

Uncommon
Schools |

ROXBURY PREP

2019-2020 Annual Report

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July 31, 2020

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Letter from the Chairperson of the Board of Trustees

July 31, 2020

Dear Friends of Roxbury Preparatory Charter School,

I am honored to present to you the *2019-2020 Annual Report* for Roxbury Preparatory Charter School. In this report you will find accounts of students mastering rigorous standards, developing leadership skills, and fostering community that long outlasts their tenures at Roxbury Prep. Roxbury Prep's mission of preparing students to enter, succeed in, and graduate from college continues to be realized this year as its second class of students graduated from Roxbury Prep High School this past June.

In 2019-2020, Roxbury Prep continued to be ably led by Kate Armstrong as Associate Chief Operating Officer and Jamie Morrison as Assistant Superintendent. Alongside many schools across our country, Roxbury Prep faced unprecedented challenges in building and implementing a remote learning program mid-year as the coronavirus shut down our schools. Despite the myriad challenges remote learning surfaced, Mr. Morrison and the instructional team ensured that Roxbury Prep scholars continued to receive high quality instruction throughout the remainder of the school year. This would not have been possible without the leadership of Ms. Armstrong and her Operations Teams as they acted swiftly to ensure all students had the necessary supports in place to access instruction online.

Roxbury Prep leaders were steadfast in ensuring all necessary supports were provided for students to be successful. School counselors were made available to provide emotional support for students, our students with special needs continued to receive services, and free meals were made available for safe pick up at schools. Regular communication with families was prioritized through consistent newsletter updates, collaboration through surveys, and countless phone calls placed by teachers and leaders.

With all communities navigating this new normal of remote learning together, we were proud to make our robust [online learning platform](#) publicly available to any interested students, families, or schools. In a planning call with Massachusetts charter school leaders in June, Commissioner Riley named the Uncommon Schools learning platform as a leading model for remote learning. As of mid-June, participants in our video lessons hailed from 48 states and 69 countries with over 720,000 unique page views.

While we will not receive MCAS data for the 2019-2020 school year, a strong measure of our success is demonstrated by 93% of the Roxbury Prep High School Class of 2020 attending 4-year universities in the fall. Many students were honored with robust scholarships, allowing them to attend highly competitive schools such as Brown University, Georgetown University, George Washington University, Howard University, Bentley University, and UMass Amherst.

In the wake of George Floyd's death in May, Roxbury Prep has assumed a role of self-examination, making efforts to both listen to feedback and respond through action. Roxbury Prep has begun the important work of analyzing all school structures through a Diversity, Equity, and Inclusion (DEI) lens. Efforts include, but are not limited to, a thorough review of our curriculum to ensure that it is culturally responsive, holding meetings with alumni to discuss their experiences in our schools, soliciting feedback through a parent advisory group, holding DEI professional development for staff, and conducting an internal DEI audit of our school policies, systems, and discipline practices. We are deeply committed to doing everything possible to fulfill our mission of being an organization that combats racism, fights for social justice, and is fully rooted in love, respect, safety, and learning.

As we close this unprecedented school year, we are reminded of the critical work and accountability we face as schools with a college mission. The tremendous gains of our students in both academics and character are a result of the heartfelt work of all members of the school community. After building our strong remote learning program this spring, we feel positioned for a safe and successful 2020-2021 school year, whether it be fully remote, in person, or a hybrid model. We look forward to the opportunity to continue to prepare Boston's youth to enter, succeed in, and graduate from college.

Sincerely,



Ruven Rodriguez
Chairperson, Roxbury Preparatory Charter School Board of Trustees

Introduction to the School

Roxbury Preparatory Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014, 2019
Maximum Enrollment	1800	Current Enrollment (as of June 12, 2020)	1520
Chartered Grade Span	5-12	Current Grade Span	5-12 Mission Hill: 5-8 Lucy Stone: 5-8 Dorchester: 5-8 High School: 9-12
Number of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist (7/15/2020)	80
Final Number of Instructional Days during 2019-2020 School Year	126 In-Person days 59 Remote Learning days	Age of School	21 years
School Hours	7:45 AM – 3:50 PM (7:45 AM – 12:30 PM Friday staff development)		
<p>Mission Statement: Roxbury Preparatory Charter School, a public school, prepares its students to enter, succeed in, and graduate from college. Roxbury Prep is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life’s possibilities; and 3) a community network supports student academic, social, and physical well-being.</p>			

Mission and Key Design Elements

Key Design Elements

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

Faithfulness to Charter

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

In 2019-2020, Roxbury Prep operated three middle schools and a high school: the Mission Hill Campus served grades 5-8; the Lucy Stone Campus served grades 5-8; and the Dorchester Campus served grades 5-8. The High School served grades 9-12 in the 2019-2020 school year, graduating its second senior class.

Roxbury Prep Charter School's mission is to prepare its students to enter, succeed in, and graduate from college. This mission is deeply felt throughout the entire Roxbury Prep community and is used as a guiding force for decision-making on everything from curriculum development to family engagement to school systems. Roxbury Prep strongly believes that when provided with supportive structures and appropriate resources, all students can achieve this mission. Roxbury Prep started its high school in 2015 and 93% of this year's graduating class will be entering four-year colleges and universities in the fall. All other members will be attending two-year colleges, college preparation programs, or are still engaged in completing their high school education. Roxbury Prep is immensely proud of these students and of the entire school community's support and dedication to the school's mission.

