EOY (words per minute)		
All Students	SWD	MLL
21%	31%	9%

These improvements reflect Roxbury Prep's focused investment in foundational literacy skills and demonstrate the potential for rapid fluency acceleration when data-driven instruction is paired with targeted, structured intervention—especially for students with additional needs.

For next year, we have adjusted our 5th and 6th grade reading goals to be:

- At least 70% of students in 5th and 6th grade have on grade level fluency by the end of the year.
- At least 70% of our SWD and MLLs reach their individualized reading goals by the end of the school year.
- At least 30% of students who have not met grade level fluency and/or their individualized reading goals by the end of the year will have shown significant progress towards their goal by the end of the year.

Roxbury Prep High School requires all students to take at least one Advanced Placement course, and in SY24-25, 100% of our graduating seniors took at least 3 AP classes. This helps prepare them for college level coursework and the AP exam is a key measure of college readiness. **Last year at RPHS, our students were taking and passing AP exams at rates that surpass both the MA and the national average. 53% of Roxbury Prep High School students passed an AP exam, compared to 32.8% across Massachusetts and 22.6% of students nationally.** (This data can be seen in Appendix D, Item 2). 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.

Roxbury Prep's HS average GPA continues to improve, with grades 10 and 12 seeing four-year highs. 9th grade decreased slightly year-over-year but remained higher than in the two years prior. 10th grade achieved its highest average GPA in four years and has increased steadily each year. 11th grade maintained a strong 3.0 average, consistent with last year's performance. Most notably, 12th grade reached its highest average GPA in four years, averaging a 3.22 and continuing a steady upward trend since SY21-22. These results reflect stronger academic systems, targeted support, and sustained improvements in instructional quality and student engagement across the high school. (This data can be seen in Appendix D, Item 10.)

Our schools maintain a high-quality program for our multilingual learners, who constitute 21% of our total student population. We offer a Newcomer Program for students who have Composite Scores on WIDA or ACCESS that fall between 1.0 and 1.9 and for students who have arrived in the U.S. within one year. Newcomers is built to support multilingual learners with dual access to direct language instruction as well as English Language Arts instruction at grade level. For SY24-25, we staffed 3 Newcomer classes across our middle schools and our High School with content tailored to students' language needs.

We are seeing positive results. For our students enrolled in Newcomer ELA in our high school, 100% of students demonstrated growth between WIDA and ACCESS. Our Multilingual Learners who do not have disabilities grew an average of .7 in their composite scores. Our students in Newcomer ELA at our high school with disabilities grew .36 between WIDA and ACCESS. We had one student grow 1.2 Composite Levels, and seven students who grew between .5 and .9 Composite Levels.

Our middle schoolers in Newcomer ELA scored an average Composite Score of 2.26 on their Winter ACCESS in SY25, up from an average score of 1.5 composite scores in SY24.

We believe this is the result of our commitment to the adoption and implementation of high-quality instructional materials in Newcomer ELA, including both the Direct Language Portion (for which we use National Geographic Lessons) and the English Language Arts portion (for which we use Uncommon's aligned ELA materials).

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 Regional 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 are experienced at building and administering lessons. They create effective content materials for teachers that anticipate student questions and allow teachers to successfully react to student data in lesson planning.

These lessons are shared with teachers several weeks in advance of administration, giving teachers the appropriate 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 is important in allowing teachers and leaders to respond to any learning gaps.

The curriculum at Roxbury Prep has been intentionally evaluated and adapted to ensure it reflects diverse, inclusive, and representative content. In recent years, the ELA curriculum has undergone thoughtful revision to incorporate voices and perspectives that had previously been underrepresented. For example, the 8th grade ELA curriculum now includes texts such as *Ms. Marvel*, *Li Ling, Narrative of the Life of a Slave*, *Animal Farm*, and *The Autobiography of Malcolm X*. These texts are selected using a "windows and mirrors" approach—offering students opportunities to both see themselves reflected in literature and gain insight into the experiences of others.

The history curriculum has also been revised to present a broader range of perspectives. Teachers ensure that history is not taught solely through a colonizer lens and guide students to critically examine the sources they read, including questioning the perspective and intent of primary source authors. In 7th grade, for instance, *Just Mercy* by Bryan Stevenson was added to deepen students' understanding of justice and inequality. Roxbury Prep views this work as continuous; the curriculum is evaluated and refined annually to maintain a learning environment that is inclusive, thoughtful, and culturally responsive.

This school year, we implemented a new reading curriculum for our 5th and 6th grade students: *Really Great Reading*, a program grounded in the Science of Reading. This phonics-based curriculum is designed to prevent and remediate reading difficulties through evidence-based instruction. It provides structured literacy lessons and materials that build foundational skills, including reading fluency, vocabulary development, comprehension strategies, and handwriting. The curriculum also offers targeted support for multilingual learners, ensuring all students can access and benefit from high-quality reading instruction.

We have differentiated our math offerings by adding Algebra I to our 8th grade curriculum allowing two options for students, providing a "just right" curriculum for all levels. We use an entrance exam to determine who will be successful in Algebra I, and regularly review student placement across the two classes throughout the year.

Also in SY24-25, Roxbury Prep introduced *Illustrative Math* (IM) as a supplement to Uncommon Schools' existing math curriculum for our 5th and 6th grade students. IM is a problem-based program that helps students build both conceptual understanding and procedural fluency by engaging them in solving real-world problems. Lessons are designed to encourage discovery and deeper thinking, allowing students to internalize key math concepts in meaningful ways.

The curriculum features diverse representations, incorporating images and scenarios that reflect students' identities and lived experiences. This approach helps students connect more personally with the content while reinforcing mathematical understanding. Grounded in best practices for effective math instruction, IM has been highly rated by EdReports for its alignment with standards, instructional rigor, and usability.

Roxbury Prep continues to leverage technology platforms to best support student learning across subjects: Amplify Science, mCLASS, Go Guardian, Reflex, Desmos, Google Classroom, and Amplify Reading.

In addition to its rigorous academic programming, Roxbury Prep continues to implement a social-emotional learning (SEL) curriculum grounded in the RULER framework, developed by the Yale Center for Emotional Intelligence. This evidence-based approach promotes a safe, supportive school environment by helping students build emotional awareness, self-regulation, and positive relationships. The curriculum incorporates several key tools:

- **Best-Self Triangle** – Helps students reflect on their values, goals, and how they want to be seen by others, encouraging choices aligned with their best selves.
- **Mood Meter** – Builds self- and social awareness by allowing students to identify and name their emotions without judgment. Displayed in every classroom and used during community circles, the Mood Meter helps normalize emotional expression and guides reflection during challenging moments.
- **Meta Moment** – Encourages students to pause and reflect before reacting, creating space between a triggering emotion and their response.
- **Team and Class Charters** – Each class or team co-creates a charter outlining how they want to feel together, the behaviors that support those feelings, and strategies for managing conflict. These charters are signed as a shared commitment to a positive classroom culture.

To further support students' emotional development, Roxbury Prep also integrates elements of the *Move This World* curriculum into Advisory several times per week. This program provides brief, age-appropriate activities and videos that promote emotional vocabulary, self-expression, and effective communication.

For SY25–26, Roxbury Prep will introduce a new tool called Lenny Learning (www.lennylearning.org) to support the work of our Social Workers across all campuses. Lenny is an AI-driven platform that can be customized to address the specific needs of individual students, classrooms, and school communities. Our Social Work team will use Lenny to support intervention and lesson planning for both 1:1 mandated counseling sessions and group work aligned to students' IEP counseling goals. It will also be used to develop full curricula for Social Skills groups mandated by IEPs.

Our Social Work Supervisor piloted Lenny this past year to support classroom-wide needs, including situations where a student's behavior significantly impacted the class and additional support was required for community restoration and safety. In such cases, Lenny enabled the team to build targeted, responsive sessions. Going forward, Social Workers will continue to lead the development and delivery of specialized curriculum using Lenny whenever specific needs arise.

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 new 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.

At Roxbury Prep, effective teaching is grounded in the belief that strong, trusting relationships are the foundation for academic success. Drawing on the work of Zaretta Hammond and her book *Culturally Responsive Teaching and The Brain*, teachers at Roxbury Prep prioritize creating classroom communities where students feel seen, heard, and cared for. One of the key tools used to support this approach is the Trust and Rapport Generators matrix, a framework that helps educators build meaningful connections with students through familiarity, shared interests, and genuine concern. Teachers use small yet powerful strategies, like remembering the names of students' family members, connecting over common interests, or checking in when a student seems off. These intentional acts help build psychological safety, making it more likely that students will take academic risks and fully engage in learning.

This relationship-centered approach is integrated into Roxbury Prep's broader professional development systems. Teachers receive training and support on how to apply culturally responsive practices in their classrooms, including how to use the Trust and Rapport Generators to create an inclusive and affirming environment. These practices are not one-time initiatives, they are embedded into daily instruction, student interactions, and school culture, ensuring that relationship-building remains a consistent and intentional focus across all grades.

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 closing academic gaps. Roxbury Prep is continuing our system of Power Practice quizzes at our middle schools, and now at our high school, which are short, weekly assessments in math. 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, ensuring 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. These evaluations are regularly analyzed and used to determine programmatic updates for subsequent years.

