

Roxbury Preparatory Charter School 2025-2026 Annual Report

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August 1, 2026

Table of Contents

Introduction to the School	2
Letter from the Chairperson of the Board of Trustees	3
Faithfulness to Charter	4
Mission and Key Design Elements	4
Access & Equity	7
Dissemination	9
Student Performance	10
Program Delivery	15
Budget & Finance	21
Appendix A: Accountability Plan	26
Appendix B: School Recruitment and Retention Plan	32
Appendix C: School Administration, Staff & Board of Trustees	43
Appendix D: Additional Information	45
Appendix E: Roxbury Prep Teacher Evaluation Rubric	53

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	N/A
Year Opened	1999	Years Renewed	2004, 2009, 2014, 2019, 2024
Maximum Enrollment	1800	Current Enrollment (as of June 30, 2026)	1222
Chartered Grade Span	5-12	Current Grade Span	5-12 Dorchester: 5-8 Proctor St. MS: 6-8 High School: 9-12
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 2026

To the Office of Charter Schools and School Redesign at DESE & Roxbury Prep Families:

It is my pleasure to present the 2025–26 Annual Report for Roxbury Preparatory Charter School. This year marked an exciting milestone as we completed our first full year in our new state-of-the-art facility at 71 Proctor Street. The building has exceeded our expectations and fundamentally transformed our students' daily educational experience. Inside the classroom, modern science laboratories have opened doors for deeper, hands-on learning; our beautiful cafeteria has helped build a strong community our new full-sized gymnasium has energized our athletic programs. This newfound momentum was on full display as Roxbury Prep's varsity boys' basketball and baseball teams both captured Charter League Championships. Beyond athletics and academics, the new campus has served as a powerful recruitment tool, attracting new families to Roxbury Prep while noticeably boosting retention among our current students.

Our core mission, to prepare students to enter, succeed in, and graduate from college, remains the driving force behind every decision we make. This year, 94% of our graduating seniors enrolled in college, with 83% set to become the first in their families to attend. The Class of 2026 also earned more than \$2.6 million in scholarships, including 21 full-ride awards, featuring two QuestBridge Scholars who will attend Holy Cross College this fall. Our graduates are heading to outstanding institutions across the country, such as Brandeis University, Northeastern University, George Washington University, Babson College, Syracuse University, and Tufts University. These incredible achievements are a direct reflection of our students' determination, backed by the unwavering support of our educators and families.

Recognizing the unique challenges that first-generation college students often face, Roxbury Prep provides individualized counseling that extends well past graduation day. Our Alumni Success Coaches actively support graduates throughout their higher education journeys, helping them achieve college persistence rates that rival those of students from the nation's wealthiest communities.

We also maintained our sharp focus on accelerating student learning following pandemic-era disruptions. Specifically, our targeted reading intervention program for fifth and sixth graders produced encouraging results. By the end of the school year, the share of students reading on grade level increased by 17% in the fifth grade and 20% in the sixth grade. These gains underscore the impact of intensive, evidence-based instruction and reinforce our commitment to foundational literacy as the bedrock of long-term academic success.

True partnership with families remains central to our approach. This year, Family Councils at each campus met regularly to ensure parent voices were heard, while our Family Champion Advocacy group tackled vital initiatives ranging from food insecurity to teacher appreciation and charter school advocacy. We kept lines of communication open through regular Advisor calls, monthly newsletters, and routine feedback surveys, all part of our commitment to maintaining inclusive, welcoming schools where every student feels genuinely known and supported.

Ultimately, the strength of Roxbury Prep lies in its people. As we look ahead, we are thrilled to welcome a new generation of leadership deeply rooted in our community. Sarah Hempleman, formerly the Principal of our Mission Hill Middle School, will step into the role of Regional Superintendent of Instruction. Additionally, Principal Fellow Stephanie Irving will take the helm as Principal of our Proctor Street Middle School. Both are longtime Roxbury Prep educators whose deep experience and dedication to our mission ensure a seamless transition and continued excellence.

Reflecting on this first year in our new campus allows us to celebrate how far Roxbury Prep has come, while looking forward to the opportunities ahead. We remain deeply committed to delivering an exceptional education that prepares every student for success in college, career, and life. On behalf of the Board of Trustees, thank you for your ongoing partnership and support in this vital work.



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 2025-26, Roxbury Prep operated two middle schools and a high school: the Proctor St MS served grades 6-8; the Dorchester Campus served grades 5-8; and the High School served grades 9-12, graduating its 8th 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 2026, 94% of seniors enrolled in two or four-year colleges, including 2 Questbridge winners, going to prestigious institutions such as Northeastern University, Brandeis 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 curriculum that drives strong academic performance. Roxbury Prep middle school students have demonstrated significant academic growth on the state MCAS exam, with 2025 median Student Growth Percentile (SGP) scores of 69 in Math and 62 in ELA, showing “high growth” levels. In high school, 70% of students passed at least one AP exam in 2025, 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 70% scored a 3 or higher on their AP exams. This is compared to 35.8% 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, collect high school transcripts, edit personal essays, help students file their FAFSA forms and help students submit their 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 2025-26, we have seen success in achieving our mission of getting students into college. 94% 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 2026, **86%** of respondents agreed or strongly agreed with the statement, "My school is helping prepare my child for college", and **90%** 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, especially for the 83% of seniors who are the first in their family to go to college. 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 passions and build their college resumes 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 robotics and sports analytics. This year we expanded our offerings in response to student survey data and launched Art Portfolio, Entrepreneurship, Guitar, and weightlifting as new project offerings. Additionally, we deepened the impact of our returning project offerings: our Robotics team built and coded a series of semi-autonomous robots with our new external Project leader, our Speech and Debate team participated in an officially sanctioned tournament with students from across the county, our Harvard Model Congress students competed in the annual HMC Conference at the Sheraton Hotel, and our Theatre students produced and performed in a school musical that hosted over 400 families and community members over its four day premiere.

Roxbury Prep students also have opportunities to explore the world beyond the classroom through internships and college dual enrollment. Our goal is to provide meaningful experiences that help students develop professional skills, discover their interests, and strengthen their college applications. Students can participate in Harvard Medical School's Med Science Program, the mentorship program at Suffolk Construction, or enroll in college courses through our dual enrollment partnership with UMass Boston.

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.

For SY26-27, Roxbury Prep will be reinstating practice clinics with teachers to ensure rapid skill mastery. Schools will host mandatory practice clinics on Monday mornings, as well as Tuesday, Wednesday, and Thursday mornings for teachers who have not yet mastered their current playbook action steps. These clinics rely on an authentic "practice perfect" model consisting of explicit planning, live practice, immediate feedback, batch feedback, and a mandatory redo cycle. Each teacher will be observed 2x and will attend the next days practice clinic if not mastered.

Professional development has been a foundational component in our commitment to continuous improvement and growth. In addition to our sessions on instruction, systems and classroom management, we are continuing our teachings 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 2025-2026 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	1.6%
Asian	0.2%

Black or African American	49.7%
Hispanic or Latino	44.1%
Multi-Race, Non-Hispanic	3%
Native Hawaiian, Pacific Islander	0.0%
White	1.3%

To review 2025-2026 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	86.9%
English Language Learner	21.9%
First Language Not English	42.8%
Low Income	77.7%
Students with Disabilities	21.9%

To review 2024-25 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	1,199	50	0.0	4.2	0.0	0.0	0.0	0.0	0.0
American Indian or Alaska Native	17	0							
Asian	5								
Black or African American	630	27	0.0	4.3	0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	487	18	0.0	3.7	0.0	0.0	0.0	0.0	0.0
Multi-Race, Not Hispanic or Latino	41	4							
Native Hawaiian or Other Pacific Islander	0								
White	19	1							
High Needs	1,066	47	0.0	4.4	0.0	0.0	0.0	0.0	0.0
English Learners	256	7	0.0	2.7	0.0	0.0	0.0	0.0	0.0
Low Income	976	43	0.0	4.4	0.0	0.0	0.0	0.0	0.0
Students with Disabilities	281	21	0.0	7.5	0.0	0.0	0.0	0.0	0.0
Female	538	17	0.0	3.2	0.0	0.0	0.0	0.0	0.0

Roxbury Prep's discipline practices are 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 few years Roxbury Prep's Out-of-School Suspension rates have been below 4.2%, and this year's OSS rate was 3.6%. (see Item 3, Appendix D).

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 the best practices we shared during the school year.

Dissemination Activities to Public Schools in the District where the school is located 2025-26

School Year Dissemination Occurred	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
SY25-26	Academic Monitoring and Routines and Procedures	PD session with PPT and handout materials @ East Boston HS	Roxbury Prep Regional Superintendent of Instruction	East Boston HS Principal and entire teaching staff	Develop leaders' and teachers' ability to use classroom observations, student work, and assessment data to identify strengths, address instructional gaps, and improve teaching. Build consistent systems for ongoing coaching, feedback, and data-driven decision-making that accelerate student achievement.
SY25-26	Special Education	Boston Compact for Special Education	Roxbury Prep's Director of Special Education	BPS, Parochial school and Boston Charter School Directors of Special Education	Monthly participation in information sharing and best practice sharing around IEP implementation
SY25-26	School Transportation	Boston Compact for Transportation	Roxbury Prep's Director of School Support	BPS Director of Transportation BPS Transportation Specialist Transportation coordinators for Boston Charter and	Monthly participation in information sharing and best practice sharing to maximize transportation efficiency

				Parochial Schools	
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Dissemination Activities beyond the District where the school is located 2025-26

School Year Dissemination Occurred	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
25-26	School Nursing	Hosted UMASS Boston School of Nursing students for Fall and Spring semester community clinical internship.	2 RN's from Roxbury Prep	Clinical Education Director: RN Students	Nursing Students attended 6 hours/week for Fall 2025 and Spring 2026 semesters, to observe best practices in School Nursing triage, first-aid and medical care, and student/family communication.
25-26	Social Work	Hosted Boston College MSW candidate students for Fall and Spring semester Social Work internship.	Roxbury Prep's Regional Supervisor of Social Work 2 Roxbury Prep Social Workers	4 Master of Social Work Students from Boston College	MSW – Master of Social Work students logged 10-15 hours/week in observation and practice with RxPHS and RxPPS Social Workers the for Fall 2025 and Spring 2026 semesters, to observe best practices in school social work practices, student interventions and communication with students and families.

In addition to the dissemination activities listed above, Roxbury Prep shared best practices with several Charter Schools as well:

- KIPP Charter School – Dismissal Systems
- Conservatory Lab Charter – Enrollment Practices
- Brooke Charter School – Operational Systems
- Alma Del Mar Charter School – Operational Systems and Instructional Practices
- Boston Collegiate Charter School – Operational and Safety Systems

Academic Program Success
Criterion 5: Student Performance

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

<https://reportcards.doe.mass.edu/2025/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 four 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 2025, Roxbury Prep middle school students achieved "high level" of growth (SGP) on the MCAS in both ELA and Math. Additionally, Roxbury Prep middle school students have increased SGP every year for the last four years 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
2025	62	69	55	60	62	69	67	70
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 2025, our middle school students achieved high levels of growth on the MCAS, with an SGP of 62 in ELA and 69 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, high-need students and English Language Learners all posted strong results with SGPs at or above 60 in Math, and only SWD scored below a 60 in ELA; notably ELL students had a SGP of 67 in ELA and 70 in Math.

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

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 instructional alignment across grades 9–12. Roxbury Prep's math curriculum is designed for the AP track and many students take Algebra I in 8th grade, two years prior to the MCAS exam (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:** This is the first year that all Roxbury Prep HS students are together, on one campus. We expect this will strengthen curriculum alignment, increase peer mentorship, and improve school culture.

- **Improved Transitions and Persistence:** We are experiencing a much lower attrition level for our 8th graders entering Roxbury Prep High School. This results in fewer new, non-Roxbury Prep, HS students joining Roxbury Prep and we anticipate stronger academic readiness and continuity—critical to improving MCAS performance.
- **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 have laid the groundwork for stronger academic focus and expectations.