Roxbury Prep knows that the transition to college can be a challenge for many students, so to further fulfill its mission and support Roxbury Prep alumni as they complete their college education, Roxbury Prep has an Alumni Services team responsible for contacting our alumni regularly and traveling to visit them as needed, to support them in any challenges they may face in college.

Amendments to Charter

Date	Amendment Requested	Pending or Approved?
11/22/19	Revised Memorandum of Understanding with Uncommon Schools, Inc.	Approved 12/1/19
11/22/19	Revised Roxbury Prep Bylaws	Approved 12/1/19
7/1/20	Accountability Plan: RPCS submitted a request to revise its Accountability Plan to establish goals and measures for its 2019-2024 charter term. The plan has received provisional approval from Department staff.	Pending: expected August 2020

Access and Equity

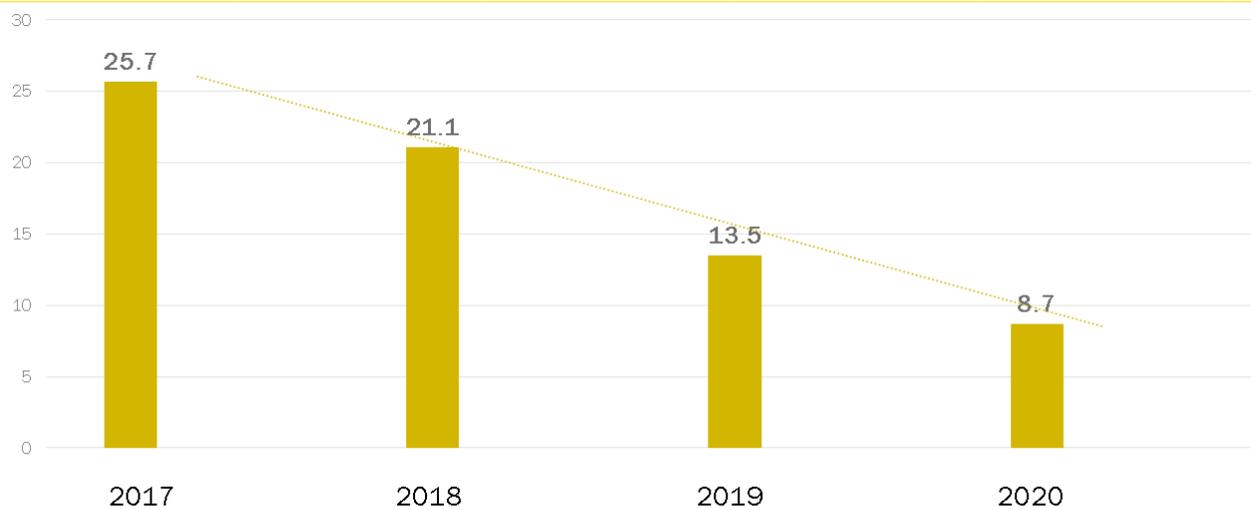
To review 2019 Student Discipline data for Roxbury Prep please utilize the following link:

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

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest
All Students	1,625	239	3.3	13.5	0.0	0.0	0.0	0.0
English Learner	404	65	3.7	14.6	0.0	0.0	0.0	0.0
Economically disadvantaged	1,031	184	4.2	16.3	0.0	0.0	0.0	0.0
Students w/disabilities	300	71	6.0	21.7	0.0	0.0	0.0	0.0
High needs	1,267	212	3.8	15.5	0.0	0.0	0.0	0.0
Female	791	84	2.4	9.4	0.0	0.0	0.0	0.0
Male	834	155	4.1	17.4	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	3							
Asian	12	2						
Afr. Amer./Black	930	147	3.2	14.6	0.0	0.0	0.0	0.0
Hispanic/Latino	648	84	2.9	11.6	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	10	2						
Nat. Haw. or Pacif. Isl.	5							
White	17	2						

Roxbury Prep has significantly reduced the number of suspensions and the percentage of students suspended over the last several years.

Out of School Suspension Rates 2017 – 2020



Throughout the 2019-2020 school year, Roxbury Prep has worked closely with the Access and Equity division of the Department of Elementary and Secondary Education, as well as the state’s Rethinking Discipline Professional Learning Network, to develop and implement new culture systems, improve discipline practices and ultimately reduce the suspension rate.

Roxbury Prep selected four organizational priorities to move forward with the work of improving student culture. Below is a brief overview of each priority.

Selected Priority Areas

- 1. Student Culture Data Systems:** Roxbury Prep has refined our current culture data collection system to ensure effective cross-system integration and data accuracy. The school ensures that staff at each campus can effectively and efficiently use these data collection systems. The organization is using the culture data to execute data review protocols that inform real-time student supports.
- 2. Increase Supports for the Student Support Teams:** Roxbury Prep is providing Student Support Teams with the systems and structures necessary to work effectively as teams. Members of these teams have received training to develop systems and structures to effectively implement a Behavioral RTI system at each school. Specific training included drafting individualized behavior plans, partnering with parents effectively and developing differentiated student supports.
- 3. Classroom Management Professional Development and Coaching:** Roxbury Prep has revised and improved its professional development scope and sequence to include greater training for leaders and teachers related to building relationships, supporting students, considering the role of implicit bias in the classroom, and leveraging influence in their classrooms.
- 4. SEL Approach:** Roxbury Prep has built upon existing programming and the ongoing efforts of their Staff Strategic Planning Team (SSPT) to identify additional social-emotional learning initiatives and determine relevant next steps in putting pilot activities into practice. These efforts have focused on incorporating high-quality SEL activities into our advisory meetings and extracurricular activities.