Supports for All Learners

Roxbury Prep employs a tiered system to support the academic, social/emotional, and behavioral development of all students. Our support ensures that students with disabilities, our multilingual learners, and those who enter school several years behind grade level can achieve academic growth, paving the way for successful post-secondary outcomes.

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. Each school employs special education staff including special education teachers, learning specialists, paraprofessionals, and related service providers.

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.).
- **DIBELS Reading Assessment:** DIBELS is a nationally normed reading assessment that tests students' reading fluency, decoding skills, and comprehension of text to determine the appropriate reading instructional level. This is an assessment that enables a trained instructor to gauge student reading levels by tracking their speed and accuracy while students read aloud. The results of this assessment enable us to provide targeted phonics support to students who are reading three or more levels below grade level. Students who are reading closer to grade level receive fluency and comprehension 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. We have an exhaustive series of tier two interventions that we explore when we learn that students require additional support, including office hours, our Whatever I Need (WIN) block, and individualized classroom support.
- **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 accommodations:** 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. Students with IEPs receive reference sheets, vocabulary lists, and pre-annotated packets to support them in accessing the content.
- **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 or social worker.
- **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 2024-25 academic year, 274 students across our four campuses (23%) 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 Learner 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 score within a 1.0 to a 1.9 on the WIDA assessment. This program gives students access to prioritized grade-level instruction with appropriate supports and scaffolds while also focusing on necessary language domain skills. The Newcomer Program is offered at our middle schools and our high school. Students were able to practice grade-level curriculum with additional visual and audio support during their ELA class and intervention blocks. Across all 4 campuses, 195 current students are formally classified as multilingual learners. Seventeen students are classified as Level 1: Entering, 55 students are Level 2: Emerging, 92 students are Level 3: Emerging, and 31 students are Level 4.0-4.2: Expanding. We also have 38 students who tested between 4.3-4.9 and are thus Former English Learners whose progress we are tracking.

Roxbury Prep uses [Ellevation](#), a comprehensive platform to streamline data management and for 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 2024-2025 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 (details can be found in the Curriculum section above).

Criterion 10: Budget and Finance

A. Unaudited FY25 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Ledger Account	Budget	Actuals YTD	EOY Projected
Operating Revenue	32,932,773	36,506,303	34,915,622
Core Pupil Aid	29,353,203	31,906,567	31,179,122
Grant Revenue	2,984,570	3,852,957	3,141,500
ARP ESSER III	95,951	31,845	31,845
ARP IDEA Basic	0	0	0
Federal Child Nutrition Program	630,695	922,183	701,441
Federal EIR	0	90,241	0
Federal ERATE	150,271	66,787	150,271
Federal IDEA	349,072	413,163	399,207
Federal Title I	1,229,184	1,378,932	1,239,090
Federal Title II	68,276	76,561	62,946
Federal Title III	16,748	54,855	23,453
Federal Title IV	96,688	113,738	94,578
Mass Health Reimbursement/Special Education	0	0	0
Other Public Grants	0	230,000	0
Private Grants	347,685	438,670	438,670
State Child Nutrition Program	0	35,983	0
Interest Income	570,000	548,394	570,000
Other Income	25,000	198,384	25,000
Operating Expenses	31,354,017	31,638,395	31,424,087
Salaries and Wages	15,109,152	14,177,829	14,147,264
Employee Benefits	1,837,394	1,809,967	1,918,530

Employer Paid Taxes	385,000	386,142	385,000
Administrative Personnel Costs	21,100	22,379	22,731
Vacancy Factor	(502,931)	0	(257,545)
Site Acquisition	0	0	0
Building Construction	500,000	0	500,000
Building & Occupancy Expenses	826,312	1,547,084	828,712
Furniture, Fixtures, and Equipment	37,787	257,808	60,188
Facility Maintenance	388,268	418,733	336,289
Utilities	243,469	376,352	303,469
Scholarship Expenses	15,425	11,487	14,602
Dues and Subscriptions	181,916	163,887	187,961
Tuition & Fees	99,800	76,436	111,300
Gifts	71,152	119,540	97,727
Meals and Entertainment	236,595	381,540	339,070
Travel	403,596	437,487	446,045
Contracted Services	830,829	1,169,139	820,995
Other Purchased Services	1,424,132	1,825,638	1,785,689
Supplies and Materials	853,259	695,610	762,375
Meetings and Conferences	224,859	149,467	217,484
Technology Services/Equipment	1,012,129	1,082,993	982,099
External Affairs & Advocacy	0	0	0
Printing / Photocopying	281,542	212,254	296,611
Postage / Shipping	45,349	31,945	48,160
Interest Expense	274,645	218,925	274,645
Insurance	180,307	258,518	180,307
Telecommunications	145,422	143,536	145,422
Miscellaneous Administrative Expenses	9,396	79,638	9,396
Management Fees Expense	3,624,013	4,013,293	3,865,460
Depreciation		0	0
Amortization	2,594,100	1,570,770	2,594,100
Changes in unrestricted net assets from operations	1,578,756	4,867,908	3,491,535

B. Statement of Net Assets for FY25 (Balance Sheet)

Ledger Account	Current Period YTD
Assets	
Current Assets	52,546,245
Cash and Cash Equivalents	24,462,649
1000:Cash	24,462,649
1010:Investments	0
1019:Undeposited Funds	0
1098:Cash Clearing	0
1220:Interworktag Receivable	27,283,829
2910:Interworktag Payable	(27,283,829)
Accounts and Other Receivables	711,461
1200:Accounts Receivable	553,501
1205:Unbilled Receivables	157,960
1210:Intercompany Receivable	0
1250:Employee Receivable	0
Prepaid Expenses and Other	27,372,136
1400:Pre-Paid Expenses	19,711,449
1410:Security Deposit	8,591
1421:Right of Use Asset-operating lease	7,652,095
All Other Assets	634,889
Property and Equipment, Net	389,100
1700:Fixed Assets	11,949,310
1750:Accumulated Depreciation	(11,560,210)
Construction in Progress	245,789
Total Assets	53,181,134
Liabilities and Net Assets	
Current Liabilities	10,554,884
Account Payable and Accrued Expenses	10,554,884
2050:Employee Payable	7,728
2080:Corporate Card Payable	29,914
2098:Credit Card Clearing	0
2100:Employee Benefit Payable	116,600
2105:Payroll Paid Tax	(14,307)
2110:Accrued Expenses	281,750
2111:Prepaid Interest/Rent/Security Deposit	0
2112:Unclaimed Property Liability	21,687
2113:Trade Accounts Payable	161,485
2114:Accounts Payable Employee	(1,042)
2120:Board Designated Stability Fund	9,967,701
2170:Credit Card Suspense	(17,764)

2900:Intercompany Payable	1,132
Deferred Revenue	0
Other Liabilities	7,818,006
Notes and Bonds Payable, Net of Current Portion	7,818,006
2451:Operating lease obligation	2,451,666
2460:Accumulated Amortization	5,366,340
Total Net Assets	34,808,244
Restricted	409,135
3250:Net Assets Current Year - Temp Restricted	409,135
Unrestricted	34,399,109
3100:Net Assets Prior Years	31,502,008
3200:Net Assets Current Year	2,897,101
Total Liabilities and Net Assets	53,181,134

C. Approved School Budget for FY26

The FY26 school budget was approved via vote of the Board of Trustees, in compliance with open meeting law, on June 17, 2025. This vote was recorded in the minutes, which will be approved at the board's September meeting.

Budget Enrollment	1,162
Staff FTE	189
Operating Revenue	32,932,773
Core Pupil Aid	29,353,203
Grant Revenue	3,579,570
ARP ESSER III	95,951
Federal Child Nutrition Program	630,695
Federal ERATE	150,271
Federal IDEA	349,072
Federal Title I	1,229,184
Federal Title II	68,276
Federal Title III	16,748
Federal Title IV	96,688
Private Grants	347,685
Interest Income	570,000
Other Income	25,000
Operating Expenses	31,383,153
Salaries and Wages	15,109,152
Employee Benefits	1,837,394
Employer Paid Taxes	385,000
Administrative Personnel Costs	21,100
Vacancy Factor	(502,931)

Building Construction	500,000
Building & Occupancy Expenses	830,692
Furniture, Fixtures, and Equipment	37,187
Facility Maintenance	383,888
Utilities	243,469
Scholarship Expenses	15,425
Dues and Subscriptions	179,916
Tuition & Fees	99,800
Gifts	48,933
Meals and Entertainment	219,177
Travel	407,440
Contracted Services	830,829
Other Purchased Services	1,438,009
Supplies and Materials	883,246
Meetings and Conferences	233,996
Technology Services/Equipment	1,009,996
External Affairs & Advocacy	21,200
Printing / Photocopying	281,542
Postage / Shipping	45,480
Interest Expense	274,645
Insurance	180,307
Telecommunications	145,422
Miscellaneous Administrative Expenses	4,646
Management Fees Expense	3,624,094
Depreciation	2,594,100
Changes in unrestricted net assets from operations	1,549,620

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2025 submission	1250
Number of students upon which FY26 budget tuition line is based	1162
Number of expected students for FY26 first day of school	1209
Please explain any variances: Our budget estimate is lower because of historical trends of summer melt. We budget conservatively for the beginning of the school year and then adjust as necessary.	