With a unified campus and improved academic systems, we are confident that 10th grade MCAS growth and proficiency will rise in the coming years.

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 2025-2026 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 grades—6th through 8th—demonstrating strong progress in reading and writing skills. Roxbury Prep's 5th grade students were below the Uncommon average for growth between IA#1 and IA#3. (See Appendix D, Item 8).

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

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

At Roxbury Prep's middle schools, the mathematics department continued its short-cycle assessment system, utilizing weekly power practice quizzes to monitor incremental progress and real-time standard mastery. Student performance data is aggregated weekly and systematically benchmarked against comparative data from across the broader Uncommon Middle Schools network.

Utilizing comparative data ensures local rigor remains competitive with high-performing charter peers and prevents narrow instructional focus. These weekly metrics serve as highly responsive data points to immediately build targeted interventions, adjust small-group instruction, and execute standard reteaches.

Middle School Reading Instruction

Roxbury Prep has made literacy a major priority, focusing on addressing the significant reading gaps many incoming 5th and 6th grade students face. In our middle schools, instructional leaders have implemented a Guided Reading program for students reading below grade level. During the 2025–26 school year, we continued our literacy initiative for 5th and 6th graders, combining mClass diagnostic assessments, small-group guided reading instruction during a dedicated intervention block, and monthly DIBELS progress

monitoring to accelerate student growth. Our goal is to have at least 70% of students in 5th and 6th grade have on grade level fluency by the end of the year.

To better understand our students' reading needs, every 5th grader completed an additional literacy assessment at the start of the year alongside the beginning-of-year mClass assessment. The results showed that nearly 80% of students had foundational reading skills that needed strengthening, particularly in decoding words accurately.

In response, we made three significant changes to our 5th grade literacy program in SY25-26:

1. Every student participated in a daily 50-minute reading skills class. Students were grouped according to their individual reading needs, and groups were adjusted throughout the year as students made progress.
2. Every student also participated in a daily 50-minute literacy support block before English class. During this time, students previewed the day's reading, listened to fluent reading modeled by their teacher, and practiced reading aloud with partners and independently to build confidence and fluency.
3. Instead of assessing students' reading progress only three times during the year, we monitored growth every month. This allowed teachers to identify students who needed additional support more quickly and adjust instruction accordingly.

Sixth grade students at both campuses received similar targeted literacy support. Students who needed help building reading fluency participated in the literacy support block, while those who needed additional instruction in foundational reading skills received targeted intervention during the WIN (Whatever I Need) block. Reading progress was also monitored monthly to ensure students were making steady gains throughout the year.

The results of this program have been significant. While our students did not meet our goal of 70% of students with on-grade level fluency, we did see significant progress between the MOY and EOY benchmarks.

5th Grade:

- 85% of our fifth graders have grade level accuracy. This is a 35% increase from the beginning of the year (50%).

Grade 5	Reading Accuracy (ORF-Accu)	BOY	32%	18%	50%	62
		MOY	12%	9%	79%	86
		EOY	11%		85%	81

- The average growth in WPM is 46, which is 17% more students reading with on-grade level accuracy than were at the start of the year. 47% of students are reading with on-grade level fluency overall at the EOY:

Grade 5	Reading Fluency (ORF)	BOY	44%	27%	21%	8%	62
		MOY	44%	20%	23%	13%	86
		EOY	42%	12%	20%	26%	81

6th Grade:

- The percentage of students who are reading with on-grade level accuracy is 83%, up from 75% at the start of the school year.
- The average fluency growth in 6th grade was 31 WPM. 20% more students are reading with on grade level fluency than were at the start of the year.

- The overall percentage of students with on-grade level fluency is 55%, which is also a 20% increase on the number of students who were reading with on grade level fluency time last year.

Grade 6	Reading Fluency (ORF)	BOY	31%	33%	20%	16%	157
		MOY	42%	18%	26%	14%	159
		EOY	28%	17%	24%	31%	129

Our students with special needs and MLLs saw reading growth, but it was inconsistent relative to their peers:

- In 5th grade and 6th grade, students with special needs were within 5% of the rest of the grade level in growth.
- However, our sixth grade MLLs across both campuses did not grow at the rate of their peers. Nor did students at RPPS who are classified as SPED.

High School Program

Roxbury Prep High School's curriculum is rigorous and prepares students for college. We require all students to take at least one Advanced Placement course, and in SY25-26, 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. 70% of Roxbury Prep High School students passed an AP exam, compared to 35.8% across Massachusetts and 24.8% 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 11 seeing four-year highs. 9th grade decreased slightly year-over-year. 10th grade matched its GPA from last year, which was a four-year high. Most notably, 11th grade averaged a 3.16 GPA, the highest in 5 years. 12th grade remained above a 3.0 average. 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.)

ELL Support

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 SY25-26, 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 .65 in their composite scores. Our students in Newcomer ELA at our high school with disabilities grew .4 between WIDA and ACCESS.

Our middle schoolers in Newcomer ELA scored an average Composite Score of 2.21 on their ACCESS in SY26, which was only slightly lower than our average score of 2.26 on ACCESS in SY25. We believe this consistent growth for students in Newcomer ELA 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 the MassCore 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.

History

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.

Reading

Roxbury Prep has a reading curriculum grounded in the Science of Reading for our 5th and 6th grade students: *Really Great 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 (additional information on our reading curriculum can be found above in the Student Performance section). In SY26-27 we will be introducing

[RedThread](#) Curriculum as well, which is firmly grounded in science of reading research.

Math

Our 8th grade students have the opportunity to take Algebra I, providing two math pathways that allow students to learn at a level that best meets their needs. An entrance assessment helps determine which students are ready for Algebra I, and we regularly review student placement throughout the year to ensure each student is in the most appropriate course.

During the 2025–26 school year, we also revised our 8th grade math curriculum to better align with the Massachusetts Math MCAS. The updated curriculum addresses a mismatch between our previous curriculum, which was designed to prepare students for our high school's AP-focused course sequence, and the content emphasized on the state assessment.

Roxbury Prep uses *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.

High School Curriculum

Roxbury Prep's high school curriculum is aligned with the Massachusetts Curriculum Frameworks. Students demonstrate mastery by earning a cumulative course average of at least 70 in each required graduation course. The curriculum emphasizes rigorous, standards-aligned instruction in English language arts, mathematics, science, and U.S. History. In English, students develop advanced reading, writing, speaking, and analytical skills through the study of complex literary and informational texts. Mathematics courses build conceptual understanding, procedural fluency, and real-world problem-solving, progressing from Algebra I through Geometry and beyond. Science courses engage students in inquiry-based learning, scientific reasoning, modeling, and evidence-based investigation aligned with the Massachusetts Science and Technology/Engineering Frameworks. In U.S. History, students analyze major historical events and themes through primary sources, multiple perspectives, and evidence-based argumentation. Across all disciplines, students are expected to think critically, communicate effectively, collaborate with others, and apply their learning to authentic contexts, ensuring they graduate with the knowledge and skills required for postsecondary success and to satisfy Massachusetts Competency Determination requirements.

Tech

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 school year 26-27, we will be introducing a class on AI at the high school level.

SEL

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.

Additionally, Roxbury Prep utilizes Lenny Learning (www.lennylearning.org) to support 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 uses Lenny to support intervention and lesson planning for both 1:1 mandated counseling sessions and group work aligned to students' IEP counseling goals. It is also used to develop full curricula for Social Skills groups mandated by IEPs. Lenny Learning also supports 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.

New for the 2025–26 school year, our middle schools introduced sixth-grade Community Meetings designed specifically to support students' transition into middle school. Grounded in both the RULER framework and Roxbury Prep's Ubuntu values, these meetings help students develop collaboration skills, strengthen relationships with their peers, and build a shared sense of responsibility within their classroom community. The program was introduced in response to observations that many incoming sixth graders struggled to work effectively with classmates or participate confidently in group learning. By intentionally teaching and reinforcing these skills, Community Meetings have helped create stronger classroom communities and increased student engagement in collaborative learning.

We also piloted Social Cipher at the end of SY25-26 and will continue with the pilot (www.socialcipher.com) in our Excel (Sub Separate) Classrooms at Proctor Street Middle School. Social Cipher creates social and emotional (SEL) online games and curriculum for neurodivergent youth ages 10-15. Their mission is to represent and empower youth of all neurotypes, increase their self-advocacy skills, and build their self-confidence.

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 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.

New for the 2025–26 School Year

Academic Support: Friday Tutoring

To provide students with additional academic support, Roxbury Prep launched an optional Friday afternoon tutoring program from 12:30 to 1:45 pm, after school hours. Students work in small groups with a low student-to-teacher ratio, allowing for individualized instruction and targeted support in core academic subjects. Families can register their students based on individual needs, giving them greater flexibility to access extra help throughout the year. This initiative was introduced in response to family feedback requesting more opportunities for academic support outside of the regular school day.

Foundational Mathematics Support for Sixth Grade

Recognizing that many students enter sixth grade with significant gaps in foundational math skills, Roxbury Prep introduced a dedicated math intervention block for students performing below grade level. The program focuses on strengthening essential concepts from Grades 3–5 while building math fluency, problem-solving skills, and confidence. This additional support helps address the reality that many incoming sixth graders begin middle school several grade levels behind in mathematics, giving them a stronger foundation for success in grade-level coursework.

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 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 Student Support Services 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 accommodations and 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.
- **Substantially Separate instruction:** For students with C Grid services, partial or full-day 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. Roxbury Prep's Regional Social Work Supervisor continued to oversee social work services across all campuses in the 2025-2026 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).

At the close of the 2025-26 academic year, 269 students across our four campuses (22%) 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 support and scaffolds while also focusing on necessary language domain skills. The Newcomer Program is offered at our Dorchester middle school 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 3 campuses, 219 current students are formally classified as multilingual learners. 23 students are classified as Level 1: Entering, 55 students are Level 2: Emerging, 89 students are Level 3: Developing, and 23 students are Level 4.0-4.2: Expanding. We also have 29 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.

Criterion 10: Budget and Finance

A. Unaudited FY26 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Ledger Account	Budget	Actuals YTD	EOY Projected
Operating Revenue	38,615,294	40,993,506	40,659,147
Core Pupil Aid	34,497,456	36,730,949	36,124,358
Grant Revenue	3,347,838	3,199,110	3,684,788
Federal Child Nutrition Program	1,188,802	882,856	1,128,091
Federal EIR	0	450	0
Federal ERATE	100,181	43,829	174,701
Federal IDEA	399,208	392,636	390,000
Federal Title I	1,238,989	1,495,183	1,264,846
Federal Title II	62,945	69,541	76,561
Federal Title III	23,453	22,468	54,855
Federal Title IV	94,577	102,884	113,738
Other Public Grants	0	10,368	0
Private Grants	239,685	171,861	481,997
State Child Nutrition Program	0	7,035	0
Gift Revenue	0	59,727	0
Interest Income	770,000	861,110	850,000
Other Income	0	142,610	0
Operating Expenses	35,344,988	39,702,598	36,118,064
Salaries and Wages	14,828,210	15,370,977	14,633,498
Employee Benefits	1,962,968	2,107,479	2,062,793
Employer Paid Taxes	444,085	462,232	444,085
Administrative Personnel Costs	23,411	22,537	16,337
Vacancy Factor	(411,892)	0	(116,449)