As an organization, Roxbury Prep is committed to taking the necessary steps to proactively ensure students remain in the school learning environment, while creating safe and structured schools for all students. We will continue to work urgently to reduce these rates even further.

Roxbury Prep's Rethinking Discipline plan for 2019-2020 focused primarily on decreasing the disparity in discipline rates for students with disabilities. Roxbury Prep has built upon existing practices and instituted new systems around discipline and behavior management. These include the following:

- Implementing new interventions focused on restorative practices, including structured mediations, formal apologies, and alternative consequences.
- Reviewing culture data with Deans and Individual Needs Coordinators to identify disparities in our discipline data and analyze the processes and drivers that could be influencing these disparities.
- Developing supportive intervention plans for students that quickly teach and incentivize them to adjust their behaviors to match school expectations.
- Having teachers work consistently with School Support Teams to implement behavior plans for students who are not responding to Tier 2 interventions.
- Developing systems for Individual Needs Coordinators to share information with teachers on the different skills necessary to support students with special needs and/or social emotional skill gaps to reduce behaviors that trigger exclusionary discipline.
- Delivering regular updates to families from the Student Support Team on how students manage their emotional responses to corrections.
- Retraining SPED staff on the Manifestation Determination process to ensure students are not inappropriately excluded if their behaviors are a result of their disabilities.

In addition to reductions in overall suspension rates, recent years have seen a dramatic narrowing of suspension gaps by subgroups (race, gender, disability, and ELL status). Roxbury Prep has seen a decrease in the percentage of students suspended for the subgroups of African American males, Hispanic males, EL students, and high need students.

Roxbury Prep's goal is to create a school environment of safety, love, and care for all our students, while minimizing student time spent out of the classroom. This system is key to maintaining the school's priorities of student safety and learning. Roxbury Prep will continue the urgent work to lower suspension rates, both for the overall population and for specific subgroups, by solidifying the systems that led to progress over the past charter term and continuing to think critically about systems and programs that intersect with suspensions.

Dissemination Efforts

Roxbury Prep recognizes that charter schools were created, in part, to spur broader systemic change. With this in mind, the school has implemented several strategies for sharing and spreading its best practices through these collaborative efforts. In the 2019-2020 school year, Roxbury Prep's five campuses recorded no fewer than 18 dissemination activities, ranging from hosting visits to giving presentations, with audiences ranging from both district and charter schools to universities. Most of this collaboration was accomplished before the school closures due to COVID-19, but Roxbury Prep continued to share best practices during remote learning, including making our full middle school curriculum open source, available for all to use. A sample of visits/activities is listed in the table below. Several of these activities are sustained efforts, requiring consistent staff time to support.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (Share any changes in practice or new opportunities for students/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Open Source Curriculum during Remote Learning	Open Source Webpage here	School Principals, Regional Leadership	Roxbury Prep made its entire K-8 remote learning curriculum open source for all to use	Curriculum used in 48 states and 69 countries with over 720,000 unique page views.
School Reopening Planning	Weekly Zoom calls with Boston Charter Alliance School Leaders	Regional Senior Director	Boston Charter School Leaders and MCPSA	Shared best practices on Remote Learning Curriculum, Reopening Models, SEL supports
Observing Teach Like a Champion Protocols	School Tour	RPLS Director of Special Projects	Archdiocese of Boston	Archdiocese schools enacting Teach Like a Champion teaching protocols
Observe History Class and Check for Understanding Practices	Classroom Observation	RPLS Director of Operations	Boston University	Written report and discussion
Harvard Teaching Fellow Observation	Classroom Observation	RPLS Director of Operations and Dean of Curriculum and Instruction	Harvard University	Observation notes and feedback on teacher effectiveness
Teach for America MTLT Observation and Debrief	Classroom Observation	RPLS Director of Operations; TFA Corps Members	Teach for America	Observation notes and feedback on teacher effectiveness
Family Engagement Practices	Committee attendance	External Affairs Coordinator	Massachusetts Charter Public School Alliance	Best Practices shared on Family Engagement
Academic Rigor and Student Achievement practices	School walkthrough and Q and A practices	RPC Principal	Galapagos Charter Schools (Illinois)	Visitors to the school took insight and photographic documentation, and had the opportunity to ask follow-up questions and request documentation.