D. Capital Plan for FY26

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
New Proctor St School Facility	Nearing Completion – TCO in effect	8.1.25	\$85.28M	\$18.5M equity contribution from board designated capital projects fund Financed by the landlord via \$61M commercial construction loans and \$6M equity contribution
Bathroom Remodeling RPDC	In Progress	8.15.25	\$500,000	Cash - FY26 Budget Surplus

Appendix A: Accountability Plan Objectives and Measures

Measure	2024-2025 Performance (Met/Not Met)	Evidence
Objective (for KDE 1): 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 #1: Roxbury Prep HS Students are assessed on cumulative content knowledge every 6 to 8 weeks by taking Interim Assessments. In the first year of the charter term, the average proficiency for HS Interim Assessments will be over 50% in 30% of Roxbury Prep HS courses.	Not Met	The average proficiency for HS Interim Assessments was over 50% in 23% of Roxbury Prep HS courses.
Measure #2 The average score of all third quarter Interim Assessments for middle schools will be above 65% in each year of the charter term.	Met	The average score of all third quarter Interim Assessments for middle school students was 75.24%.
Measure #3 In the first year of the charter term, 25% of HS seniors will score at or above the SAT College Readiness Benchmark. *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 1010 (480 for Evidence based Reading & Writing, and 530 Math)	Met	29% of Roxbury Prep seniors (class of 2025) met the College Readiness Benchmark on the SAT.

indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college. You can read more about the College Readiness Benchmark Here		
Measure #4 In each year of the charter term, The AP Index for Roxbury Prep seniors will be 10% higher than the Massachusetts AP Index for that year, as measured by the College Board. The AP Index is a measure used to quantify the participation and performance of students on AP exams within a specific district. It is calculated using a combination of: • Participation Rate: The proportion of students taking at least one AP exam. • Pass Rate: The percentage of AP exams scored 3 or higher. For context: Massachusetts has the highest AP Index in the country. https://reports.collegeboard.org/ap-program-results/class-of-2024 *You can read more about AP Tests scores on the College Board website here .	Met	53% of the Class of 2024 scored 3+ on at least one AP exam in high school. The MA AP Index for 2024 is 32.8%.
Measure	2024-2025 Performance (Met/Not Met)	Evidence
Objective (for KDE 2): Roxbury Prep will prepare students to enter and succeed in college.		
Measure #1 100% of Roxbury Prep HS students will take at least three Advanced Placement (AP) classes by the end of their senior year.	Met	100% of Roxbury Prep HS seniors took at least three advanced placement (AP) classes by the end of their senior year.
Measure #2 Each year of the charter term, 85% or greater of graduating RPHS seniors will be accepted to a 2 or 4-year college. For context: In 2023, 61.4% of HS graduates nationally attended college according to the Bureau of Labor Statistics In 2021, 62% of Massachusetts HS graduates attended college according to Mass.Gov	Met	95% of Roxbury Prep seniors were accepted into a 2 or 4-year college.

Measure #3 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. Six Year College Persistence In the first year of our charter term, the 6-year college persistence rate for our graduates will be 55% or greater. For Context: In SY23-24, 78% of Roxbury Prep families were considered low income. According to data from the National Center for Education Statistics (NCES), approximately 33% of the lowest-income students (those with a family income in the lowest 20%) who started at a four-year institution in 2011-12 had completed a bachelor's degree within six years. *You can read more about the national rates for graduation Here	Met	1st year college persistence rate is 75%, for Class of 2023. 6-year college persistence or graduation rate is 62%, including Classes of 2019-2024.
Measure	2024-2025 Performance (Met/Not Met)	Evidence
Objective (for KDE 3): Roxbury Prep will provide a supportive, structured learning environment for scholars that maximizes time in the classroom and helps build strong student character.		
Measure #1 Each year of the charter term, over 75% of Middle School students will have at least 50% more positive points than negative points on their annual Character Report. * One of the primary goals of Roxbury Prep is to help scholars build strong character. The 'Character Report System' rewards scholars for their positive behavior by assigning positive points, while curtailing negative behaviors by assigning negative points.	Met	83% of RPDC students and 100% of RPMH students had 50% more positive points than negative points on their annual character report.
Measure #2 Annual Student Survey In each year of the charter term, at least 90% of Roxbury Prep HS and MS students will take an annual survey. On that survey, at least 60% of	Not Met	75% of Roxbury Prep students took the annual survey. Over 60% of students responded "agree" or "strongly agree" to all of the statements. Below are the percentages for each question:

students will respond that they “agree” or “strongly agree” to the following statements: • My school supports my social and emotional health and development. • Roxbury Prep staff care about me and ask me how I am feeling. • Staff make sure that my school is safe for students. • I know how to report a complaint about bullying at my school. • There is an adult who knows me and cares about me in my school. • Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.		• 61% My school supports my social and emotional health and development. • 73% Roxbury Prep staff care about me and ask me how I am feeling. • 83% Staff make sure that my school is safe for students. • 78% I know how to report a complaint about bullying at my school. • 83% There is an adult who knows me and cares about me in my school. • 83% Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.
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Measure	2024-2025 Performance (Met/Not Met)	Evidence
Objective (for KDE 4): Roxbury Prep will increase teacher proficiency through coaching, observation and feedback as well as professional development targeted to teacher and student needs.		
Measure # 1 Each year, 80% of teachers will show proficiency in over 50% of the standards used in the Teacher Evaluation Rubric. *See Appendix E for the complete Roxbury Prep Teacher Evaluation Rubric.	Met	80% of teachers showed proficiency in over 50% of the standards used in the teacher Evaluation Rubric.
Measure # 2 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),	Met	All staff received 72 hours or more of professional development over the summer and over 46 hours of PD during the school year.

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.		
Measure	2024-2025 Performance (Met/Not Met)	Evidence
Objective (for KDE 5): Roxbury Prep teachers will use Interim Assessment data to remediate unmastered content at the trend and individual student level.		
Measure #1: Each year, at least 70% of teachers will increase average student mastery by 10% on retaught standards from Interim Assessments.	Not Met	Roxbury Prep will need to update our Accountability Plan as this Measure is not quantified and tracked as we expected. Instead, we compared student performance on standards tested on IA1 and IA3 to determine the average growth rate for MS and HS. Avg Growth on MS ELA Standards tested on IA1 & IA3: 12% Avg Growth on MS Math Standards tested on IA1 & IA3: 3% Avg Growth on HS Standards tested on IA1 & IA3: -1%
Measure # 2 100% of teachers will attend 4 data analysis meetings per year with their Principal or Instructional coach.	Met	100% of teachers attended 4 or more data analysis meetings per year with their principal or instructional coach.
Dissemination Efforts		
Measure	2024-2025 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 #1 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 2024-25 school year, Roxbury Prep's 4 campuses recorded 17 dissemination activities, ranging from hosting visits to giving presentations with audiences ranging from both district and charter schools to universities.
Measure #2 Over the course of the charter term, Roxbury Prep will develop working partnerships with at least one district public school to share best practices, holding at least two professional development sessions focused on one or more of the following best practices: ● Academic Monitoring ● Classroom Culture ● Academic Dashboards ● Close Reading	Met	Roxbury Prep has led professional development sessions with district schools in Malden, MA and Danville, VA, sharing best practices on Academic monitoring, Weekly Data Meetings, Observation and Feedback, Real-Time Feedback

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2025-26

2024-25 Implementation Summary:
Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan. ● During the school year 2024-2025, Roxbury Prep utilized an Enrollment Manager, three Enrollment Coordinators, an Enrollment Projects Specialist, and the Operational Campus Based teams to implement all planned activities. ● We successfully conducted third party mailings in home languages, media campaigns (English and Spanish radio, Instagram/Facebook and Google) with the support of our media and marketing uncommon teams. ● We coordinated recruitment activities and events with partnering community organizations, and utilized school events/open houses to recruit and build excitement for the new school year. ● Roxbury Prep has continued to participate in the Boston Charter Application. ● This school year, the Boston Charter School Alliance held two student recruitment fairs at Boston Collegiate Charter School and Boston Prep. ● We have increased our interactions with community based organizations. Averaging 10 events per month. ● Roxbury Prep continues to struggle recruiting students for 5th and 6th grade. This has been largely due to BPS's new model of K-6 elementary schools.

- Our 2025 ENR for first language not English students is 1% higher than the comparison index.
- Our English Learners percentage is .5% lower than the comparison index.
- Students with Disabilities, .6% lower. Low Income, 13% higher.
- High Needs, 11% higher.
- African American, 22% higher. Asian, 4% less. Hispanic, 6% more. White, 7% less. Native + Native Hawaiian, .1% more. Multi-Race, .2% less.