Building Construction	500,000	505,767	447,509
Building & Occupancy Expenses	1,052,095	1,150,182	1,124,259
Furniture, Fixtures, and Equipment	90,721	304,180	229,875
Facility Maintenance	479,954	563,647	476,954
Utilities	500,861	372,240	500,861
Scholarship Expenses	11,230	12,684	21,230
Dues and Subscriptions	200,377	156,439	171,717
Tuition & Fees	102,500	83,788	102,500
Gifts	91,661	137,397	153,606
Meals and Entertainment	343,239	454,217	402,933
Travel	489,965	482,150	506,056
Contracted Services	1,162,812	1,383,534	1,263,812
Other Purchased Services	2,059,543	1,855,413	2,027,847
Supplies and Materials	866,195	841,493	869,605
Meetings and Conferences	104,941	131,038	102,810
Technology Services/Equipment	1,238,330	1,340,408	1,307,829
Printing / Photocopying	395,356	362,683	429,729
Postage / Shipping	49,275	18,043	20,725
Interest Expense	1,460,383	3,569,851	1,443,199
Insurance	406,836	421,092	421,072
Telecommunications	129,684	110,784	129,684
Miscellaneous Administrative Expenses	3,075	58,024	2,500
Management Fees Expense	4,053,658	3,980,164	4,265,020
Amortization	2,705,514	3,444,156	2,656,469
Changes in unrestricted net assets from operations	3,270,307	1,290,908	4,541,082

B. Statement of Net Assets for FY26 (Balance Sheet)

Ledger Account	Current Period YTD
Assets	
Current Assets	113,361,416
Cash and Cash Equivalents	25,701,737
1000:Cash	25,703,221
1010:Investments	0
1019:Undeposited Funds	0
1098:Cash Clearing	0
1220:Interworktag Receivable	2,473,326
2910:Interworktag Payable	(2,474,810)
Accounts and Other Receivables	189,333
1200:Accounts Receivable	0

1205:Unbilled Receivables	162,650
1210:Intercompany Receivable	26,683
1250:Employee Receivable	0
Prepaid Expenses and Other	87,470,346
1400:Pre-Paid Expenses	1,171,555
1410:Security Deposit	3,055
1421:Right of Use Asset-operating lease	86,295,736
All Other Assets	1,705,244
Property and Equipment, Net	1,675,044
1700:Fixed Assets	11,729,706
1750:Accumulated Depreciation	(10,054,662)
Construction in Progress	30,200
Total Assets	115,066,660
Liabilities and Net Assets	
Current Liabilities	572,878
Account Payable and Accrued Expenses	572,878
2050:Employee Payable	(154)
2080:Corporate Card Payable	23,777
2098:Credit Card Clearing	0
2100:Employee Benefit Payable	120,685
2105:Payroll Tax Liability	45,019
2110:Accrued Expenses	221,807
2111:Prepaid Interest/Rent/Security Deposit	0
2112:Unclaimed Property Liability	0
2113:Trade Accounts Payable	175,863
2114:Accounts Payable Employee	(369)
2170:Credit Card Suspense	(16,691)
2900:Intercompany Payable	2,941
Deferred Revenue	0
Other Liabilities	71,398,075
Notes and Bonds Payable, Net of Current Portion	71,398,075
2451:Operating lease obligation	67,315,213
2460:Accumulated Amortization	4,082,862
Total Net Assets	43,095,708
Restricted	9,945,471
2120:Board Designated Stability Fund	9,967,701
3250:Net Assets Current Year - Temp Restricted	(22,229)
Unrestricted	33,150,236
3100:Net Assets Prior Years	34,070,253
3200:Net Assets Current Year	(920,017)
Total Liabilities and Net Assets	115,066,660

B. Approved School Budget for FY27

The FY27 school budget was approved via vote of the Board of Trustees, in compliance with open meeting law, on June 16, 2026. This vote was recorded in the minutes which will be approved at the board's September meeting.

Budget Enrollment	1,223
Staff FTE	193
Operating Revenue	42,579,861
Core Pupil Aid	38,265,224
Grant Revenue	3,414,637
Federal Child Nutrition Program	1,065,868
Federal ERATE	100,469
Federal IDEA	400,000
Federal Title I	1,256,469
Federal Title II	76,053
Federal Title III	54,492
Federal Title IV	112,986
Private Grants	348,300
Interest Income	900,000
Operating Expenses	42,053,841
Salaries and Wages	17,144,929
Employee Benefits	2,643,085
Employer Paid Taxes	444,085
Administrative Personnel Costs	16,337
Vacancy Factor	(269,985)
Building Construction	475,000
Building & Occupancy Expenses	1,008,357
Furniture, Fixtures, and Equipment	156,727
Facility Maintenance	665,401
Utilities	707,361
Scholarship Expenses	44,060
Dues and Subscriptions	184,247
Tuition & Fees	154,300
Gifts	172,130
Meals and Entertainment	505,766
Travel	550,058
Contracted Services	1,330,434
Other Purchased Services	1,857,164
Supplies and Materials	926,545
Meetings and Conferences	154,934
Technology Services/Equipment	1,301,241
Printing / Photocopying	409,760
Postage / Shipping	24,793
Interest Expense	4,069,054

Insurance	463,201
Telecommunications	83,874
Miscellaneous Administrative Expenses	7,650
Management Fees Expense	4,172,513
Amortization	2,650,820
Changes in unrestricted net assets from operations	526,019

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	1300
What is the number of students upon which FY27 budget tuition line is based?	1223
What is the number of expected students for FY27 first day of school?	1286
What is the explanation for 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.

B. Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Secure secondary entrance project at RPDC: The project includes first-floor reconfiguration, access control enhancements, video intercoms, and a secure vestibule to strengthen campus security and improve visitor access management	In Progress	8/30/26	\$475,000	Operating Surplus
Potential future acquisition or construction of an elementary school facility	Potential future project; timing and scope to be determined	Potentially within the next five years	Approximately \$12M	Board-designated funds

Appendix A: Accountability Plan Objectives and Measures

Measure	2025-2026 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 second year of the charter term, the average proficiency for HS Interim Assessments will be over 50% in 35% of Roxbury Prep HS courses	Met	The average proficiency for all HS Interim Assessments was 68%, so we have met our goal of the average being over 50% in 35% of RXPHS courses this year.
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 on Q3 IAs for MS is 76% this year.
Measure #3 In the second year of the charter term, 28% 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) 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	Not Met	26% of Roxbury Prep seniors (class of 2026) met the College Readiness Benchmark on the SAT. The High School team has set a goal of increasing average SAT scores by 150 points next year by piloting strategies developed by Uncommon's SAT Working Group. Key initiatives: - Review recommendations from the SAT Working Group and consultant. - Launch a two-year SAT prep improvement plan with new monitoring tools. - Strengthen schoolwide SAT culture and begin a five-year curriculum revision plan aligned to the Working Group's recommendations.

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-2025 *You can read more about AP Tests scores on the College Board website here.	Met	70% of the Class of 2025 scored 3+ on at least one AP exam in high school. The MA AP Index for 2025 is 35.8%, so the AP Index for Roxbury Prep seniors was 34.2% higher than the MA Index for 2025.
Measure	2025-2026 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	94% 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.	Met	1st year college persistence rate is 75%, for Class of 2024.

Six Year College Persistence • In the second year of our charter term, the 6-year college persistence rate for our graduates will be 56% 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		6-year college persistence or graduation rate is 69%, including Classes of 2019-2025.
Measure	2025-2026 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	96% of RPDC students and 100% of RPPS 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 students will respond that they "agree" or "strongly agree" to the following statements: • My school supports my social and emotional health and development.	Met	93% 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: • 69% 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.		76% Roxbury Prep staff care about me and ask me how I am feeling. 86% Staff make sure that my school is safe for students. 82% I know how to report a complaint about bullying at my school. 81% There is an adult who knows me and cares about me in my school. 87% Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.
Measure	2025-2026 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.	Not Met	75% of teachers showed proficiency in over 50% of the standards used in the teacher Evaluation Rubric. To meet this goal, Roxbury Prep has a new Reg Superintendent of Instruction for SY26-27 who will be implementing the following teacher trainings: Daily instructional focus: Strong directions, active monitoring, and real-time error correction in every classroom. Practice Clinics: Mandatory Monday sessions and extended Plan-Practice-Feedback-Redo

		cycles to build targeted teaching skills. • Coaching accountability: DCIs and ILs observe every teacher at least three times per week, with progress and action steps centrally tracked. • Consistent lesson preparation: Regular AMK feedback and lesson audits to ensure backward planning and use of prior error analysis.
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), and 46 hours of professional development during the school year (23 Fridays @ 2hrs/day) focusing on the key elements in the teacher evaluation rubric: Curriculum and Instruction, Lesson Execution, Classroom Culture and Professionalism.	Met	All staff received 72 hours or more of professional development over the summer and over 46 hours of PD during the school year.
Measure	2025-2026 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, the average ELA and Math interim assessment scores across middle school and high school will increase by at least 10% from Interim Assessment 1 (IA #1) to Interim Assessment 3 (IA #3).	Not Met	• Avg Growth on MS ELA Standards tested on IA1 & IA3 10% • Avg Growth on MS Math Standards tested on IA1 & IA3 4% • Avg Growth on HS ELA Standards tested on IA1 & IA3 -3% • Avg Growth on HS Math Standards tested on IA1 & IA3 2% • Avg Growth on HS Science Standards tested on IA1 & IA3 -4% To meet this goal, Roxbury Prep has a new Reg Superintendent of

		Instruction for SY26-27 who will be implementing new systems for Data Driven Instruction: • Daily data-driven instruction: Leader-led post-dismissal analysis of student work to adjust instruction in real time. • Structured data cycles: Regional calendars ensure consistent analysis of assessments and student performance. • Centralized instructional support: Network data informs standardized reteach plans and spiral review materials.
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	2025-2026 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 2025-26 school year, Roxbury Prep's 3 campuses and regional team recorded 18 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	Met	Roxbury Prep led professional development sessions with East Boston HS (BPS) leaders and teachers. Sessions focused on Academic Monitoring to develop leaders' and teachers' ability to use classroom observations, student work, and assessment data to identify strengths, address

● Classroom Culture ● Academic Dashboards ● Close Reading		instructional gaps, and improve teaching. Build consistent systems for ongoing coaching, feedback, and data-driven decision-making that accelerate student achievement.
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Appendix B: Charter School Recruitment & Retention Plan SY26-27

Recruitment Plan

2025-26 Implementation Summary

Please list the successes and challenges of implementing the recruitment strategies included in the school's 2025-26 Recruitment Plan.

- During the school year 2025-2026, Roxbury Prep utilized an Enrollment Manager, two Enrollment Coordinators, and the Operational Campus Based teams to implement all planned activities successfully.
- We conducted third party mailings in home languages, media campaigns (English and Spanish tv/digital/written media, Instagram/Facebook and Google) with the support of our network media and marketing uncommon teams.
- We coordinated recruitment activities and events with partnering community organizations. Making events larger and more community oriented.
- We utilized stand-still school events 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 and for the first time, Roxbury Prep hosted one of the fairs which resulted in 8 applications.
- We have increased our commitment with community-based organizations. Creating 3 MOUs with partnering orgs.
- We expanded advertisements to bike shares and a billboard in the city.
- We expanded our impact through partnerships with community-based organizations and community members by creating a family resource website. This initiative has strengthened our presence in Boston, increased community awareness of Roxbury Prep, and made it easier for families to learn about our schools and apply for enrollment.

General Recruitment Strategies for 2026-27

Please list the school's anticipated general recruitment strategies, i.e. those intended to reach all students.

- Partnering with local Community Based Organizations - creating at least 2 more MOUs this year.
- Continued advertising on Google, Instagram, Facebook (META)
- Continued advertising on bus shelters
- Continued advertising on bike shares
- Continued advertising on Telemundo
- Continued utilization of a third-party mail house to ensure all eligible families of students
- 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 Strategies for 2026-27 for Specific Student Groups**Students with Disabilities**

- School percentage: 21.9%
- Comparison Index percentage: 20%
- The percentage of **students with disabilities** enrolled at the school is **Above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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. This was an effective way to communicate to our families whose first language was not English.
- Working with DCF did not directly support our students with disabilities this year but we believe it will continue to be a good partnership to foster.

Enhanced/additional strategies to be used in 2026-27

- We will prioritize family voice and review of IEP earlier in the process this year to ensure students receive the correct services at the beginning of the school year.