Classroom Management and Operational Systems	School walkthrough and Q and A	Regional Senior Director	MAOZ / ADVOT - Leadership Pipeline for the Israeli Education System	All PD materials were shared
Collaboration with area district schools on social/neighborhood needs and capacity	Committee attendance	Regional Senior Director/External Affairs Coordinator	Grove Hall Alliance	Safety Practices shared. Establishing connection for future PD with district leaders/teachers.
Media relations and social media best practices	Weekly calls	Associate Director of Special Projects	MCPSA partners	Shared best practices around community engagement
Best Practices shared on: DEI: Culturally Responsive Leadership, School Reopening, Employee Engagement, Board Practices,	New Leader Group with MCPSA	Regional Senior Director	<ul style="list-style-type: none"> • Lisa DeTora, Sturbridge Academy, Principal • Modesto Montero, Libertas Academy, ED • Chris Coblyn, Davis Leadership Academy, ED • Jonnie Lyn Evans, River Valley, ED • Ellen Linzey, Advanced Math and Science Academy, ED • Maria Moeller, Community Day, ED • Becki Norris, Community Charter School of Cambridge, ED • Frederick Randall, Sizer, ED • Peter Cohen, Marblehead, ED • Craig Martin, Bridge Boston, ED 	Shared Materials, documents on best practices
DEI practices	TFA Leaders of Color Conference	RPHS Principal	TFA school Leaders	Shared DEI Materials
Teaching Practices	Video, Teacher Training	AP Capstone Teacher	Teach Like a Champion	Training Video
Instructional Practices	Classroom observations, Q&A with school leader	RPDC DOO & Principal	Generation Teach, Ivelisse Sanchez	Shared materials, observation notes
Instructional Practices	Classroom observations,	RPDC DOO and Principal	City Year, Moses Michel	Shared materials, observation notes

	Q&A with school leader			
STEM and academic methods research	Classroom observations, Q&A with DOSS	Director of School Support	National Institute of Education Science in China	Shared materials, observation notes
Teaching techniques	Classroom Observation and teacher interviews	RPDC Principal	EdLight founder Ryan Knight	Observation and interview notes

Academic Program Success Student Performance

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

2019 Official Accountability Report – Roxbury Preparatory Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Moderate progress toward targets
Progress toward improvement targets	48% - Moderate progress toward targets
Accountability percentile	34%

COVID-19 school closures forced the cancellation of all statewide MCAS testing for 2019-2020. To review 2018 MCAS data for Roxbury Prep please utilize the following link:

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04840000&orgtypecode=5&

For 2019-2020, all four schools aligned to two key goals – making sure all teachers receiving an average of three feedback cycles per week (which consists of a classroom visit and observation, written feedback, and face-to-face meeting and debrief) and shared interim assessment system across Uncommon Schools. For the former, the school continued to develop a staffing model that ensured the Principals and Deans of Curriculum and Instruction had the training and time to execute feedback cycles and evaluations. For the latter, Roxbury Prep continued refining the aligned curriculum and assessments across Uncommon Schools. Select Roxbury Prep teachers and leaders participate in subject matter working groups as part of the process of developing the curriculum.

Program Delivery

A. Curriculum

Roxbury Prep is dedicated to administering a highly rigorous curriculum across all schools and grade levels. Roxbury Prep lessons are aligned to Common Core and MCAS. Roxbury Prep uses centralized, aligned curricula rather than teacher- or school-created curricula. For all subjects and grades, lessons are written by content experts and are shared with all teachers several weeks in advance of lesson administration. The centralized curriculum ensures rigorous lessons each day for every subject and creates consistency between classrooms and schools. Teachers who have more experience building and administering lessons can create more effective content materials, anticipate student questions or problems, and more successfully react to student data in

lesson planning. It also permits novice teachers to focus fully on internalizing and delivering lessons, which ensures all students receive high quality instruction. The aligned curriculum approach supports high rigor, consistent objectives, and quality teaching for all Roxbury Prep students.

Uncommon Schools also recognizes the importance of adjusting curriculum to address regional differences and to respond to data quickly. Entire content cycles are differentiated regionally to address standards specific to Massachusetts. Each content cycle also has several days reserved for teachers to review specific standards their students need to practice. They work with their Instructional Leader to identify these standards based on data from prior exit tickets and interim assessments. This flexibility to adjust based on region-specific need was critical in allowing teachers and leaders to respond to the shutdown due to COVID-19 and the transition to remote learning.

During the shutdown, the move to remote learning at Roxbury Prep High School was swift and students received the original planned curriculum through synchronous remote learning. With a lens for maintaining a high bar of academic excellence, the middle school curriculum was adjusted slightly to accommodate remote learning. Students accessed lessons using a schedule of recorded classes with supplemental assignments to allow for practice and ensure mastery of the objective. Teachers held office hours to make themselves available to students and families for further support. Curriculum writing remained centralized during the COVID-19 shutdown, which allowed teachers to focus on how to best deliver instruction remotely.

Finally, each year, Uncommon Schools' curriculum team revises the curriculum based on state test results, interim assessment results, and other indicators of student progress. This ensures that curriculum is regularly updated to both align to state standards and to reflect areas where students demonstrate the most need for review. The curriculum and assessments are also subjected to a review process to ensure that all materials are free of bias.

B. Instruction

Roxbury Prep teachers implement common instructional strategies to emphasize approaches to learning that facilitate academic success at Roxbury Prep and beyond and to reinforce important skills in multiple classes. Staff draw substantially from the Taxonomy of Effective Teaching Practices, developed by Doug Lemov of Uncommon Schools.