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

General Recruitment Activities for 2025-26:

- Partnering with local Community Based Organizations to both offer their services to our students and to recruit their students to our school
- Advertising on Google, Instagram, Facebook (META)
- Advertising on 2 top local radio stations
- Advertising on bus shelters
- Advertising on bike shares
- Advertising on Telemundo
- Utilization of a 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
- Participation in events and fairs with other Boston charter schools, and community-based organizations (non-profit organizations, churches, etc.)
- Open Houses and School "Registration Days" held at Roxbury Prep campuses before and after the lottery.
- Neighborhood canvassing efforts, including hanging flyers, hanging flyers, and flyering at neighborhood gatherings such as farmer's markets or community park events.
- Increasing swag/giveaway materials
- Creating events with community organizations (not just attending events sponsored by them)

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

Special education students/students with disabilities

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
(a) Charter School Dashboard data School percentage: 19.7% CI percentage: 20.7% The school at/above/below CI percentages	(b) Continued 2024-25 Strategies ☐ At or Above CI: no enhanced/additional strategies needed Last year, we were at 18.4% and the CI was at 19.5%. We have now exceeded last year's CI% but are below this year's by 1%.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☒ Below CI: list 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. - All recruitment materials(including SPED service brochures/1-pagers) are in all languages spoken by the families that the school serves students with special needs and Krioulu was added to close last year's gap! The Teen Center and Cape Verdean Association of Boston have been huge helps with this! - Roxbury Prep continues to work to expand its partnerships with Community Orgs. Some organizations we will prioritize in getting the word out around our work with students with disabilities are: 1. Partners for Youth with Disabilities 2. DCF - We discontinued the use of Family Champions, but ensured to have family voices and student voices heard through video! We will prioritize showcasing students with diverse needs.
Limited English-proficient students/English Learners	
(a) Charter School Dashboard data School percentage: 42.7% CI percentage: 42.5%	(b) Continued 2024-25 Strategies ☐ At or Above CI: no enhanced/additional strategies needed - Recruitment mailers in all languages used by our population - Increasing capacity with staff who can communicate with Spanish Speaking families. - Continued improving and expanding our Newcomer program, ie; Purchased National Geographic Curriculum, expanded the block to

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
The school is at/above/below CI percentages	90 minutes; 45 minutes for Direct Language Instruction and 45 minutes for Dual Language Arts - Availability to complete online application in Spanish, Haitian Creole, Cape Verdean Creole/Crioulo, Portuguese, Chinese, and Vietnamese. - Student recruitment teams use phone interpretation service for phone calls - Text translation using iMessage - Purchased Really Great Reading for our multilingual learners to implement effective strategies for teaching our MLL students the phonetic skills they need to learn to read - Purchased Smart Boards so our multilingual learners can continue to learn in multimedia ways - Added a stipend Multilingual Learner Instructional Leader position to oversee programming, instruction, and compliance district-wide - English Language Learning class for families after school - Attend more Spanish Language CBO events with Spanish speaking staff- including creating a partnership with the Dominican consulate to help families as they newly enter the U.S.A - Welcoming visual aids and culture in classrooms - Word walls/vocab charts with graphics - Strategic Sitting - Translated materials for students in class (1 or 2 levels) - Push/pull out support - Summer Program for MLLs was done for the first time this year. - Tutoring before/after school.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☐ Below CI: list additional and/or enhanced strategies needed.
Students eligible for free or reduced lunch (Low-income)	
(a) Charter School Dashboard data School percentage: 77.9% CI percentage: 64.8%	(b) Continued 2024-25 Strategies ☐ At or Above CI: no enhanced/additional strategies needed - Continued 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.

Recruitment Plan – 2025-26 Strategies <u>Each student group should have its own set of specific and deliberate strategies.</u> <u>Do not repeat strategies below.</u>	
The school is at/above/below CI percentages	- Partner with community programs who serve low income families and children in our target neighborhoods - Offer free school supplies to all students and support with uniform if needed (c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☐ Below CI: list 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.
<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies - Continue to include information about our tutoring and extra support services in our advertisements. - Continue to have Director of Student Supports and Individual Needs coordinators present for all Open Houses and Orientations to answer family questions - Work with community-based partners to identify students who 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. 2025-26 Additional Strategy(ies), if needed Provide additional and/or enhanced strategies needed.
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies - Continue to 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, City Year, etc. 2025-26 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	(f) Continued 2024-25 Strategies - 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 continue to work with interested families to determine if 9th grade at Roxbury Prep is the right place for their student to return to school.

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
	2025-26 Additional Strategy(ies), if needed Provide additional and/or enhanced strategies needed.
OPTIONAL³ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-25 Strategies 2025-26 Additional Strategy(ies), if needed Provide additional and/or enhanced strategies needed.

Retention Plan: 2024-25 Strategies

2024-25 Implementation Summary:
Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan. Roxbury Prep’s retention rate for all students for 2024-2025, per the MA Charter School Dashboard stands at 78.9%. In 2024-2025, all campuses engaged with student retention strategies employed in prior years including, but not limited to, new and returning student orientations, an enhanced student Advisory system to promote constant family communication, holding family-facing events, offering additional family meeting opportunities, offering enrichment to engage diverse learners, and offering tutoring to assist with remediation for students in need. In SY24-25, Roxbury Prep started a Special Education Parent Advisory Council (or SEPAC), as part of any effort to provide further engagement opportunities for parents of special education students. The SEPAC meets quarterly with meetings facilitated by the Individual Needs Coordinators at the campuses, offering important opportunities for parents to collaborate and share strategies for supporting their students at home and in school. The SEPAC also provides an opportunity for special education parents to interact with and have a voice to the Roxbury Prep Board of Trustees. In addition, we were happy to launch this year an optional summer English Language Class for multilingual learners. Parents were also invited to attend. The course was held during the two weeks after school ended and covered topics that helped students with conversational as well as academic English. Roxbury Prep places continued emphasis on our student advisory system, offering students and families the opportunity to connect with the Roxbury Prep teaching staff, allowing student advisors to further strengthen relationships with families by keeping them informed about potential issues and present issues with their students. The advisory program has been successful as a retention strategy, ensuring all families receive a monthly contact attempt from a student advisor, regardless of academic standing. Advisory has allowed families to feel more informed, engaged and comfortable with the Roxbury Prep community. Roxbury Prep continues to hold in-person quarterly report card conferences (RCCs) with parents/guardians, typically reaching 85-90% participation by families. For parents with work

commitments or transportation challenges during the scheduled RCC days/time, we offer online/zoom or teleconference meetings to parents. Conferences are scheduled with all families, with home language accommodation arranged as requested or needed. At RCCs, teachers and school leaders discuss with parent/guardians the student progress and any goals or changes to the student's academic plan for the upcoming quarter. This encourages collaboration between school and home to support learning and to identify any areas of additional support needed. This may be to support both academic or in other risk areas such as attendance, behavior, or other factors that may impact student progress or continuation at Roxbury Prep.

During 2024-2025, Roxbury Prep continued to offer English Language courses for parents of our newcomer ESL/MLL students where English is not their first language. This helps build rapport, trust and engagement with our multilingual families and the school, also helping them understand how to work with the school in the best interests of their student.

In 2024-2025, Roxbury Prep offered all grade level students at risk of being retained in their current grade level, the opportunity to attend an Extended School Year session, via the Summer School Academy, in order to work toward and achieve grade level promotion. Parents were informed via telephone, an in-person meeting and/or letter at the time of the 2nd and 3rd quarter (RCC) report card conference if their student is considered "promotion in doubt". Language translation is provided for families in need during "promotion in doubt" conversations.

Summer School Academy offers an important opportunity for students who may have struggled to make academic gains during the school year, to learn the skills/concepts needed to move to the next grade level. Students successfully completing final exams during summer school session are eligible for promotion to the next grade. Students failing to pass the final exams are retained in their current grade level.

In the grade 8 to grade 9 transition retention, we expect to see stronger student retention this year as Roxbury Prep is opening a brand-new high school building for the 2025 – 2026 school year. This new school will be the home of the Roxbury Prep High School (Grades 9-12) and the Roxbury Prep Proctor Street Middle School (Grades 6-8). The students enrolling at the new school building will be transferring over from our current campuses, namely the Roxbury Prep High School Lower Campus (Grade 9), Roxbury Prep High School Upper Campus (Grades 10-12), and the Roxbury Prep Mission Hill Middle School (Grades 5-8).

Higher attrition at the 8th grade level has been a past challenge, as some parents prefer a local exam high schools or other local high school options, due to our former High School campus set-up of grades 9-12 split over two campuses. We are seeing a trend towards stronger retention rates this year from Grade 8 to 9 due to the opening of the brand new unified (G9-12) High School building opening in August 2025.

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]%

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

*Do not repeat strategies below.

Students with disabilities

(a) Charter School
Dashboard data

School percentage:
20.10%

1 Standard Deviation:
22.4%

The school's attrition is
at/below 1 standard
deviation.

(b) Continued 2024-25 Strategies

☑ At or below 1 standard deviation: no enhanced/additional strategies needed

>Tailored academic support and remediation

Engaging a team of Special educators including Individual Needs Coordinators, Learning Specialists, Paraprofessionals, and related service providers to ensure Individualized Education Plans (IEPs) are effectively implemented for students with disabilities, providing them with personalized learning accommodations, assistive technologies, and support staff, as needed.

>Family and community engagement

Parent-Teacher Touchpoints: Student advisors initiate contact with parents via phone and/or email quarterly offering the opportunity to discuss student progress. Quarterly report card in-person conference meetings are organized by each campus, where parents can talk with teachers, the Principal and Dean of Students about progress and any concerns. Language support is offered for all Parent-Teacher meetings (calls/Reports card conference) as needed. We also provide parents with written updates on student progress towards IEP goals as part of report card conferences, and parents can conference with each school's Individual Needs Coordinator during this time.