English Learners

- School percentage: 21.9%
- Comparison Index percentage: 18%
- The percentage of **English learners** enrolled at the school is **Above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Partner with the Cape Verdean Association of Boston to get Krioulu translations.
- 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 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/Krioulo, 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.

Low Income

- School percentage: 77%
- Comparison Index percentage: 63%
- The percentage of students in the **low income** group enrolled at the school is **Above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- 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
- 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.

Enhanced/additional strategies to be used in 2026-27

- We will revamp and elevate our Holiday food drive to ensure that our families have the nourishment they need and recruit families at the event.
- We will work with unhoused families to provide necessary daily staples, food and other support and will expand this support.

Students Who Are Sub-Proficient on MCAS

Strategies used in 2025-26 that will be continued in 2026-27

- 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.

Students Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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.

Students Who Have Dropped out of School

- 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.

Retention Plan: 2025-26 Strategies

Roxbury Prep 2025-2026 Retention Overview

Successes and challenges of implementing the recruitment strategies included in the school's 2025-26 Recruitment Plan.

For the 2025-2026 school year, Roxbury Prep achieved an **85.70% student retention rate**, per the MA Charter School Dashboard. While the school maintained strong overall retention, it continued to navigate challenges, including in-person parent meeting scheduling and transportation barriers for working families, academic struggles requiring summer intervention, and higher 8th-grade attrition as families opted for local exam or neighborhood high schools. To support student persistence and address these challenges, all campuses utilize a comprehensive set of strategies focused on proactive communication, academic intervention, and specialized family engagement.

Core Family Engagement Strategies

Challenges:

- **Logistical Barriers for Families:** Work commitments and transportation issues create challenges for some parents to attend in-person meetings, requiring the school to proactively offer alternative online or teleconference options.
- **Language Barriers:** Engaging with newcomer multilingual families requires ongoing, focused efforts—such as providing translated materials, interpreters for conferences, and parent English classes—to overcome language gaps and build trust and community.

Strategies/Targeting Support Programs to build family engagement:

- **Enhanced Advisory System:** Advisors make monthly contact with every family via phone and the parent portal app, regardless of the student's academic standing. This consistent outreach keeps parents informed, builds trust, and quickly addresses potential issues.
- **Quarterly Report Card Conferences (RCCs):** Achieving 85–90% participation, these conferences allow teachers and families to collaboratively adjust academic plans and address risk factors like behavior or attendance. To maximize access, meetings are offered in-person, via Zoom, or by phone, with home language translations provided.
- **Community Building:** Campuses routinely host new and returning student orientations, family-facing events, and enrichment programs to engage diverse learners. In addition, the external affairs team offers family engagement events for families across all campuses to network, socialize and learn together.
- **Special Education:** The Special Education Parent Advisory Council (SEPAC) holds quarterly meetings led by campus Individual Needs Coordinators. These sessions allow parents to collaborate regarding at-home support strategies and offers a direct feedback channel and voice to the Roxbury Prep Board of Trustees.
- **Multilingual Learners (MLL/ESL):** We support our newcomer families by offering English language courses specifically for parents, which helps build school-home rapport. Additionally, students are

offered a summer English Language Class during the Summer School Academy to build academic and conversational skills, which parents are also invited to attend.

Academic Interventions Strategies

Challenge - Academic Struggles: A portion of the student body struggles to make necessary academic gains during the standard school year, resulting in "promotion in doubt" statuses and the need for intensive summer remediation.

Strategies employed:

- **Summer School Academy:** Students at risk of being retained are offered an Extended School Year session to work toward grade-level promotion.
- **Early Notification:** Families are informed of "promotion in doubt" status during the 2nd and 3rd quarter Report Card Conferences so interventions can begin early. Students who successfully pass their final exams during the summer session are promoted to the next grade.

High School Transition (Grades 8 to 9) Strategies

Challenge Middle-to-High School Attrition: Despite recent opening of the new high school building, higher attrition at the 8th-grade level remains a key challenge as some families continue to choose local exam schools or other high schools closer to their homes.

Strategies employed:

- **New Unified High School Facility:** The successful opening of our new, state-of-the-art building in Fall 2025—which unifies Roxbury Prep High School (Grades 9–12) and Proctor Street Middle School (Grades 6–8)—has positively impacted student persistence through the critical middle-to-high school transition.
- **Focused engagement with Grade 8 families** at multiple touchpoints during the year via phone and the parent portal app (fall, winter, spring) to check-in on persistence decisions, to surface any ongoing issues and engage in problem solving with families to ensure persistence. In addition, during the school year, we offer a High School orientation day tailored for our Grade 8 students, where students can meet High School Leaders and teachers, as well as high school students to learn more about life at the High School.

General Retention Activities for 2026-27

Proactive Family Communication & Engagement

- **Community Building:** Offer campus specific and district-wide family-facing events, and enrichment programs to engage our diverse families and scholars, to network, socialize and learn together.
- **Enhanced Advisory System:** Advisors conduct monthly outreach to every family via phone and the parent portal app, regardless of the student's academic standing, to consistently build trust and proactively address any issues.
- **Flexible Report Card Conferences (RCCs):** To overcome logistical and transportation barriers, quarterly academic planning meetings are offered in-person, via Zoom, or by phone. This flexibility helps maintain high family participation (typically 85–90%).
- **School-Wide Community Building:** Campuses host new and returning student orientations, family-facing events, and enrichment programs. Additionally, the external affairs team organizes cross-campus events for families to network and socialize.

Academic Interventions

- **Tutoring/Homework Club:** Opportunities for all students to get focused support with homework and other needed skills building.
- **Early "Promotion in Doubt" Notification:** Families of students struggling to make academic gains are notified early during the 2nd and 3rd quarter RCCs so that interventions can be implemented as soon as possible.
- **Summer School Academy (Extended School Year):** Any student at risk of being retained is offered the opportunity to attend summer intensive courses. Successfully passing final exams during this session allows students to achieve grade-level promotion.

Overall Student Retention Goal

- Roxbury Prep's Annual goal for student retention is **85%**.

Retention Strategies for 2026-27 for Specific Student Groups**Students with Disabilities**

- School percentage: **15.7%**
- 1 Standard Deviation percentage: **27.17%**
- The rate of attrition for students with disabilities is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27**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**
 - **Quarterly Outreach:** Student advisors contact parents via phone, email or parent portal (Parent Square) to discuss student progress.
 - **Report Card Conferences:** Campuses host quarterly in-person meetings with teachers, Principal, and the Dean of Students to discuss academic standing and address concerns.
 - **IEP Support:** Parents receive written updates on IEP goals during report card conferences and can meet with the school's Individual Needs Coordinator.
 - **Language Access:** Translation and language support are provided for all calls and conferences as needed.
- **Family Orientations & Tours**
 - **Orientation Nights:** Held before the start of the school year, and just before and after the March MA Charter lottery. These events, open to all families, help explain school systems and policies while building community among families and staff.
 - **Specialized Campus Tours:** Newly accepted families of students with disabilities are invited to tour the campus and meet the Special Education team to help them make informed enrollment decisions.

Facilitating Parent Councils and Committees

- **Special Education Parent Advisory Council (SEPAC)**

- **Quarterly Educational Meetings:** Led by campus Special Education Coordinators, these sessions cover critical topics like at-home support strategies, understanding the new Massachusetts IEP, and student advocacy.
- **Community & Board Engagement:** Provides an opportunity for parents of students with disabilities to build community and engage directly with the Roxbury Prep Board of Trustees.
- **Continuous Growth (SY26-27):** Building on the previous year's foundation to expand participation and increase support for families outside of standard IEP and report card meetings.
- **Active Campus Family Councils**
 - **Elevating Parent Voices:** Ongoing quarterly family engagement opportunities designed to deepen collaboration between families and the school.
 - **Leadership Facilitation:** Councils are guided by the external affairs team, in collaboration with campus Principals, Directors of Operations, to ensure parents are heard and supported.

Social-emotional and behavior support

- **Inclusive School Culture**
 - **Diversity & Acceptance:** Fostering an environment where all students, particularly those from marginalized groups, feel safe and valued.
 - **Staff Training:** Providing ongoing DEI and cultural competency training for educators and staff.
 - **Anti-Bullying Initiatives:** Implementing programs designed to proactively prevent bullying and ensure student safety.
- **Specialized Summer Programming**
 - **Extended School Year (ESY):** Offering academic Bridge programs and life skills training specifically designed to support students with disabilities over the summer.

Data-Driven decision making.

- **Assessment & Curriculum:** Utilizing state and internal data to track student achievement and tailor instruction to their needs.
- **Attendance & Retention Teams:** Forming dedicated teams to monitor attendance and provide targeted interventions. This focuses on removing barriers to school attendance and reducing chronic absenteeism, particularly for students with disabilities.

Teacher professional development

- **Specialized Staff Training:** Individual Needs Coordinators receive targeted training from external special education experts to access the latest resources and best practices.
- **August Onboarding:** Professional development for staff includes dedicated sessions focused on effective communication with families, particularly those of students with disabilities—and strategies for meeting student needs.
- **General Education Support:** General education teachers are provided with specific training on co-teaching models and strategies to support diverse learners in the classroom.
- **Quarterly Alignment:** Individual Needs Coordinators meet quarterly to share best practices and ensure policies and procedures are consistently implemented across all campuses.

Enhanced/additional strategies to be used in 2026-27

- n/a as the rate of attrition for students with disabilities is **below** the 1 Standard Deviation percentage

English Learners

- School percentage: **12.7%**
- 1 Standard Deviation percentage: **32.65%**

- The rate of attrition for English learners is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

Tailored academic support

- **Newcomers Programming:** Dedicated English language programs at both the middle and high school levels for students who have recently arrived in the U.S. This targeted support for English Language Learners (ELLs) is designed to ensure their success and promote high retention rates within this population.

Teacher professional development

- **Focused Language Goals:** Multilingual Learning Coordinators (MLCs) coach general education teachers to develop targeted language goals for all Multilingual Learners (MLLs) across all four core subjects for every unit.
- **Coordinated Support:** MLCs collaborate with MLL teachers and advisors to ensure students receive mandated support through both push-in and pull-out models.
- **Instructional Coaching:** MLCs provide ongoing coaching to teachers on the best instructional strategies to effectively support MLLs in the classroom.

Data-Driven Decision Making

- **WIDA & ACCESS Support:** Students scoring a 1 or 2 on WIDA or ACCESS assessments receive targeted accommodation, including:
 - **Strategic Seating:** Pairing students with peers who can provide translation assistance.
 - **Translated Materials:** Supplying course readings and resources in the student's home language.
 - **Modified Grading:** Grading Level 1 students based on completion for homework and classwork.
 - **Accommodated Resources:** Providing reference sheets and other adapted learning materials.
 - **Extended Time:** Allowing additional time for both classwork and assessments.

Family and community engagement

- **Parent-Teacher Touchpoints**
 - **Quarterly Outreach:** Advisors proactively contact parents via phone or email to discuss student progress.
 - **In-Person Conferences:** Quarterly report card meetings with teachers, the Principal and the Dean of Students.
 - **Language Support:** Comprehensive translation and interpretation services are provided for all calls and conferences.
- **Orientations & Events**
 - **Program Spotlights:** Family Orientations highlight Multilingual Learner (MLL) offerings, including dedicated workshops on the Newcomer ELA curriculum.
 - **Staff Connections:** Dedicated time is carved out during Orientation and Back-to-School-Night for families to meet directly with Multilingual Learner Coordinators.
 - **Resource Showcases:** Highlighting new investments, such as Smartboards purchased specifically for MLL pullout classes.
- **Parent & Family Support Programs**
 - **Adult English Classes:** Continuing the successful English language classes designed for parents of Limited English Proficient (LEP) students to build skills and foster positive engagement.
- **Accessibility & Translation Services**
 - **Event Interpretation:** A dedicated Staff Translation Team provides language support at all in-person, school-sponsored events (e.g., Family Councils, community food drives).