Prior to the shutdown due to COVID-19, Principals, Deans of Curriculum and Instruction, and Instructional Leaders support novice teachers through a regular system of classroom observations, feedback, and coaching. Teachers receive lesson plans written by content experts and aligned to both Common Core and Massachusetts-specific standards. Principals and coaches mentor teachers through the delivery of these lessons. This includes coaching teachers through various instructional techniques, including asking rigorous questions and engaging students in the lesson. All teachers receive an average three feedback cycles per month, consisting of a classroom visit and observation, written feedback, and a face-to-face meeting and debrief. Uncommon Schools also supports teachers in developing a high-level understanding of the lesson, both of the content and the structure. The Uncommon Schools Curriculum and Assessment Team holds regular content calls where teachers can ask questions about the aligned lesson plans and receive guidance where necessary. Instructional leaders from across Uncommon, including the Chief Schools Officers, conduct semi-annual school walk-throughs and classroom observations to ensure consistency in terms of rigor, classroom environment, and quality instruction across the Uncommon network.

During the shutdown due to COVID-19, all high school staff continued with the regular observation feedback cycle based on their instruction over Zoom. Due to the changes made to middle school instruction, meetings between teachers and instructional coaches were largely focused on administering the new program and developing plans to best support students as needed during this time.

C. Assessment and Program Evaluation

Core academic classes feature regular interim assessments, which consist of an exam with multiple choice and open-ended components. The interim assessments are the same across all Uncommon Schools, which allows teachers to compare data across many schools and teachers. After each interim assessment administration,

teachers engage in a data analysis session, during which teachers receive item analyses and conduct thorough reviews of the data and create action plans. These action plans are reviewed the following week in a one-on-one meeting with the teacher and his/her Instructional Leader. Due to the COVID-19 shutdown, the final interim assessment of the year for Middle School students was cancelled.

In addition to interim assessments, teachers utilize formative classroom data that is reported every 4-6 weeks to students and families in the form of progress reports. Teachers utilize assessment data to refine and modify curriculum and provide additional support to individual students. During August curriculum planning and again following each quarter, teachers engage in a protocol to analyze student performance data and create curriculum modifications and student interventions with assistance from Instructional Leaders, Deans, and the Principal.

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

D. Supports for Diverse Learners

Roxbury Prep provides special education services for students in accordance with state and federal special education laws, M.G.L. c.71B, the Individuals with Disabilities Education Act (IDEA), and the regulations associated with those laws. The Roxbury Prep Director of Individual Needs and Individual Needs Coordinators are responsible for maintaining Individualized Education Programs (IEPs) in accordance with state and federal law and assisting teachers in making appropriate curriculum and instruction modifications. Depending on the unique needs of each student, Roxbury Prep provides specialized instruction programs, including modifications/accommodations to the general education program, specialized instruction with a learning specialist, and/or pull-out instruction in guided reading or phonics remediation.

Roxbury Prep provides services for students with limited English proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The Roxbury Prep Director of Individual Needs and English Learner (EL) Coordinators are responsible for overseeing students with limited English proficiency and supporting teachers in both instruction and curriculum. Roxbury Prep administers the WIDA Screener and ACCESS tests to all students who qualify. Students who are identified as Limited English Proficient receive modified or accommodated instruction under the supervision of the EL Coordinator, with specialized instruction in each class with a learning specialist or pull-out instruction in guided reading or phonics remediation. This year, Roxbury Prep launched the Newcomer Program, which was designed for English Learners with little to no English language skills, giving them access to grade level instruction with appropriate supports and scaffolds. 100% of the students in the Newcomer Program this year passed ACCESS testing and placed out of the program for the fall.

The following related services are provided to Roxbury Prep students with IEPs based on the educational needs of currently enrolled students with disabilities: individual, family, and small group counseling (via a school counselor); evaluations; speech and language therapy; and occupational therapy. Additional related services are secured through outside service providers.

Roxbury Prep classes, whole grade or whole school community meetings, and school programs encourage students to be confident, responsible, positive, determined, compassionate, and reflective leaders. Advisory class deepens student understanding of such concepts as dignity, community, and leadership. The advisory curriculum is an opportunity for students to read, write, reflect, and discuss the elements of the school creed as they relate to current events and students' experiences. Advisory activities help students to develop good character, to create community, to improve literacy skills, and to become positive participants in their own and their peers' education.

To ensure that these services were maintained during the prolonged school closure this year, many measures were put in place to ensure English Learners and students with IEPs and 504s were receiving the necessary

support and services. Some examples of this include 1-1 tutoring sessions over the phone, ELA small groups on Zoom for ELs, small group previewing of material, small group remediation, and accommodated materials. In addition to the regular calls placed by teachers, EL Coordinators and special education teachers connected regularly with all families of ELs and students with IEPs. All IEP meetings were held within a compliant timeline despite the COVID-19 shutdown.