Family Orientation: Roxbury Prep offers family/student orientation nights before the first day of school to provide families with the opportunity to learn about our school systems, policies, and procedures and the reasoning behind them. These orientations will also give families a chance to connect with each other, as well as the school staff members. Additional orientation opportunities are held before and after the March MA Charter lottery results for newly accepted and returning families.

Newly accepted families of students with disabilities are given the opportunity to tour the campus and meet the Special Education team to help facilitate their final enrollment decisions. Building community early in the school-to-home partnership and at the start of the student's school year at Roxbury Prep, leads to better informed and engaged parents, and better student outcomes.

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

*Do not repeat strategies below.

Formation of a Special Education Parent Advisory Council (SEPAC):

In 24-25 Roxbury Prep started the SEPAC and held 4 quarterly meetings giving special education parents the opportunity to learn about Special education topics, such as support strategies for special education students at home, understanding the Massachusetts new IEP, and advocating for their student. These sessions were led by the campus Special Education Coordinators. The SEPAC also offers the parents of special education students the chance to build community with one another and have an opportunity to engage with the Roxbury Prep Board of Trustees meeting a few times per year. It offers another touchpoint for families of students with disabilities, aside from regular in-school/IEP performance-based meetings and reports card conference meetings. For SY25-26, we will continue to build upon the SEPAC group's foundations established in SY24-25, to expand participation among and support for our parents of students with disabilities.

Development of active Family Councils at each campus:

In the 2025-26 school year we will continue building upon quarterly family engagement through campus family to deepen collaboration and elevate parent voices. Family councils are facilitated by principals and directors of operations, and our external affairs team.

>Social-emotional and behavior support

Promote an inclusive environment and school culture, that values diversity, including DEI and cultural competency training for staff, and anti-bullying programs to ensure students from marginalized groups feel safe and accepted.

Offering summer Extended School Year academic Bridge programs and life skills programming for students with disabilities.

>Data-driven decision making.

Continuing use of state and internal assessment data to track student achievement and tailor the curriculum.

Building school retention teams to track student attendance and absenteeism and offer targeted interventions to remove barriers to attendance and reduce chronic absenteeism for students with disabilities.

>Teacher professional development

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

*Do not repeat strategies below.

	Staff Training: Roxbury Prep continues to offer training from outside special education professional development providers for Individual Needs Coordinators at each campus. Professional development opportunities during August teacher on-boarding include sessions focused on successful communication with families and strategies for meeting student needs. This added professional development provides resources and access to best practices for communicating with families of students with disabilities. General education teachers also receive training/strategies for co-teaching and meeting diverse needs in classrooms. Individual Needs Coordinators continue to meet quarterly to share best practices and ensure consistent policies and procedures are implemented across campuses. (c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☐ Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and all community organization(s) consulted on these strategies. • n/a
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English learners

(a) Charter School Dashboard data School percentage: 20.70% 1 Standard Deviation: 27.24% The school's attrition is at/below 1 standard deviation.	(b) Continued 2024-25 Strategies ☒ At or below 1 standard deviation: no enhanced/additional strategies needed. • Tailored academic support. Newcomers Programming: Roxbury Prep has created an English language program for students who have recently moved to the United States, at both our middle schools and our high school. Roxbury Prep believes that this increased programming specific to English Language Learners will support continued high retention of this population. • Teacher professional development Focused Language Goals: Multilingual Learning Coordinators (MLC) work closely with MLL teachers and advisors to ensure students have access to mandated support. Our MLCs coordinate with and coach general education teachers to create Focused Language Goals for all MLL learners in all 4 core subjects for every unit. MLCs provide push-in and pull-out support for our MLLs, and provide coaching for teachers on the best instructional strategies to support students. • Data-driven decision making
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Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

*Do not repeat strategies below.

WIDA & ACCESS Testing: Students scoring a 1-2 on WIDA or ACCESS, will be offered additional support such as;

- Strategic seating with partner who can translate
- Materials/course reading translated into home language
- Level 1 students graded for completion on homework and classwork
- Reference sheets/other accommodated materials provided to MLLs
- Extended time on classwork and tests

- **Family and community engagement**

Parent-Teacher Touchpoints: Student advisors initiate contact with parents via phone and/or email quarterly offering the opportunity to discuss student progress. Quarterly report card **in-person** conference meetings are organized by each campus, where parents can talk Teachers, the Principal and Dean of Students about progress and any concerns. Language support is offered for all Parent-Teacher meetings (calls/Reports card conference) as needed.

Family Orientation: At Family Orientation we make every effort to highlight our programming for Multilingual Learners. During the event, we highlight our ELP programming and explain to families what is offered to students. Additionally, families who would like to learn more about our Newcomer ELA class are welcome to attend a workshop during family orientation where we roll out the curriculum and scope and sequence for that class for the school year. We also offer time and space for families to connect with our Multilingual Learner Coordinators during Family Orientation and Back-to-School-Night. In addition to our robust programming and strong curriculum, we were also eager to highlight our new Smartboards, purchased specifically for pullout classes for multilingual learners.

English Class for Roxbury Prep Parents: Roxbury Prep piloted an English Language class for Parents of LEP students and open to all Roxbury Prep parents, in the spring of 2024, to help uplevel their skills and build positive family engagement with LEP families. About 36 families participated in the program. We plan to continue this parent language program for the 2024-2025 school year.

Translation Services for Family engagement: Roxbury Prep continues to build its translation and interpretation accessibility to ensure all families can participate fully in all family activities. Roxbury Prep has developed a **Staff Translation Team** to offer language support for multilingual families at in-person school sponsored events, such as

Retention Plan – 2025-26 Strategies

Each group should have its own set of specific and deliberate strategies.

*Do not repeat strategies below.

	Family Council, Community Events such as the Fall Food Basket Drive. Translated Enrollment Materials: Increased number of languages for translated materials at all enrolment events and number of languages that our website can support. We continue to seek out ways to make the translation needs of prospective 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 and resources. Summer Class for Multilingual Learners: This year we were happy to launch an optional summer English Language Class for multilingual learners. Parents were also invited to attend. The course was held during the two weeks after school ended and covered topics that helped students with conversational as well as academic English. (c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☐ Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies. ☐ N/A
Low Income	
(a) Charter School Dashboard data School percentage: 21.10% 1 Standard Deviation: 24.47% The school's attrition rate is at/below 1 standard deviation.	(b) Continued 2024-25 Strategies ☒ At or below 1 standard deviation: no enhanced/additional strategies needed >Academic Enrichment Programs: Enrichment/Clubs: All students are invited to participate in Roxbury Prep's after school clubs such as soccer, basketball, track, baseball/softball, step team, theater and talent performances. There is no charge for these activities, ensuring that all students can participate. These activities help build students' connections to the school. When students face challenges such as transportation, uniforms, etc., school teams work with students and families to find solutions so that students may participate. >Family and community engagement Parent-Teacher Touchpoints: Student advisors initiate contact with parents via phone and/or email quarterly offering the opportunity to discuss student progress. Quarterly report card in-person conference meetings are organized by each campus, where parents can talk Teachers, the Principal and Dean of Students about progress and any

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
	concerns. Language support is offered for all Parent-Teacher meetings (calls/Reports card conference) as needed. Increase participation at Family Councils at each campus: In the 2023-2024 each campus continued to hold its own Family Councils to engage family participation in their school community. All families are invited to attend and at most events offer a meal for all family members in attendance (including younger siblings). Family Council meetings offer important opportunities for parents to feel a sense of belonging by networking with other parents, voice their opinions on issues, hear from State Representatives on community/education issues, and volunteer on a project to support the school community. This positive engagement and inclusion of the parent's voice deepens their commitment to the school community and encourages retention. (c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☐ Above 1 standard deviation: • n/a
<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies >Tailored academic support Advisory System: Continued focus on building the Advisor-Student-Family relationship, deepening connections between families and school via 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 and teacher can work together to create a support plan specific to the student based on the root causes of why they are struggling. >Academic Enrichment and Remediation Homework Club: Offering structured/guided homework time after school at the middle school level, and homework coaches and the HS level to meet weekly with selected/referred students to organized homework and assignments.

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
	Enhanced Math Tutoring: Roxbury Prep participated DESE's High Dosage Math Tutoring Program. These services are supplemental to regular instructional times and are delivered virtually. Tutoring services took place from September 2024 to June 2025, during school hours, and scheduled based on 12-week cycles. Roxbury Prep will participate again for SY25-26 if the opportunity is offered. 2025-26 Additional Strategy(ies), if needed • n/a
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies >Academic Enrichment and Remediation Summer School: Offering an “Extended School Year” Summer School Program for students who fail three (3) or more of their academic classes. By participating in the Summer School Academy, students can master skills they did not master during the regular year and retake final exams at the end of the summer session. Students successfully passing their exams at the end of the Summer School Academy will be promoted to the next grade. >Family and community engagement Family Engagement: In addition to the advisory system offered to all students, families of students at risk of dropping out and/or with a high chronic absenteeism rate, 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. The Student Support Team: Roxbury Prep continues to focus on the Advisor-Student-Family relationship, to deepen family home to school engagement and relationship with the student's Advisor. Advisors have regular touchpoints with families up to twice per month for check-ins. For students that do not respond effectively to the advisory system and continue to have poor attendance or declining/failing academic performance, the school will assign a case manager within the Student Support Team. Case Managers will collaborate with the students' family to develop appropriate 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.