- **Enrollment & Systems:** Expanding translated enrollment materials and website languages, while upgrading the student information system to better track prospective families' translation needs.
- **Summer Programming**
 - **MLL Summer Class:** A two-week, optional summer course focused on conversational and academic English, open to both multilingual students and their parents.

Enhanced/additional strategies to be used in 2026-27

- n/a as the rate of attrition for students with disabilities is **above** the 1 Standard Deviation percentage

Low Income

- School percentage: **14%**
- 1 Standard Deviation percentage: **27.61%**
- The rate of attrition for students in the low income group is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27**Academic Enrichment Programs:**

- **Diverse After-School Clubs:** All students are encouraged to join a variety of activities, including sports (soccer, basketball, track, cheer, baseball/softball) and the arts and community involvement (step team, theater, talent performances, student council).
- **Free Accessibility:** All clubs and enrichment programs are offered at no cost to ensure every student has the opportunity to participate and build strong connections to the school community.
- **Overcoming Barriers:** If students face logistical challenges—such as transportation or needing uniforms—school teams work directly with families to find solutions so they can easily participate.

Family and Community Engagement

- **Parent-Teacher Touchpoints**
 - **Quarterly Outreach:** Student advisors proactively contact parents via phone, email and parent portal (APP) to discuss student progress.
 - **In-Person Conferences:** Campuses host quarterly report card meetings where parents can speak with teachers, the Principal, and the Dean of Students.
 - **Language Support:** Translation and interpretation services are provided for all calls and conferences as needed.
- **Active Family Councils**
 - **Increasing Participation:** Hosting campus-specific Family Councils to foster engagement and a sense of belonging.
 - **Inclusive Events:** Inviting all family members and frequently providing meals (including for younger siblings) to make attendance easier.
 - **Community Building & Advocacy:** Creating spaces for parents to network, voice their opinions, hear from guest speakers like State Representatives, and volunteer for school projects.
 - **Boosting Retention:** Deepening families' commitment to the school community by actively including and valuing the parent voice.

Enhanced/additional strategies to be used in 2026-27

- Hold a Holiday food drive to ensure that our families have the food assistance they need.
- We will work with unhoused families to provide necessary daily staples, food and other support they need – including winter jackets.
- Free school uniforms for any family in need.

Students Who Are Sub-Proficient**Strategies used in 2025-26 that will be continued in 2026-27****Tailored academic support**

- **Robust Advisory System**
 - **Relationship Building:** Strengthening the Advisor-Student-Family connection to foster collaborative problem-solving when challenges arise.
 - **Bi-Weekly Check-Ins:** Advisors proactively call and log communications, via a parent portal, with every family every other week for easy reference and follow-up.
 - **Targeted Support for At-Risk Students:** Advisors increase communication (minimum twice monthly, with weekly options) with parents of struggling students to co-create personalized support plans that address the root causes of their challenges.

Academic Enrichment and Remediation

- **Homework Support Programs**
 - **Middle School:** Offering structured and guided after-school homework time for all students.
 - **High School:** Providing dedicated homework coaches available weekly for selected or referred students to help organize assignments and manage their workload.

Enhanced/additional strategies to be used in 2026-27

- **Targeted ELA & Math Remediation and Curricular Segmentation**
 - **Schedule Restructuring for Math Deficits:** Fifth- and sixth-grade schedules will include dedicated math intervention blocks to address unfinished learning and strengthen foundational skills.
 - **Differentiated ELA Curricular Streams:** Reading instruction will be grouped by decoding proficiency, with struggling readers receiving intensive phonics support and proficient readers focusing on grade-level literacy work.
 - **WIN ("What Instruction Needs") Interventions:** WIN blocks will provide targeted intervention in math and literacy based on student needs, ensuring differentiated support across proficiency levels.

Students Who Are at Risk of Dropping Out of School**Strategies used in 2025-26 that will be continued in 2026-27****Academic Enrichment and Remediation**

- **Extended School Year (Summer School)**
 - **Targeted Remediation:** A required summer program for students who fail three or more academic classes.
 - **Skill Mastery & Retesting:** Provides students the opportunity to master skills they missed during the regular year and retake their final exams.
 - **Path to Promotion:** Students who successfully pass their exams at the end of the summer session are promoted to the next grade.

Family/Community Engagement / Social-Emotional Support & Data-Driven Decision Making

- **Targeted Outreach:** Proactively engaging families of students at high risk of dropping out—specifically those with poor attendance, high suspension rates, or struggling academic performance—through dedicated family meetings and phone calls.
- **Student Support Team (SST) & Case Management:**
 - **Escalated Support:** If regular bi-weekly advisor check-ins are insufficient, students are assigned a dedicated Case Manager (*Social worker or Advisor*) from the SST.

- **Barrier Removal:** Case Managers collaborate closely with families to identify specific barriers to attendance or learning and develop personalized action plans to overcome them.
- **Tiered Attendance Tracking:** Proactively identifying at-risk students *before* they reach chronic absenteeism (10% absenteeism at any point in the school year or 5 consecutive days missed) using a robust data tracking system.
- **Comprehensive Interventions:** Categorizing student needs into Tiers 1, 2, and 3 to provide the exact level of academic, social-emotional, family, and logistical (e.g., transportation) support required.
- **Collaborative Problem-Solving:** Bringing in key SST members, such as School Social Workers and Deans of Students, to help families navigate unique challenges and build consistent attendance habits.

Enhanced/additional strategies to be used in 2026-27

- n/a

Students Who Have Dropped Out of School**Strategies used in 2025-26 that will be continued in 2026-27****Family and community engagement**

- **Student Support Team (SST) & Dropout Prevention**
 - **Dedicated Case Management:** Students who are chronically absent, struggling academically, or at risk of dropping out are assigned an SST case manager.
 - **Targeted Outreach:** School leaders and case managers personally reach out to the student and their family to identify and remove specific barriers to graduation.
 - **Focus on Re-Engagement:** The primary goal is collaborative problem-solving with the family to help the student re-engage and persist through high school.
- **Post-Dropout Engagement**
 - **Leadership Meetings:** If a student chooses to drop out, the school facilitates meetings between the family, the student, the SST, and school leaders to discuss the impact, consequences, and viable next steps for the student's education.

Enhanced/additional strategies to be used in 2026-27

- n/a

Appendix C: School Administration, Staff and Board of Trustees Information

ADMINISTRATIVE ROSTER DURING THE 2025-26 SCHOOL YEAR			
Name, Title	Job Description	Start date/Current Role	End date
Tera Carr, Regional Superintendent of Instruction, MS	Manages the middle school principals	7/1/2020	6.30.26
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 (Proctor MS)	Manages the school's curriculum and instruction.	7/1/2021	6.30.26
Lucy Smukler, Director of Operations (Proctor MS)	Manages the school's finances and operations.	7/1/2021	N/A
Emma Simmons, Principal (RPDC)	Manages the school's curriculum and instruction.	7/1/2025	N/A
Michael Vallejo, Director of Operations (RPDC)	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)	Manages the school's curriculum and instruction	1/1/2021	N/A
Yaovi Jondoh, Director of Operations (RPHS)	Manages the school's finances and operations.	7/1/2021	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 2025-26 SCHOOL YEAR				
	Active as of last day of 2025-26 SY	Departures during 2025-26 SY	Departures @ end of 2025-26 SY	Reasons for Departure
Teacher	129	9	18	School/team/organizational culture isn't a good fit, Graduate School, Dissatisfied with work/role (e.g. Teacher who does not like teaching), Took other lateral role for similar salary or title (in education)

Other Staff	88	11	9	Personal reasons unrelated to job, Relocation, Not aligned to our discipline model, Dissatisfied with Pay, Desire fewer hours or more flexible schedule than position allows in order to care for family member(s), Resigned to avoid termination, Workload is difficult to manage
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BOARD MEMBERS DURING THE 2025-2026 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. 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
Mr. Ronald Carroll	Trustee	Development	2	Elected: Feb 2021 Re-Elected 2 nd Term: Feb 2024 Term Ends: Feb 2027	2030
Mr. Scott Oran	Trustee	Real Estate	2	Elected: March 2022 Re-elected 2 nd Term: Mar 2025 Resigned: June 2026	2031
Ms. Sarah Hatton	Trustee	Academic & Leadership	1	Elected: Dec 2022 Re-elected 2 nd Term Dec 2025 Term Ends: Dec 2028	2031
Mr. Marc Savatsky	Trustee	Real Estate	1	Elected: August 2023 Re-elected 2 nd Term: June 2026 Term Ends: August 2029	2032
John Nelson	Trustee	Finance	1	Elected: October 2025 Term Ends: Oct 2028	2034
Thomas Cunningham	Trustee	Academic & Leadership	1	Elected: April 2026 Term Ends: April 2029	2035
Ms. Nayeli Castillo	Trustee/Parent		1	Elected: Dec 2025 Term Ends: Dec 2028	2034

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

Appendix D: Additional Information

Complaints

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

Date	Summary of Complaint	Summary of Complaint Resolution
January 2026	A parent filed a formal complaint alleging that their child was dismissed from school on two occasions during the winter without a coat after personal belongings were stolen. The complaint raised concerns about the school's use of locked or inaccessible lockers as a disciplinary measure, the lack of secure storage for student belongings, the student's health and safety, and the absence of timely parent notification regarding the incidents. The parent requested a written explanation of the school's locker procedures, a review of the reported incidents, improved access to students' personal belongings during disciplinary actions, and stronger communication protocols with families regarding incidents affecting student safety or property.	The Principal and Director of Operations worked directly with the student and parent to review the concern and resolve the complaint. The school reimbursed the family for the cost of the lost coat, explained that the student's locker access had been temporarily restricted due to a disciplinary matter consistent with the school's locker agreement, contacted the parent the same day, and permitted the student to retrieve personal belongings. The school also noted that the reported loss of the student's coat occurred after locker access had been restored.
January 2026	A legal guardian filed a formal complaint expressing concern that a school nurse had allegedly maintained contact through social media with a former student who had withdrawn from the school and was no longer under the school's care. The complaint also alleged that the staff member may have communicated with the student's former guardian	The school reviewed the concerns raised by the guardian and determined that the nurse's communications were intended solely to provide support to a former student during a challenging time, with no intent to circumvent guardianship arrangements or established protocols. To address the concerns raised, school leadership instructed the staff member to immediately cease all

	despite ongoing court-ordered restrictions, raising concerns about professional boundaries, student safety, and compliance with guardianship arrangements.	direct and indirect communication with the former student and former guardian outside of authorized school channels. The school also reinforced expectations with staff regarding appropriate professional boundaries, communication with former students, and adherence to established protocols to ensure all future interactions occur only through authorized and documented channels.
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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 2025-26 to address the concern that resulted in the condition

Overview of the 2024 Charter Renewal Condition

As part of Roxbury Preparatory Charter School's 2024 charter renewal process, the Massachusetts Department of Elementary and Secondary Education (DESE) imposed a specific condition designed to align the school's long-term operational scale with historical demographic shifts. The condition mandated: "By August 1, 2025, the school must submit a charter amendment that aligns the school's maximum enrollment with the school's enrollment trends."

Roxbury Prep has held a long-standing authorization to serve up to 1,800 students. However, systemic shifts in Boston's public education landscape, most notably a 15% decline in student population over the last decade, and Boston Public Schools' strategic transition away from stand-alone middle schools toward unified K-8 and 7-12 models, increasingly restricted the pipeline of students entering middle school grades (5-8). Middle school seats subsequently accounted for approximately 40% of Roxbury Prep's unfilled capacity, with the 5th grade entry point facing the steepest headwinds. Recognizing that reducing enrollment capacity would diminish the school's overall community impact, the Board of Trustees determined that the most sustainable, mission-aligned mechanism to address this trend was to expand downward into early elementary education.