E. Social, Emotional and Health Needs

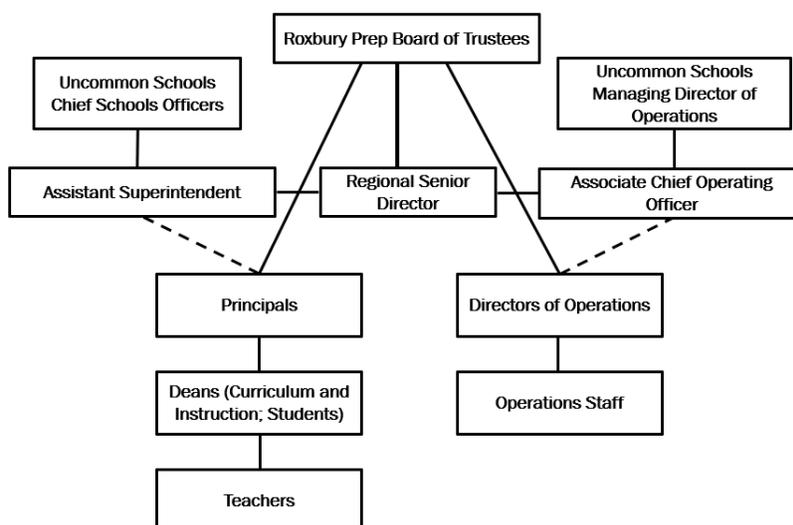
Student achievement is dependent upon a positive, safe, caring, and vibrant school community. In order to ensure high academic standards, Roxbury Prep maintains high personal standards. The school requires a dress code and enforces a code of conduct designed to maintain a safe and positive learning environment. The safe environment allows classes to be focused and effective and enables Roxbury Prep to celebrate learning and recognize each student’s academic and personal talents and accomplishments. The school has made strides recently to dedicate more resources to student social, emotional, and health needs. Each campus has a full-time nurse, a full-time counselor, a Dean of Students, and an Associate Dean of Students. This team at each school is responsible for proactively working with students and teachers in order to ensure that students are in school, in class, and, most importantly, safe and learning.

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

During the first few weeks of the shutdown due to COVID-19, schools offered meals to students for safe pick-up to ensure continued food security for families. Social Workers continued to provide services during the shutdown to ensure that students’ social and emotional needs were supported during this unprecedented transition to full-time learning at home.

**Organizational Viability
Organizational Structure of the School**

There were no changes in the 2019-2020 school year. The Regional Senior Director reports to the Roxbury Prep Board of Trustees. The Assistant Superintendent and Associate Chief Operating Officer report to Uncommon leadership. All campus academic personnel report to a Principal or his/her designee. All campus operations personnel report to a Director of Operations. Campus structures now align with a model for additional deans to support the Principal in curriculum, instruction, and evaluation of teachers, as well as student culture/discipline. A chart is below.



Network Structure

There were no changes to the network structure in the 2019-2020 school year. Roxbury Prep Charter School has an active and engaged board of trustees, which is primarily responsible for overseeing the property, affairs, and funds of the school. The board utilizes a standard dashboard at each of its meetings to assess interim data that aligns with those metrics at individual campuses and across the network. The data and action planning are driven by the Regional Senior Director in conjunction with the Board Chair and Board Committee leaders.

Much of the work of the Board occurs at the committee level. The following standing committees of the board of trustees further the mission of the school:

- The Development Committee identifies and cultivates potential donors for the school through various meetings and events.
- The Finance Committee reviews monthly financial statements, assists with completion of the annual audit, and proposes the annual budget for board approval.
- The Governance and Trusteeship Committee conducts the annual performance evaluations of the school leaders, evaluates prospective and current board members, and nominates and orients new board members.
- The Academic and Leadership Committee monitors the progress of Roxbury Prep students toward the academic standards in the Roxbury Prep Accountability Plan using standardized test scores, grades, interim assessments, and other measures of student progress.
- The Executive Committee meets as needed to address complex and pressing issues.

In negotiating the terms of the MOU with Uncommon Schools, the Board of Trustees closely followed regulations promulgated in the *Administrative and Governance Guide*. In exchange for a management fee, the Board receives programmatic and operational services from Uncommon School Inc., ensuring that the school model is to be replicated at scale and with quality. In the agreement, the Board of Trustees clearly delineates its powers as the charter holder, retaining ultimate authority around management of the accountability plan, school leadership, budgeting, and all other functions that ensure academic success, organizational viability, and faithfulness to the charter. The Principals and Directors of Operations are supported by an Uncommon Schools Assistant Superintendent and Associate Chief Operating Officer with whom they meet at least weekly. The Assistant Superintendent and Associate Chief Operating Officer provide hands-on support and coaching to the school leaders.

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

Teacher Evaluation

Roxbury Prep uses a teacher evaluation system that is aligned to, but more in depth than, the teacher evaluation model proposed by the state. The evaluation rubric can be found in the attachments.

Budget and Finance

A. Unaudited FY20 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

	<u>Original Budget</u>	<u>EOY Projected</u>	<u>Change in EOY Projected</u>
Revenue			
State Aid			
Core Pupil Aid	27,492,591	29,885,700	2,393,109
Federal Grants			
Title I	1,132,611	1,202,904	70,293
Title II A	108,008	105,667	(2,342)
Title IV	0	0	0
Federal IDEA-B	395,850	401,445	5,595
Federal ERATE	134,924	153,467	18,543
Federal Child Nutrition Program	743,524	555,405	(188,120)
Federal CSP School Start Up Reimbursement	0	0	0
Miscellaneous Income			
Mass Health Reimbursement/Special Education	36,600	36,600	0
Private Grants	259,000	1,232,024	973,024
School Activity Fees	16,000	10,000	(6,000)
Interest/investment income	134,619	45,189	11,534
Miscellaneous income	5,000	225	(105,739)
Total Revenue	<u>30,458,727</u>	<u>33,628,625</u>	<u>3,169,898</u>
Expenditures			
Personnel			
School Leaders & Regional Staff	2,207,621	2,100,792	(106,829)
School Deans/Directors	1,678,409	1,669,622	(8,787)
Teachers	8,082,822	7,834,307	(248,515)
Part-time Program Salaries	692,088	614,549	(77,539)
Administrative/Support Salaries	1,198,445	1,268,512	70,067
Facilities Salaries	175,616	207,259	31,643
Performance Bonus Compensation	83,310	105,578	22,268
Benefits/Taxes	1,807,966	1,673,892	(134,074)
Total Personnel	<u>15,926,277</u>	<u>15,474,512</u>	<u>(451,765)</u>
Facility/Occupancy Expenses			
Building	2,007,763	2,368,381	360,618
Utilities	296,000	295,100	(900)
Maintenance Services	505,900	437,068	(68,832)
Custodial	447,445	420,357	(27,088)
Security	160,000	133,721	(26,279)
Building Supplies	47,500	30,738	(16,762)
Furniture & Equipment	71,747	70,166	(1,581)
Total Facility/Occupancy Expenses	<u>3,536,356</u>	<u>3,755,531</u>	<u>219,175</u>
School Programmatic Expenses			
Textbooks	99,724	72,726	(26,997)