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
	>Family Engagement, Social-emotional support & Data-driven decision making Enhanced attendance tracking of chronically absent students: Roxbury Prep’s SY24-25 attendance/absenteeism system engaged by the campus level School Support Team, identified at-risk students before reaching the chronically absent stage (at 18 days absent) and categorized their needs into established Tiers 1, 2, 3. Each Tier offers appropriate academic, family, social emotional, and logistics (i.e.: transport) engagement and support and/or interventions. The Student Support Team members may include the school Social Worker and/or Dean of Students to understand the unique challenges a family may have with the student, helping the family problem solve to best support the student’s consistent attendance at school. 2025-26 Additional Strategy(ies), if needed • n/a
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	(f) Continued 2024-25 Strategies >Family and community engagement 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 utilizes its existing student support team structure to follow up with students. Students who are chronically absent, show low academic performance, or stop coming to school - are assigned a case manager within the Student Support Team, who will work together with the student’s family to develop appropriate 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, school leaders personally reach out to the student and their family to solve the student’s situation and work to remove any barriers to graduation. Roxbury Prep’s goal is to help the student continue their education. As such, the student support team case worker will collaborate with school leaders and the student’s family to problem-solve and help the student re-engage in their education to ensure they persist through high school. >Family Engagement Family-Student School Leader Meetings: Facilitate meetings with Student Support Team members including school leaders to discuss the impact, consequences and next steps for families and student who have chosen to drop-out.

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
	2025-26 Additional Strategy(ies), if needed n/a
OPTIONAL⁴ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-25 Strategies - n/a 2025-26 Additional Strategy(ies), if needed - n/a

Appendix C: School and Student Data Tables

ADMINISTRATIVE ROSTER DURING THE 2024-25 SCHOOL YEAR			
Name, Title	Job Description	Start date/Current Role	End date
Julie Jackson, Co-CEO Uncommon Schools	Manages all schools	7/1/2019	N/A
Tera Carr, Regional Superintendent of Instruction, MS	Manages the middle school principals	7/1/2020	N/A
Kim Kinsman, Regional Superintendent of Operations	Manages the region's finances and operations.	7/01/2023	N/A
John Verrilli, Regional Senior Director	Manages external affairs for the region.	7/1/2019	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 (Hyde Park)	Manages the school's curriculum and instruction.	7/1/2024	N/A
Frankline Mardi, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2021	6/13/25
Michael Vallejo, Director of Operations (Dorchester)	Manages the school's finances and operations.	11/18/2024	N/A
Sara Sherr, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	7/1/2023	N/A
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
Ariam Garcia, Director of Operations (RPHS Lower Campus)	Manages the school's finances and operations.	7/1/2022	N/A
Mary Henningsen, Director of School Support	Manages cross-campus infrastructure and initiatives.	7/1/2023	N/A
Dianyvet Serrano, Enrollment Manager	Manages Student Enrollment	7/1/2023	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2024-25 SCHOOL YEAR				
	Active as of last day of 2024-25 SY	Departures during 2024-25 SY	Departures @ end of 2024-25 SY	Reasons for Departure
Teacher	93	15	26	Unknown, Dissatisfied with work role. Dissatisfied with Management, Personal reasons unrelated to job, Not aligned to our use of shared lesson plans, Role is different from expectations at time of hire, Dissatisfied with Pay, Commute, Took other lateral role for similar salary or title (in education), Took other role at higher salary or title (in education), Relocation, Graduate School, School/team/organizational culture isn't a good fit, Took other role at higher salary or title (Not in education), Desire fewer hours or more flexible schedule than position.
Other Staff	71	9	7	Relocation, Took other lateral role for similar salary or title (Not in Education), Took other lateral role for similar salary or title (in education), Relocation due to partner/family member's job (inactive), Role is different from expectations at time of hire, Unknown, School/team/organizational culture isn't a good fit, Personal reasons unrelated to job, Graduate School, Dissatisfied with Pay

BOARD MEMBERS DURING THE 2024-2025 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of Each Term	Final Year of Service possible based on term limits in bylaws
Mr. Richard McQuaid	Trustee	Real Estate	4	Elected: Nov 2011 Re-Elected 4 th term: Nov 2021 Resigned: 2.7.25	2030

Mr. Andrew Tamoney	Treasurer	Finance, Governance, Real Estate	3	Elected: Oct 2015 Re-Elected 3 rd term: Sept 2021 Term Ended: Oct 2024	2024
Mr. Francisco Marriott	Vice Chair, Treasurer	Finance, Governance	3	Elected: Jan 2018 Re-Elected 3 rd Term: Jan 2024 Term Ends: Jan 2027	2027
Mr. Ruven Rodriguez	Chair	Real Estate, Finance	3	Elected: Mar 2018 Re-Elected 3 rd Term: Mar 2024 Term Ends: Mar 2027	2027
Ms. Ayanna Cundiff	Parent Representative	Academic & Leadership	2	Elected: May 2020 Re-elected 2 nd Term: Apr 2023 Resigned 2.7.25	2029
Mr. Ronald Carroll	Trustee	Development	2	Elected: Feb 2021 Re-Elected 2 nd Term: Feb 2024 Term Ends: Feb 2027	2030
Mr. William Forde	Trustee	Development	2	Elected: May 2021 Re-elected 2 nd Term: May 2024 Term Ends: May 2027	2030
Mr. Scott Oran	Trustee	Real Estate	2	Elected: March 2022 Re-elected 2 nd Term: Mar 2025 Term Ends: March 2028	2031
Ms. Sarah Hatton	Trustee	Academic & Leadership	1	Elected: Dec 2022 Term Ends: Dec 2025	2031
Mr. Marc Savatsky	Trustee	Real Estate	1	Elected: August 2023 Term Ends: August 2026	2032

Board of Trustee and Committee Meeting Notices (click for Board Meeting Agendas)

Appendix D: Conditions, Complaints and Attachments

Efforts to Address Concerns Resulting in Conditions
Condition
By August 1, 2025, the school must submit a charter amendment that aligns the school's maximum enrollment with the school's enrollment trends.
Actions taken by the school in 2024-25 to address the concern that resulted in the condition
Although Roxbury Prep's charter permits a maximum enrollment of 1800 students, our actual enrollment has never exceeded 1600 students, and our enrollment declined 25% between SY2020-2 and SY23-24. However, our enrollment stabilized and was flat YOY going into SY24-25. Our projections for SY25-26, with the opening of our new Proctor St. facility, are expected to exceed last year's totals.

Roxbury Prep has taken several steps to address declining enrollment:

- We are researching the root causes for enrollment declines
- We are reorganizing our facility footprint, including the addition of a brand-new school building and the closing of one middle school
- We applying for a charter amendment to expand the grades we serve to include grades PreK-4, starting an elementary school.
- Expanded our Enrollment Team
- Increased our marketing budget

Addressing Enrollment

In school year 2022–23, we hired a full-time Director of Enrollment and have expanded the team to include four dedicated staff members. This team is multilingual, enabling them to serve Boston’s diverse population. Their sole focus is recruiting and enrolling new students, which has already had a noticeable impact.

Recognizing broader citywide enrollment shifts—particularly the difficulty of recruiting students into 5th grade amidst Boston Public Schools’ shift toward K–8 and 7–12 school models—we made the difficult but strategic decision to close our Lucy Stone Middle School at the end of the 2023–24 school year. Despite this closure, Roxbury Prep’s enrollment held steady between SY23–24 and SY24–25 (from 1,138 to 1,129 students), a significant achievement given we were enrolling for 3 schools instead of 4.

One of the most significant drivers of enrollment momentum has been the opening of our new Proctor Street campus. Even before the facility opened, we saw strong enrollment interest in SY24–25, with both 7th and 8th grades over-enrolled at our middle school campuses. This trend is expected to accelerate, with projected enrollment exceeding 1,200 students in SY25–26, supported by a growing waitlist for 7th, 8th and 9th grade students.

To support these efforts, Roxbury Prep launched a multi-channel marketing campaign in SY24–25, raising our total marketing budget to \$416,562. The campaign combines outdoor visibility and targeted digital outreach, focusing on key Boston neighborhoods and families with middle school-aged children.

Promotional videos also helped showcase the new Proctor Street and Dorchester campuses across media platforms. These efforts significantly boosted awareness and led to a strong increase in leads and applications.

Addressing Student Attrition

Student attrition has been a contributing factor to Roxbury Prep’s enrollment declines, particularly at critical transition points. However, we expect a dramatic turnaround beginning in SY25–26 with the opening of our unified Proctor Street facility, which creates a cohesive 9–12 high school experience for the first time. Previously, nearly 40% of 8th grade students left Roxbury Prep before high school, a trend driven by the challenges of our former split-campus model. With this new, state-of-the-art campus and an integrated school experience, 90% of our current 8th graders are projected to matriculate into Roxbury Prep High School next year—marking a transformational improvement in persistence.