Addressing the Condition: The PreK-4 Expansion Request

To resolve the condition, Roxbury Prep formally submitted a charter amendment request to DESE on July 30, 2025. The amendment proposed restructuring the school's configuration by expanding its existing 5-12 grade span into a seamless PreK-12 continuum. By establishing an elementary footprint, the school strategically reallocates its approved 1,800-seat maximum capacity to earlier grade levels, directly aligning its structure with the entry points demanded by Boston families.

Additionally, Roxbury Prep increased student enrollment for SY25-26 by 9%, adding almost 100 new students. This was the largest increase by percentage and by total students of any charter school in Boston for this school year.

Resolution: Formal Removal of the Charter Condition

Roxbury Prep's response successfully met the criteria imposed by the state. On January 20, 2026, Commissioner Pedro Martinez issued a formal notification confirming that the school's July 2025 submission fulfilled the operational remedies required by the 2024 renewal condition.

In his official correspondence, the Commissioner formally declared:

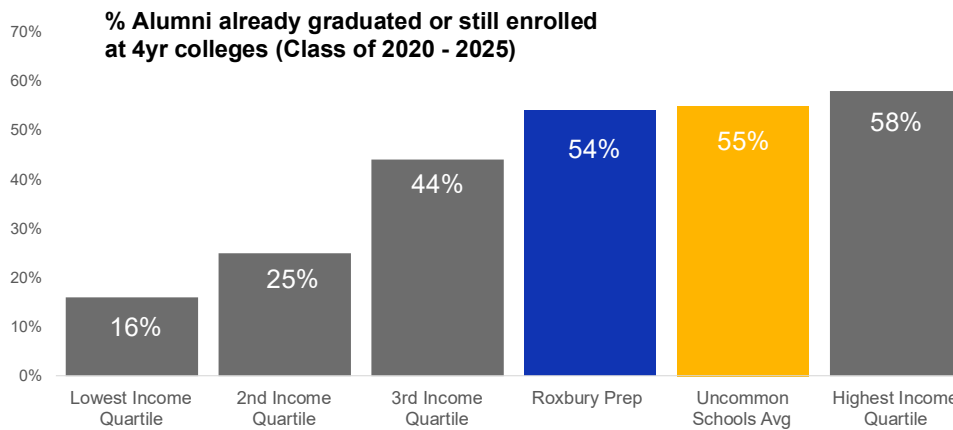
- Condition Successfully Met: "I have determined that the school has met the requirements of the 2024 condition with its July 2025 submission."
- Administrative Removal: The Commissioner officially updated the Board of Elementary and Secondary Education that he has removed the condition from Roxbury Prep's charter.

While the structural enrollment condition has been cleared from our charter, the Commissioner noted that the specific technical request to immediately launch the PreK–4 grade expansion requires additional operational milestones before being brought to the full Board for a final vote. Specifically, the Department indicated that the school needs further facility development to secure appropriate elementary school housing and must demonstrate further performance consolidation against certain indicators within the Charter School Performance Criteria (CSPC) stemming from the 2024 review. The Commissioner emphasized that this deferral does not preclude Roxbury Prep from resubmitting a modified or refined grade-expansion request in the future.

Supplemental Information about Student Achievement

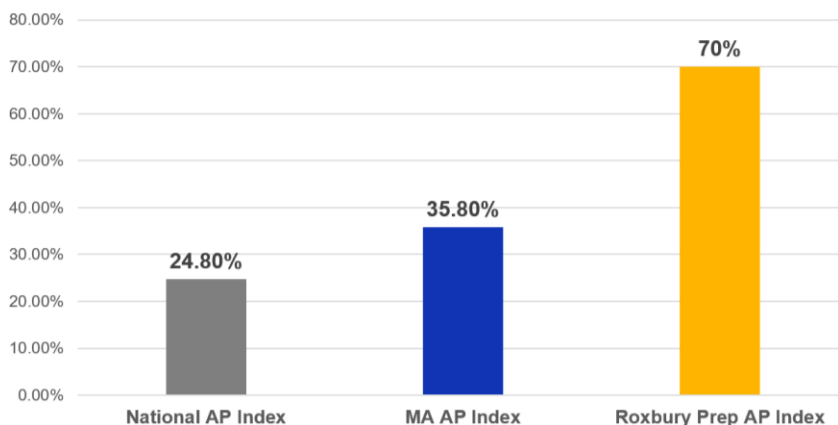
Item 1: Roxbury Prep College Persistence

54% of Roxbury Prep graduates have graduated or are persisting in college



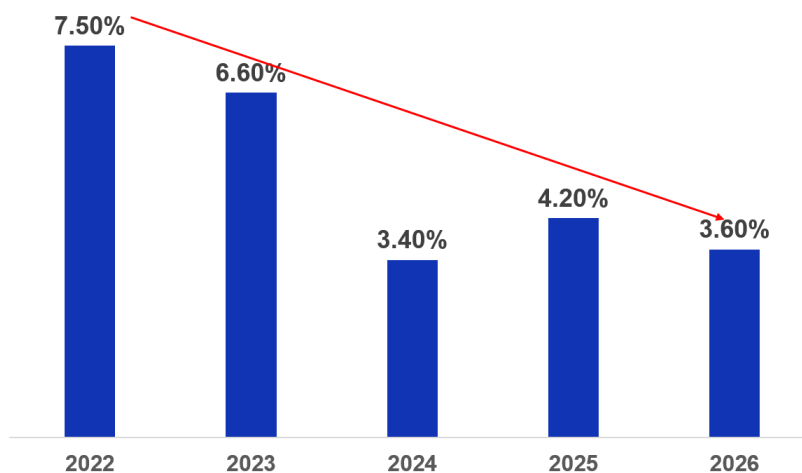
Item 2: Roxbury Prep High School students participate in AP exams at exceptional rates and exceed the MA state average for pass rates on the AP exams.

Roxbury Prep AP Index exceeded the MA and National averages in 2025



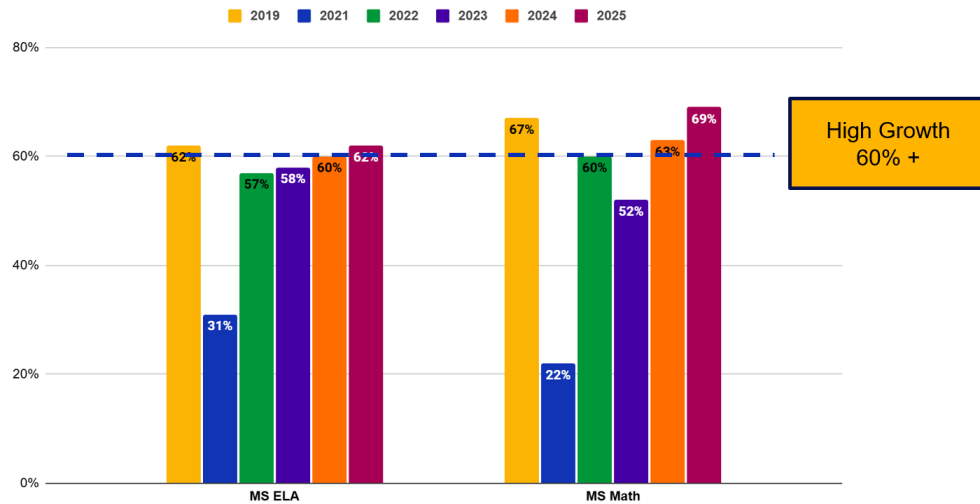
Item 3: Roxbury Prep Suspension Data SY2022 – 2026

Suspension Data over time



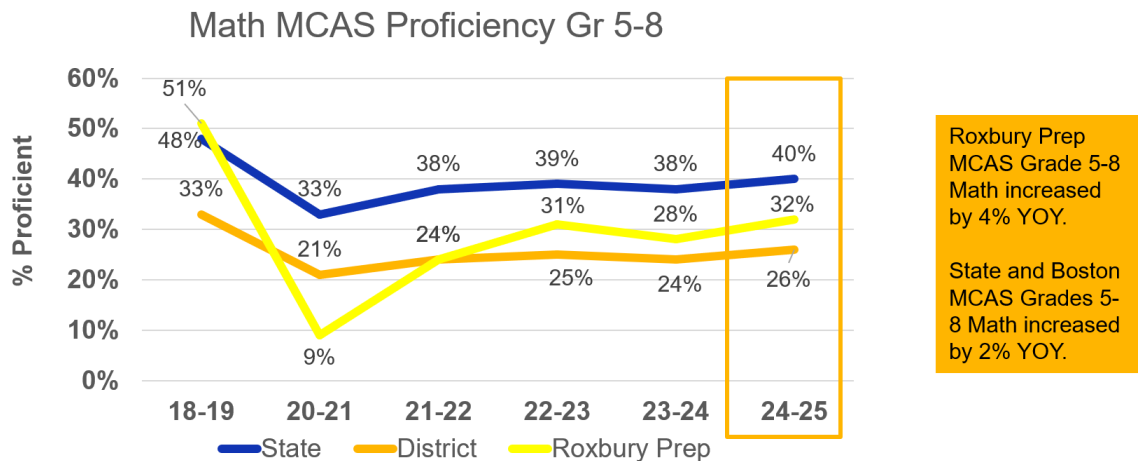
Item 4: Roxbury Prep Middle School MCAS SGP scores 2019 to 2025

YOY Middle School SGP in Math and ELA

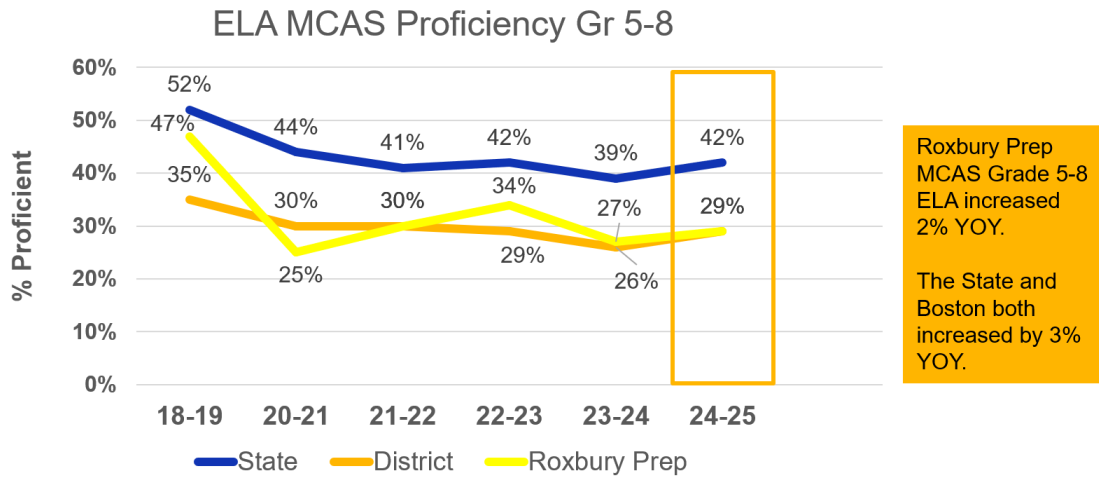


Item 5: Roxbury Prep Middle School MCAS M/E for Math and ELA, 2025 Exam

5-8 MCAS Math performance improved and remains above the district average.