Other Instructional Supplies	568,817	335,998	(232,819)
Assessments	108,210	110,815	2,605
Technology	1,116,856	991,239	(125,617)
Student Enrichment	1,313,979	743,575	(570,404)
Student Services	862,969	750,564	(112,405)
Professional Development	648,868	572,865	(76,003)
Staff Recruitment	107,350	99,350	(8,000)
Community Outreach	83,050	45,522	(37,528)
Enrollment Expenses	176,600	173,405	(3,196)
Contracted Special Needs Services	472,000	500,607	28,607
Other Contracted Program Services	21,111	500,143	479,031
Total School Programmatic Expenses	5,579,534	4,896,808	(682,725)
Administrative Expenses			
Photocopying Lease	275,000	290,000	15,000
Printing/Stationery	3,700	12,400	8,700
Telecommunications	225,584	283,119	57,535
Office Supplies	189,800	241,763	51,963
Nursing Supplies	16,000	11,283	(4,717)
Postage/Shipping/Delivery	28,500	36,153	7,653
Insurance	158,517	192,608	34,091
Contracted Admin Services	207,287	221,691	14,404
Board Expenses	16,100	27,974	11,874
Misc Admin Services	8,562	10,249	1,687
Management Services (CMO)	3,461,465	3,765,318	303,853
Total Administrative Expenses	4,590,515	5,092,559	502,044
Total Expenditures	29,632,681	29,219,409	(413,272)
Net Revenue Over Expenditures	826,046	4,409,216	3,583,170

B. Statement of Net Assets for FY20 (Balance Sheet)

Assets		Current Year
Current Assets		
Operating Cash		
11189Y	RPCS Money Market Account	9,331,822.22
11191Y	RPCS Savings Account	3,021,130.54
11400Y	Roxbury - Operating a/c	<u>2,816,048.09</u>
Total Operating Cash		15,169,000.85
Accounts Receivable		
20010Y	Accounts Receivable	<u>19,595.95</u>
Total Accounts Receivable		19,595.95
Other Current Assets		
20020Y	Transit Checks	(226.00)
20030Y	Pre-Paid Expenses	237,025.66
20035Y	FSA Benefit plan	(2,712.79)

27000Y	Inter Company AR Btwn USI and Schools	<u>(111,490.34)</u>
Total Other Current Assets		<u>122,596.53</u>
Total Current Assets		<u>15,311,193.33</u>
Long-term Assets		
Property & Equipment		
28010Y	Furniture, fixtures, & equip	834,458.53
28015Y	Accumulated Deprec. F& F	<u>(377,714.32)</u>
28020Y	Computer & Software	3,359,788.99
28025Y	Accumulated Deprec. C&S	<u>(2,615,268.10)</u>
28030Y	Leasehold Improvement	7,183,240.28
28035Y	Accumulated Dep. Leasehold Improvements	<u>(5,271,683.12)</u>
28040Y	Vehicles	112,383.00
28045Y	Accumulated Depreciation Vehicles	<u>(98,595.00)</u>
Total Property & Equipment		<u>3,126,610.26</u>
Total Long-term Assets		<u>3,126,610.26</u>
Total Assets		<u>18,437,803.59</u>
Liabilities		
Short-term Liabilities		
Accounts Payable		
30015Y	Accounts Payable Other Entities	<u>147,916.95</u>
Total Accounts Payable		<u>147,916.95</u>
Deferred Revenue		
30030Y	Deferred Revenue	<u>3,529.42</u>
Total Deferred Revenue		<u>3,529.42</u>
Other Short-term Liabilities		
30107Y	403b (retirement) - employee	<u>(2,095.24)</u>
30113Y	MTRS - Retirement	<u>113,250.53</u>
Total Other Short-term Liabilities		<u>111,155.29</u>
Total Short-term Liabilities		<u>262,601.66</u>
Total Liabilities		<u>262,601.66</u>
Net Assets		
Beginning Net Assets		<u>12,743,616.98</u>
Total Beginning Net Assets		<u>12,743,616.98</u>
Current YTD Net Income		<u>5,431,584.95</u>
Total Current YTD Net Income		<u>5,431,584.95</u>
Total Net Assets		<u>18,175,201.93</u>
Total Liabilities and Net Assets		<u>18,437,803.59</u>

C. Approved School Budget for FY21

The school budget was approved via vote of the Board of Trustees, in compliance with open meeting law, on June 25, 2020. This vote was recorded in the minutes, which will be approved at the board's September meeting.