Persistence is now a system-wide priority, embedded into the work of all staff. Office Managers and Student Advisors lead coordinated outreach through personal calls, events, and summer follow-ups to confirm re-enrollment and troubleshoot barriers. Families engage in school transitions through student panels, campus visits, and consistent touchpoints that foster belonging and confidence. We also strengthen community ties through ongoing newsletters, food drives, and civic engagement efforts. These structures have driven our projected overall attrition below 10%—a 10-year low—and will support continued enrollment stability. The launch of our elementary school is the next strategic step in this plan, ensuring more students benefit from a full PreK–12 college-prep experience at Roxbury Prep.

Grade Expansion – Amendment Request

On August 1, 2205 Roxbury Prep will submit a charter amendment request to expand the grades we serve to include grades Pre-K to 4. If our application is approved, our enrollment models have Roxbury Prep utilizing all 1800 seats in the fourth year of our new elementary school.

Roxbury Prep’s proposed expansion to include grades PreK–4 represents a natural and mission-aligned progression in our commitment to educational equity. By extending our model into the early grades, we will build the academic foundations, habits of character, and social-emotional skills that prepare students for long-term success. This expansion is not just about adding grades—it is about giving Boston students a stronger start and a clearer, uninterrupted path to college, and responds to our parents’ desire to have predictable, consistent pathways for their child's public school education.

Complaints

Board of Trustees Contact Information click here: <https://roxburyprep.uncommonschools.org/board-of-trustees/>

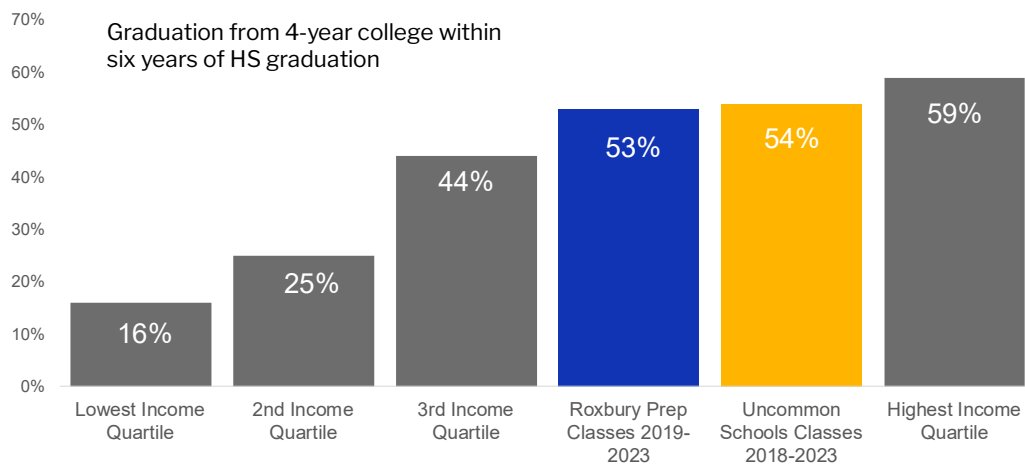
Date	Summary of Complaint	Summary of Complaint Resolution
June 2025	A parent of a recent 8th grade graduate at Roxbury Prep Dorchester Campus submitted a complaint regarding events on June 13, 2025. According to the parent, the school’s principal was dismissed that morning by the Regional Superintendent, which caused emotional distress for students and staff. The parent alleges that the decision was abrupt and perceived by some as unfairly targeting Black staff. The principal reportedly left the building in tears, without the opportunity to say goodbye to students or colleagues. The parent’s child was particularly affected, witnessing the principal's departure and overhearing a comment from the Regional Superintendent that the student found upsetting.	Roxbury Prep’s Regional Senior Director followed up on the parent’s complaint through a series of respectful and timely email exchanges. In these communications, the Regional Senior Director acknowledged the parent’s concerns, provided additional context about the situation, and reaffirmed the school’s commitment to transparency, care, and student well-being. The parent engaged in the conversation and, based on the tone and content of her responses, appeared satisfied with the explanation and resolution provided. Roxbury Prep remains committed to maintaining open lines of communication with families and ensuring that all concerns are addressed with empathy and professionalism.
November 2024	A neighbor of Roxbury Prep’s Dorchester campus submitted a complaint expressing frustration about the recurring issue of an	Roxbury Prep leadership implemented the following action steps:

	overflowing dumpster and concerns about trash mismanagement. The neighbor emphasized that this has been a repeated problem over several years and that the lack of timely trash removal is leading to rodent sightings and the risk of infestation near their property. The neighbor feels their concerns have not been taken seriously and urged the school to take immediate action to prevent further health and sanitation issues in the community.	• Worked with Waste Management to replace the dumpster with one that locks. • RPDC DOO is working with the nightly cleaning crew, assuring that no garbage bags are left outside of the dumpster if it fills up. • RPDC Custodian is doing a daily check to make sure the dumpster is always locked, to keep rodents out and others from dumping their trash. • RPDC Custodian is cleaning up around the dumpster daily • Roxbury Prep is paying for monthly rodent control at neighbors building.
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Appendix D: Attachments

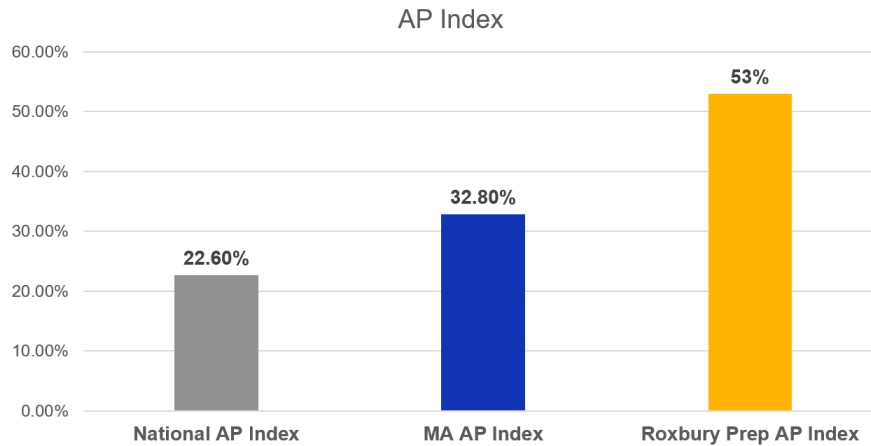
Item 1: Roxbury Prep College Persistence

53% of Roxbury Prep graduates have graduated or are persisting in college



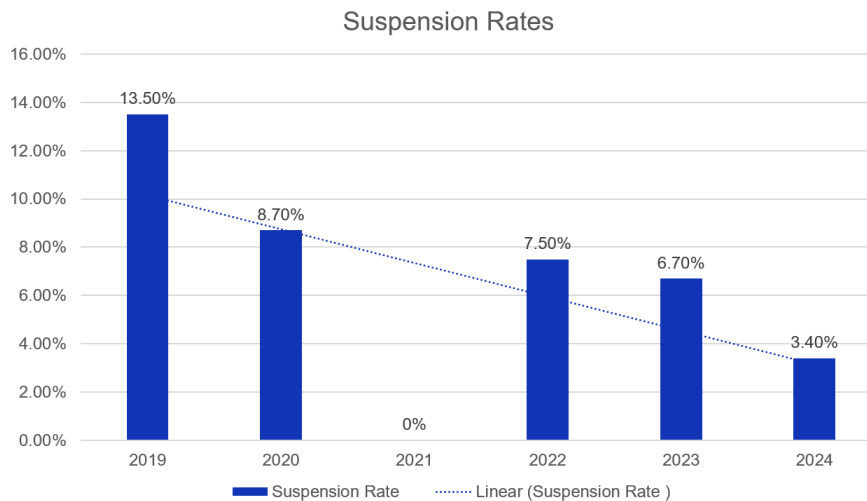
Item 2: Roxbury Prep High School students participate in AP exams at exceptional rates and exceed the MA state average for pass rates on the AP exams.

Roxbury Prep AP Index exceeded MA and national averages in 2024



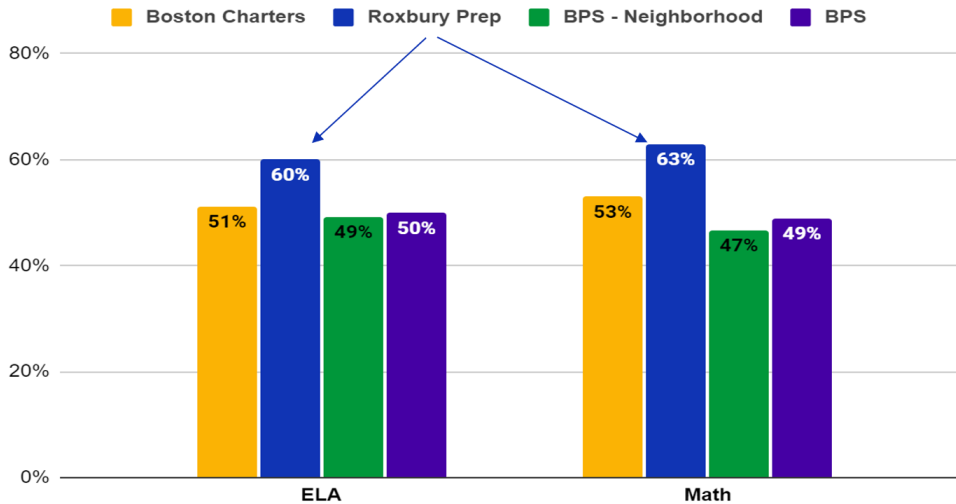
Item 3: Roxbury Prep Suspension Data SY2019-2024