5-8 MCAS ELA performance improved



Item 6: Roxbury Prep and BPS HS MCAS Proficiency rates for M/E on Math, Science, ELA Exams: SY22 through SY25

	2022	2023	2024	2025
ELA				
Roxbury Prep	21%	22%	20%	26%
BPS	47%	47%	42%	40%
Math				
Roxbury Prep	18%	22%	23%	26%
BPS	40%	39%	38%	38%
Science				
Roxbury Prep	20%	14%	18%	30%
BPS	29%	33%	33%	33%

Item 7: Roxbury Prep 10th Grade ELA & Math MCAS SGP 2022 – 2025

Year	ELA All Students	Math All Students	ELA SWD	Math SWD	ELA High Needs	Math High Needs	ELA ELL	Math ELL
2025	39	38	45	47	48	47	50	49
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 IA1 to IA3, SY25-26					
Subject	School	5	6	7	8
ELA	RXP_DC	-6.0%	6.0%	6.0%	4.0%
ELA	RXP_MH	--%	12.0%	11.0%	7.0%
ELA	RXP Avg	-3%	9%	8.50%	5.50%
ELA	USI	1%	5%	4.75%	4.25%

Item 9: Math, Science, History IA Data

% Change IA1 to IA3, SY25-26					
Subject	School / Region	5	6	7	8
MAT	Roxbury Prep	-1.0%	3.0%	1.0%	-2.0%
MAT	USI	-4.0%	6.0%	-3.0%	1.0%
ALG	Roxbury Prep	--%	--%	--%	-5.0%
ALG	USI	--%	--%	--%	-3.0%
HIS	Roxbury Prep	--%	10.0%	25.0%	13.0%
HIS	USI	2.0%	6.0%	16.0%	11.0%
SCI	Roxbury Prep	1.0%	--%	0.0%	14.0%
SCI	USI	4.0%	-4.0%	-2.0%	11.0%

Item 10: High School GPA's YOY

High School Weighted GPA

Grade	SY25-26	SY24-25	SY23-24	SY22-23	SY21-22
9th	2.72	2.88	2.94	2.75	2.41
10th	2.94	2.94	2.79	2.92	2.66
11th	3.16	3.0	3.01	2.92	2.91
12th	3.08	3.22	3.10	3.13	3.17

The average GPA for 11th and 12 graders is above 3.0 this year

Appendix E – Teacher Evaluation Document

A	B	C	D	E	F	G	H	I
	Advanced	X	Proficient	X	Working Towards	X	Needs Improvement	X
Classroom Management	The tone of classroom is consistently efficient, respectful, culturally responsive, and positive. Consistently establishes strong learning partnerships with students through appropriate trust and rapport generators Consistently creates a strong environment that is intellectually and socially safe for learning narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. Students are consistently respectful of one another and highly collaborative during partner and group work, eager to accomplish a task together.		The tone of classroom is frequently efficient, respectful, culturally responsive, and positive. Frequently establishes strong learning partnerships with students through appropriate trust and rapport generators Frequently creates a strong environment that is intellectually and socially safe for learning narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. Students are frequently respectful of one another and highly collaborative during partner and group work.		The tone of classroom is often efficient, respectful, culturally responsive, and positive. Occasionally establishes strong learning partnerships with students through appropriate trust and rapport generators Occasionally creates a strong environment that is intellectually and socially safe for learning narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. Students are occasionally respectful of one another and highly collaborative during partner and group work.		The tone of classroom is rarely efficient, respectful, culturally responsive, and positive. Rarely establishes strong learning partnerships with students through appropriate trust and rapport generators Rarely creates a strong environment that is intellectually and socially safe for learning narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. Students are rarely respectful of one another and highly collaborative during partner and group work.	
Classroom Culture	School rules, values, and behaviors are consistently upheld and emphasized. allow the classroom to run efficiently, as evidenced by students consistently implementing organizational and other systems with minimal prompting.		School rules, values, and behaviors are frequently upheld and emphasized. classroom to run efficiently, as evidenced by students frequently implementing organizational and other systems with minimal prompting.		School rules, values, and behaviors are occasionally upheld and emphasized. causes the class to not run efficiently, as evidenced by students infrequently implementing organizational and other systems with minimal prompting.		School rules, values, and behaviors are rarely upheld and emphasized. causes the classroom to be disorderly, as evidenced by students rarely implementing organizational and other systems with minimal prompting.	
Routines & Procedures and What to Do	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. Consistently utilizes and holds all students accountable to school and department wide academic systems.		Frequently gives 'What to Do' directions that are specific, concrete, sequential, and observable. Frequently narrates the positive and looks at students to build 100% on task behaviors after giving 'What to Do' directions. Frequently utilizes and holds all students accountable to school and department wide academic systems.		Infrequently gives 'What to Do' directions that are specific, concrete, sequential, and observable. Infrequently narrates the positive and looks at students to build 100% on task behaviors after giving 'What to Do' directions. Infrequently utilizes and holds all students accountable to school and department wide academic systems.		Rarely gives 'What to Do' directions that are specific, concrete, sequential, and observable. Rarely narrates the positive and looks at students to build 100% on task behaviors after giving 'What to Do' directions. Rarely utilizes and holds all students accountable to school and department wide academic systems.	
Classroom Learning Environment	The classroom is well organized, neat, and free of clutter. classroom instructional and inspirational signage that supports student learning, including the 'Whiteboard Configuration'. Student work is consistently updated and displayed with description of the task and with a clear educational purpose.		The classroom is largely organized, neat, and free of clutter. classroom instructional and inspirational signage that supports student learning, including the 'Whiteboard Configuration'. Student work is frequently updated and displayed with description of the task and with a clear educational purpose.		The classroom is slightly disorganized and contains some of clutter. instructional and inspirational signage that supports student learning, including the 'Whiteboard Configuration'. Student work is infrequently updated and/or does not have a description of the task and with a clear educational purpose.		The classroom is messy and cluttered. instructional and inspirational signage that supports student learning, including the 'Whiteboard Configuration'. Student work is rarely updated and/or does not have a description of the task and with a clear educational purpose.	
Responding to Challenging Situations & Off-Task Behavior	Consistently offers emotional support and scaffolded support as needed. whole class resets when necessary. These moments are consistently framed and narrated positively with all students on task. teacher consistently attempts to de-escalate first using RAIN/RULER strategies and then simplified directions to ensure success (dropping to a quiet Teacher consistently follows up with students in challenging situations and always involves school leaders when necessary according to school rules.		Frequently offers emotional support and scaffolded support as needed. whole class resets when necessary. These moments are frequently framed and narrated positively with all students on task. teacher frequently attempts to de-escalate first using RAIN/RULER strategies and then simplified directions to ensure success (dropping to a quiet Teacher frequently follows up with students in challenging situations and usually involves school leaders when necessary according to school rules.		Infrequently offers emotional support and scaffolded support as needed. whole class resets when necessary. These moments are occasionally framed and narrated positively with all students on task. teacher occasionally attempts to de-escalate first using RAIN/RULER strategies and then simplified directions to ensure success (dropping to a quiet challenging situations and sometimes involves school leaders when necessary according to school rules.		Rarely offers emotional support and scaffolded support as needed. class resets when necessary. These moments are rarely framed and narrated positively with all students on task. teacher rarely attempts to de-escalate first using RAIN/RULER strategies and then simplified directions to ensure success (dropping to a quiet Teacher rarely follows up with students in challenging situations and rarely involves school leaders when necessary according to school rules.	

Instruction	Advanced	X	Proficient	X	Working Towards	X	Needs Improvement	X
Establishing Learning Expectations and Student Engagement (online and in person)	work. Consistently establishes and communicates high expectations for student learning, behavior, and quality of work through collective goal setting.		work. Frequently establishes and communicates high expectations for student learning, behavior, and quality of work.		work. Infrequently establishes and communicates high expectations for student learning, behavior, and quality of work.		work. Rarely establishes and communicates high expectations for student learning, behavior, and quality of work.	
	the students are engaged in the learning activity, as demonstrated by their active participation and attentiveness.		the students are engaged in the learning activity, as demonstrated by their participation and attentiveness.		the students are engaged in the learning activity, as demonstrated by their participation and attentiveness.		Less than 50% of students are engaged in the learning activity.	
	that are highly rigorous, including Turn & Talk, Cold Call, and Warm Call, to ensure every student is engaged with the content.		Uses a sufficient variety of engagement strategies, including Turn & Talk, Cold Call, and Warm Call, to ensure most students are engaged with the content.		Inconsistently uses engagement strategies, including Turn & Talk, Cold Call, and Warm Call, and/or does not ensure every student is engaged with the content.		Rarely uses engagement strategies including Turn & Talk, Cold Call, and Warm Call, or uses strategies in a non-rigorous and/or non-engaging way.	
	Consistently utilizes participation trackers to ensure equitable student participation.		Frequently utilizes participation trackers to ensure some equity in student participation.		Infrequently utilizes participation trackers and/or does not ensure equitable student participation.		Does not hold students to a "Right is Right" standard before accepting a response as correct.	
	Consistently holds students to a "Right is Right" standard before accepting a response as correct.		Frequently holds students to a "Right is Right" standard before accepting a response as correct.		Infrequently holds students to a "Right is Right" standard before accepting a response as correct.		Rarely utilizes participation trackers and/or does not ensure equitable student participation.	
	Regularly provides visual aids, manipulatives and graphic organizers to help students break down complex materials.		Often provides visual aids, manipulatives and graphic organizers to help students break down complex materials.		Occasionally provides visual aids, manipulatives and graphic organizers to help students break down complex materials.		Rarely provides visual aids, manipulatives and graphic organizers to help students break down complex materials.	
Reaching the Range of Learners in the Classroom			Frequently ensures directions are provided verbally and in writing.		Infrequently ensures directions are provided verbally and in writing.		Rarely ensures directions are provided verbally and in writing.	
	Assignments are consistently attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.		Assignments are frequently attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.		Assignments are occasionally attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.		Assignments are rarely attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.	
	ways to support students on both ends of the learning spectrum including meeting the needs of all students. (ie. IEPs, BIPs, ELLs and 504 plans)		ways to support students on both ends of the learning spectrum including meeting the needs of all students. (ie. IEPs, BIPs, ELLs and 504 plans)		ways to support students on both ends of the learning spectrum including meeting the needs of all students. (ie. IEPs, BIPs, ELLs and 504 plans)		to support students on both ends of the learning spectrum including meeting the needs of all students. (ie. IEPs, BIPs, ELLs and 504 plans)	
High Level Questioning	accommodations and modifications as outlined in the students' IEP, Behavior Intervention Plan, 504 and ELL plans.		Knows and frequently implements accommodations and modifications as outlined in the students' IEP, Behavior Intervention Plan, 504 and ELL plans.		accommodations and modifications as outlined in the students' IEP, Behavior Intervention Plan, 504 and ELL plans.		accommodations and modifications as outlined in the students' IEP, Behavior Intervention Plan, 504 and ELL plans.	
	Vast majority of questions go beyond recall - questions require students to compare, analyze, evaluate, or synthesize.		Majority of questions go beyond recall - questions often require students to compare, analyze, evaluate, or synthesize.		Some questions go beyond recall - questions sometimes require students to compare, analyze, evaluate, or synthesize.		Few questions go beyond recall - questions rarely require students to compare, analyze, evaluate, or synthesize.	
	Questions consistently focus on the thinking steps needed to arrive at the correct answer.		Questions regularly focus on the thinking steps needed to arrive at the correct answer.		Questions occasionally focus on the thinking steps needed to arrive at the correct answer.		Questions rarely focus on the thinking steps needed to arrive at the correct answer.	
Habits of Discussion	Almost all follow-up questions correctly identify the level of student understanding.		Most follow-up questions correctly identify the level of student understanding.		Some follow-up questions correctly identify the level of student understanding.		Few follow-up questions correctly identify the level of student understanding.	
	Teacher consistently expects students to elaborate on their answer - their responses provide justification and/or rationale for their answer choice.		Teacher frequently expects students to elaborate on their answer - their responses provide justification and/or rationale for their answer choice.		Teacher inconsistently expects students to elaborate on their answer - their responses provide justification and/or rationale for their answer choice.		Teacher rarely or never expects students to elaborate on their answer - they do not provide justification or rationale for their answers.	
	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.		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.		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.		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 regularly use habits of discussion techniques to deepen discussion		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.	