Roxbury Prep Suspension Rates 2019 – 2024



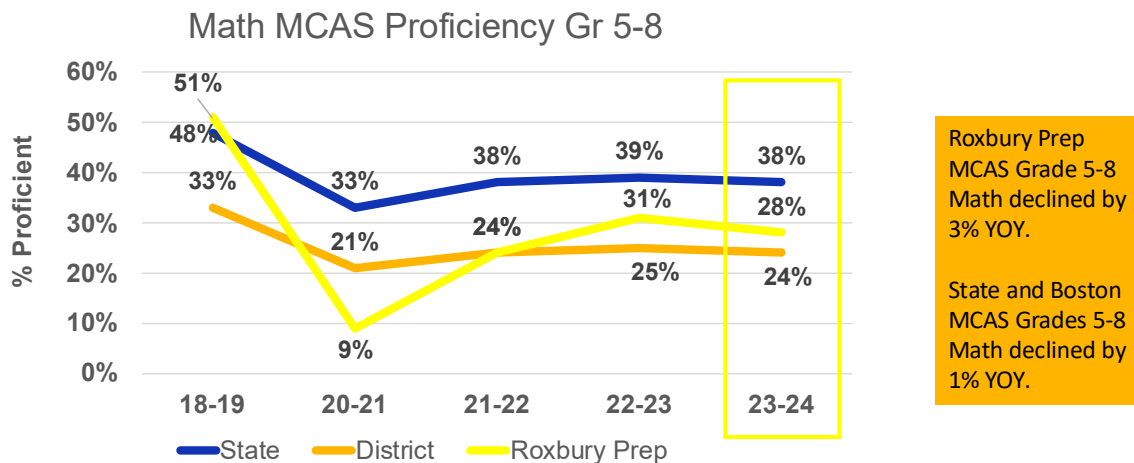
Item 4: Roxbury Prep Middle School MCAS SGP Comparisons to Boston Charters, BPS and BPS neighborhood schools for the 2024 MCAS Exams

Middle School SGP in Math and ELA Comparisons

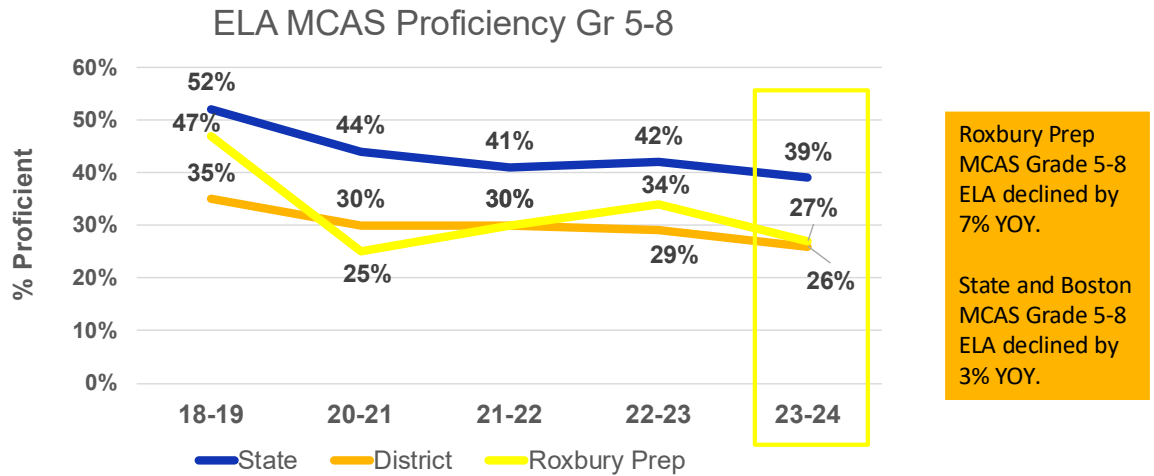


Item 5: Roxbury Prep Middle School MCAS M/E for ELA and Math, 2024 Exam

5-8 MCAS Math performance declined last year but remains above the district average.



5-8 MCAS ELA performance declined last year for Roxbury Prep and the state



Item 6: Roxbury Prep and BPS HS MCAS Proficiency rates for M/E on Math and ELA Exams: SY21 through SY24

ELA	2021	2022	2023	2024
Roxbury Prep	35%	21%	22%	20%
BPS	45%	47%	47%	42%

Math	2021	2022	2023	2024
Roxbury Prep	26%	18%	22%	23%
BPS	38%	40%	39%	38%

Science	2021	2022	2023	2024
Roxbury Prep		20%	14%	18%
BPS		29%	33%	33%

Item 7: Roxbury Prep 10th Grade ELA & Math MCAS SGP 2022 – 2024

Year	ELA All Students	Math All Students	ELA SWD	Math SWD	ELA High Needs	Math High Needs	ELA ELL	Math ELL
2024	36	40	NA	NA	35	39	40	50
2023	28	41	18	31	27	42	26	46
2022	28	26	NA	NA	28	26	29	25

Item 8: ELA IA Data

% change from IA1 to IA3					
Subject	School	5	6	7	8
ELA	RXP_DC	6%	18%	11%	6%
	RXP_MH	0%	15%	10%	14%
	USI	1%	7%	6%	5%

Item 9: Math, Science, History IA Data

% change from IA1 to IA3					
Subject	School	5	6	7	8
Math	Roxbury Prep	-3%	9%	-1%	7%
	USI	-2%	8%	6%	5%
History	Roxbury Prep	0%	1%	28%	12%
	USI	3%	5%	21%	14%
Science	Roxbury Prep	-4%	1%	-2%	3%
	USI	-1%	-3%	-1%	2%
Algebra	Roxbury Prep	--	--	--	-2%
	USI	--	--	--	-6%

Item 10: High School GPA's YOY

High School Weighted GPA

Grade	SY24-25	SY23-24	SY22-23	SY21-22
9th	2.88	2.94	2.75	2.41
10th	2.94	2.79	2.92	2.66
11th	3.0	3.01	2.92	2.91
12th	3.22	3.10	3.13	3.17

HS GPA increased YOY in grades 10 and 12, stayed constant for grade 11 and decreased slightly in grade 9.

**SY24-25 data as of May 21, 2025; all other years as of EOY*

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, cultural responsiveness, and positivity. • Inconsistently establishes learning partnerships with students through limited use 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 cultural 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	• 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.	• 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	• 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

	and displays a timer for all students to see.	• If starting Independent Practice, frequently sets and displays a timer for all students to see.	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.	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-	• 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-	• 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 de-	• Has difficulty 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

	escalate first (dropping 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.	escalate first (dropping 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.	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.	does not attempt 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:

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Areas for Growth and Action Plans:

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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	• 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.	• 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.	• 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.

	students break down complex materials • Consistently ensures directions are provided verbally and in writing. <u>For remote instruction:</u> • Consistently utilizes remote engagement strategies, including pre-calling. • Consistently utilizes an online participation tracker to ensure equitable student participation.	<u>For remote instruction:</u> • Frequently utilizes remote engagement strategies, including pre-calling. • Frequently utilizes an online participation tracker to ensure equitable student participation.	<u>For remote instruction:</u> • Inconsistently utilizes remote engagement strategies, including pre-calling. • Inconsistently utilizes an online participation tracker – does not ensure equitable student participation.	<u>For remote instruction:</u> • 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 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.	• Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the 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.	• 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, 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.	• Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom. • 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.

	Consistently modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans.		Occasionally 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.	- 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.	- 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.	- 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.

	• Unprompted, students almost always utilize habits of discussion during turn and talks.	• Unprompted, students frequently utilize habits of discussion during turn and talks.	• When prompted, students utilize habits of discussion during turn and talks.	• 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:

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Areas for Growth and Action Plans:

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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,	- 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	- 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	- 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.

	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. <u>For remote instruction:</u> - Consistently uses online tools such as Google Classroom or Desmos in real-time to see and respond to the work students are producing.	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. <u>For remote instruction:</u> - Frequently uses online tools such as Google Classroom or Desmos in real-time to see and respond to the work students are producing.	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. <u>For remote instruction:</u> - Occasionally uses online tools such as Google Classroom or Desmos in real-time. Rarely responds to the work students are producing.	- 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. <u>For remote instruction:</u> - 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-	- 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.

			teaching and spiraling does not always happen.	
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: 100% over 45% 85% over 55% 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: 100% over 45% 85% over 55% 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: 85% over 45% 65% over 55% 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: 85% over 45% 65% over 55% 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	Consistently makes necessary curriculum modifications for students	Usually makes necessary curriculum modifications for students with IEPs, BIPs,	Inconsistently makes necessary curriculum modifications for students	Does not make necessary curriculum modifications for students with IEPs, BIPs,

English Language Learners	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.	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.	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.	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.
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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	- 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		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.	Puts in extra time and effort to contribute to student and school success.	Puts in sufficient time and effort to contribute to student and/or school success.	Puts in minimal 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.	- Often assumes additional responsibilities when necessary, especially when asked. - Frequently willing to pitch in and help with whole school moments, events or school needs.	Inconsistently assumes additional responsibilities.	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:

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-

I have questions about or could use assistance with:

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Signature of Leader

Date

Signature of Teacher

Date