A	B	C	D	E	F	G	H	I
Data-Driven Instruction	Advanced	X	Proficient	X	Working Towards	X	Needs Improvement	X
	Exit tickets are administered daily, assess the day's key concepts/skills and are always aligned to the rigor of the IA/final assessment.		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		Exit tickets are sometimes administered, sometimes assess the day's key concepts/skills, and sometimes are aligned to the rigor of the		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	
	Teacher consistently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments.		Teacher frequently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments.		Teacher inconsistently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments.		Teacher rarely or never identifies and effectively analyzes the highest-leverage student work samples between long-term assessments.	
Classroom Assessments: Daily/Weekly	Teacher consistently adjusts lessons within two weeks of initial instruction to respond to data demonstrating mastery of objectives collected		Teacher frequently adjusts lessons within two weeks of initial instruction to respond to data demonstrating mastery of objectives collected		Teacher sometimes adjusts lessons within two weeks of initial instruction to respond to data demonstrating mastery of objectives collected		Teacher rarely or never adjusts lessons within two weeks of initial instruction to respond to data demonstrating mastery of objectives collected	
	Consistently uses higher order thinking questions to push student thinking.		Frequently uses higher order thinking questions to push student thinking.		Occasionally uses higher order thinking questions to push student thinking.		Rarely 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.		Frequently identifies the most important question/skills and monitors students only for those identified questions or skills.		Occasionally identifies the most important question/skills and monitors students only for those identified questions or skills.		Rarely identifies the most important question/skills and monitors students only for those identified questions or skills.	
	Consistently marks up student work with quick, easy cues to guide students as they work.		Frequently marks up student work with quick, easy cues to guide students as they work.		Occasionally marks up student work with quick, easy cues to guide students as they work.		Rarely marks up student work with quick, easy cues to guide students as they work.	
	Consistently uses an intentional pathway to collect data from more than half of the class, moving from fast workers to slower workers.		Occasionally uses an intentional pathway to collect data from more than half of the class, moving from fast workers to slower workers.		Occasionally uses an intentional pathway to collect data from more than half of the class, moving from fast workers to slower workers.		Rarely uses an intentional pathway to collect data from more than half of the class, moving from fast workers to slower workers.	
Checking for Understanding & Recording Student Data	Consistently provides the least invasive prompts.		Frequently provides the least invasive prompts.		Occasionally provides the least invasive prompts.		Rarely provides the least invasive prompts.	
	Consistently provides feedback to students of all skill levels.		Frequently provides feedback to students of all skill levels.		Occasionally provides feedback to students of all skill levels.		Rarely provides feedback to students of all skill levels.	
	Analyzes and responds to student data daily.		Analyzes and responds to student data 2-3 times/week.		Analyzes and responds to student data at least 1 time/week.		Analyzes and responds to student data 2-3 times per month.	
	Thoroughly writes DDI action plans with detail to address learning needs of all students. This includes collaboration with SPED teams to		Thoroughly writes DDI action plans to address learning needs post-assessment. This includes collaboration with SPED teams to ensure		Writes incomplete DDI action plans to address learning needs post-assessment. This sometimes includes collaboration with SPED		Does not plan to address learning needs post-assessment, or the plan is inadequate.	
Data Analysis	Consistently implements the DDI action plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. Ensures		Frequently implements the DDI action plan as written and ensures that re-teaching and spiraling happens.		Infrequently implements the DDI plans as written so that re-teaching and spiraling does not always happen.		Does not follow through on DDI action plans.	
	Consistently uses real-time data to adjust instruction.		Frequently uses real-time data to adjust instruction.		Occasionally uses real-time data to adjust instruction.		Rarely uses real-time data to adjust instruction.	
	Accurate Response to Data: Consistently chooses an appropriate response to data and executes that response efficiently.		Accurate Response to Data: frequently chooses an appropriate response to data and executes that response efficiently.		Accurate Response to Data: occasionally chooses an appropriate response to data and executes that response efficiently.		Accurate Response to Data: rarely chooses an appropriate response to data and executes that response efficiently.	
In-Class Responding to Student Data	Serves as a model for establishing a culture of error using a variety of techniques, including: Chart the Error, Show Call, praising risk-taking,		Establishes a culture of error by frequently using a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports		Inconsistently establishes a culture of error by infrequently using a variety of techniques, including: Chart the Error, Show Call, praising risk-		Fails to establish a culture of error.	
	Consistently provides fair and quality feedback that is precise, actionable.		Frequently provides fair and quality feedback that is precise, actionable.		Occasionally provides fair and quality feedback that is precise, actionable.		Rarely provides fair and quality feedback that is precise, actionable.	
	Graded work is almost always returned quickly, within one week for tests and quizzes and within two weeks for classwork and homework.		Graded work is frequently returned quickly, within one week for tests and quizzes and within two weeks for classwork and homework.		Graded is sometimes returned quickly, within one week for tests and quizzes and within two weeks for classwork and homework.		Graded work is rarely returned quickly, within one week for tests and quizzes and within two weeks for classwork and homework.	
	Consistently reflects on teacher owned actions that can push scholars to improve academically.		Frequently reflects on teacher owned actions that can push scholars to improve academically.		Occasionally reflects on teacher owned actions that can push scholars to improve academically.		Rarely reflects on teacher owned actions that can push scholars to improve academically.	
Out-of-class Responding	Consistently uses tutoring strategically to address student learning needs.		Frequently uses tutoring strategically to address student learning needs.		Occasionally uses tutoring strategically to address student learning needs.		Rarely uses tutoring strategically to address student learning needs.	

Curriculum	Advanced	X	Proficient	X	Working Towards	X	Needs Improvement	X
	Thorough preparation is always evident in teacher's execution of lessons (plans are clearly internalized, rehearsed, and familiar).		internalize and rehearse lesson plans. Thorough preparation is frequently evident in teacher's execution of lessons.		internalize and rehearse lesson plans. Thorough preparation is inconsistently evident in teacher's execution of lessons.		read, internalize and rehearse lesson plans. Thorough preparation is rarely or never evident in teacher's execution of lessons.	
	Revisions are consistently data-driven and effectively meet the needs of students.		Revisions are usually data-driven and effectively meet the needs of students.		Revisions are sometimes data-driven and effectively meet the needs of students.		concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses)	
Lesson Internalization	concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting student responses)		concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses)		concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses)			

Commitment to School Community	Advanced	X	Proficient	X	Working Towards	X	Needs Improvement	X
	Continuously reflects on one's own cultural lens and the impact on teaching culturally diverse students		Frequently reflects on one's own cultural lens and the impact on teaching culturally diverse students		Occasionally reflects on one's own cultural lens and the impact on teaching culturally diverse students		Rarely reflects on one's own cultural lens and the impact on teaching culturally diverse students	
	Consistently develops language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups		Frequently develops language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups		Occasionally develops language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups		Rarely develops language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups	
	Respectfully expresses curiosity about the history and lived experiences of others and will consistently exchange ideas and beliefs in an open-minded way.		Respectfully expresses curiosity about the history and lived experiences of others and will frequently exchange ideas and beliefs in an open-minded way.		Expresses curiosity about the history and lived experiences of others and will occasionally exchange ideas and beliefs in an open-minded way.		Does not expresses curiosity about the history and lived experiences of others and will rarely exchange ideas and beliefs in an open-minded way.	
	power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consistently considers how they have been affected		and privilege influence relationships on interpersonal, intergroup, and institutional levels and frequently considers how they have been affected by those		power and privilege influence relationships on interpersonal, intergroup, and institutional levels and occasionally considers how they have been affected		privilege influence relationships on interpersonal, intergroup, and institutional levels and rarely considers how they have been affected by those	
Cultural Awareness	Consistently takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions		Frequently takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions		Occasionally takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions		Rarely takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions	
	Establishes strong relationships with families that are consistently positive, assume the best, and collaborative.		Establishes relationships with families that are frequently positive, assume the best, and collaborative.		Establishes relationships with families that are occasionally positive, assume the best, and collaborative.		Does not establish relationships with families.	
	families informed of students' successes and struggles in academics, behavior, and emotional and social development.		Makes phone calls to keep families informed of students' successes and struggles in academics, behavior, and emotional and social development.		informed of students' successes and struggles in academics, behavior, and emotional and social development.		Rarely makes phone calls to keep families informed of students' successes and struggles in academics, behavior, and emotional and social development.	
Family Partnerships	Returns all phone calls from families within 24 hours.		Returns most phone calls from families within 24 hours.		Returns some phone calls from families within 24 hours.		Does not regularly return phone calls from families within 24 hours.	
	All relationships with colleagues are productive and collaborative.		Most relationships with colleagues are productive and collaborative.		Some relationships with colleagues are productive and collaborative.		Few relationships with colleagues are productive and collaborative.	
Relationships with Colleagues/School	Consistently exerts a positive influence on the entire staff.		Frequently exerts a positive influence on the entire staff.		Occasionally exerts a positive influence on the entire staff.		Rarely exerts a positive influence on the entire staff.	
	Consistently exhibits a growth mindset and actively participates during staff meetings.		Frequently exhibits a growth mindset and actively participates during staff meetings.		Occasionally exhibits a growth mindset and actively participates during staff meetings.		Rarely exhibits a growth mindset and actively participates during staff meetings.	
	Consistently projects a positive mindset and is respectful of students, families, colleagues, and school leaders.		Frequently projects a positive mindset and is respectful of students, families, colleagues, and school leaders.		Occasionally projects a positive mindset and is respectful of students, families, colleagues, and school leaders.		Rarely projects a positive mindset and is respectful of students, families, colleagues, and school leaders.	
Modeling Expectations	Consistently punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings.		Frequently punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings.		Occasionally punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings.		Rarely punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings.	
	Dress is consistently aligned to staff dress expectations.		Dress is frequently aligned to staff dress expectations.		Dress is occasionally aligned to staff dress expectations.		Dress is rarely aligned to staff dress expectations.	
Time and Task Management	Consistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections.		Frequently meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.		progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders.		plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders.	
	Consistently responds to emails in a timely, courteous manner.		Usually responds to emails in a timely, courteous manner.		Sometimes responds to emails in a timely, courteous manner.		Infrequently responds to emails in a timely, courteous manner.	

<i>Professional Development</i>	Advanced	X	Proficient	X	Working Towards	X	Needs Improvement	X
Professional Development Participation and Implementation	Consistently has a leadership presence in professional development workshops, even as a participant.		Frequently has a leadership presence in professional development workshops, even as a participant.		Occasionally has a leadership presence in professional development workshops, even as a participant.		Rarely has a leadership presence in professional development workshops, even as a participant.	
	Actively seeks out and consistently implements professional development strategies in their classroom.		Seeks out and frequently implements professional development strategies in their classroom.		Occasionally implements professional development strategies in their classroom.		Rarely implements professional development strategies in their classroom.	
	Consistently is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video.		Frequently is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video.		Occasionally is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video.		Rarely is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video.	
	Consistently and actively shares best practices with colleagues and is invested in the development of their peers.		Frequently shares best practices with colleagues and is invested in the development of their peers.		Occasionally shares best practices with colleagues and is invested in the development of their peers.		Rarely shares best practices with colleagues and is invested in the development of their peers.	
Openness to Feedback	Consistently seeks leader's and/or peer feedback to improve in pedagogy.		Frequently seeks leader's and/or peer feedback to improve in pedagogy.		Occasionally seeks leader's and/or peer feedback to improve in pedagogy.		Rarely seeks leader's and/or peer feedback to improve in pedagogy.	
	Consistently reflects upon and responds to feedback with openness.		Frequently reflects upon and responds to feedback with openness.		Occasionally reflects upon and responds to feedback with openness.		Rarely reflects upon and responds to feedback with openness.	
	Leaders and instructional leaders quickly and/or brings questions, alternative solutions, or ideas to respond to feedback.		Leaders and instructional leaders quickly and/or brings questions, alternative solutions, or ideas to respond to feedback.		Leaders and instructional leaders quickly and/or brings questions, alternative solutions, or ideas to respond to feedback.		Leaders and instructional leaders quickly and/or brings questions, alternative solutions, or ideas to respond to feedback.	