PAID STUDENT ENROLLMENT	1,576
TOTAL PERSONNEL	214
REVENUES	
CORE PUPIL AID	\$29,257,450
FEDERAL AID	\$2,781,329
OTHER PUBLIC INCOME	\$27,000
PHILANTHROPIC CONTRIBUTIONS	\$229,000
MISC INCOME	\$109,772
TOTAL REVENUES	\$32,404,552
EXPENDITURES	
PERSONNEL	
PROGRAM SALARIES	\$13,535,092
ADMIN/LEADERSHIP SALARIES	\$4,415,948
INSTRUCTIONAL SALARIES	\$9,119,144
SUPPORT SALARIES	\$1,395,796
FACILITIES SALARIES	\$202,550
BONUS COMPENSATION	\$22,450
TOTAL SALARIES	\$15,155,888
TOTAL BENEFITS/TAXES	\$1,752,220
TOTAL PERSONNEL EXPENSES	\$16,908,108
FACILITY/OCCUPANCY EXPENSES	
BUILDING EXPENSES	\$2,310,271
BUILDING FUND	\$0
UTILITIES	\$293,300
MAINTENANCE SERVICES	\$448,243
CUSTODIAL	\$449,100
SECURITY	\$167,500
BUILDING SUPPLIES	\$50,500
FURNITURE & EQUIPMENT	\$56,550
TOTAL FACILITY EXPENSES	\$3,775,464
SCHOOL PROGRAMMATIC EXPENSES	
TEXTBOOKS	\$32,324
OTHER INSTRUCTIONAL SUPPLIES	\$402,121
ASSESSMENTS	\$145,266
TECHNOLOGY	\$1,151,322
STUDENT ENRICHMENT	\$667,052

STUDENT SERVICES	\$962,148
PROFESSIONAL DEVELOPMENT	\$443,642
STAFF RECRUITMENT	\$97,250
COMMUNITY OUTREACH	\$59,301
ENROLLMENT EXPENSES	\$172,600
CONTRACTED SPECIAL NEEDS SERVICES	\$666,315
OTHER CONTRACTED PROGRAM SERVICES	\$6,000
TOTAL PROGRAM EXPENSES	\$4,805,340
<u>ADMINISTRATIVE EXPENSES</u>	
PHOTOCOPYING LEASE	\$280,444
PRINTING/STATIONERY	\$1,200
TELECOMMUNICATIONS	\$233,376
OFFICE SUPPLIES	\$271,800
NURSING SUPPLIES	\$19,750
POSTAGE/SHIPPING/DELIVERY	\$23,760
INSURANCE	\$209,421
CONTRACTED ADMIN SERVICES	\$274,235
BOARD EXPENSES	\$16,100
MISCELLANEOUS ADMIN EXPENSES	\$7,600
MANAGEMENT SERVICES (CMO)	\$3,678,525
TOTAL ADMINISTRATIVE EXPENSES	\$5,016,211
TOTAL EXPENDITURES	\$30,505,124
<i>Expenditures Per Pupil</i>	\$19,359
COVID-19/CONTINGENCY	\$1,899,428
ANNUAL SURPLUS (DEFICIT)	\$0
<i>Surplus as a % of Revenues</i>	0.0%

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	1704
Number of students upon which FY21 budget tuition line is based	1576
Number of expected students for FY21 first day of school	1650
Please explain any variances: <i>Roxbury Prep budgets conservatively each year and we expect the COVID-19 pandemic to result in fewer families moving to new schools in 5th grade, potentially reducing our overall enrollment. Our current projections, based on conversations with returning families, suggest a Day 1 enrollment of 1650, but we budget conservatively in the event of student attrition during the school year.</i>	

D. Capital Plan for FY21

For the last two years, Roxbury Prep has been seeking approval with Boston's Planning and Development Agency to build a new state of the art High School in Roslindale. If approved, Roxbury Prep will undertake a considerable capital project within the next two years to build this new high school facility.

1. Will need to accommodate approximately 560 students and approximately 67 staff members, requiring a minimum of 49,520 square feet;
2. Will continue to seek city approval for our proposed site at 361 Belgrade Ave, Roslindale MA;
3. Will build a long-term facility for the 2022-2023 or the 2023-24 school year, and will use leased space in the interim;
4. Currently has no estimated capital budget without a site under contract;
5. Will finance the project through a combination of cash reserves, philanthropy, and commercial or municipal financing, the scale and composition of which will be determined by the capital budget;
6. Does not currently have a capital reserve for the project.

Additional Information

Appendix A - Accountability Plan Objectives and Measures

Measure	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will prepare students for success in college and beyond by holding high academic expectations through a standards-aligned and rigorous curriculum which includes internally developed, and standardized assessments of academic achievement.		
Measure: Roxbury Prep HS Students are assessed on cumulative content knowledge every 6 to 8 weeks by taking Interim Assessments. <ul style="list-style-type: none"> • In the first year of the charter term, the average Interim Assessment score in 30% of Roxbury Prep classrooms will be above the Uncommon Schools (USI) average for aligned Interim Assessments. 	Not Met	<p>In the 2019-2020 school year, 27% of Roxbury Prep High School classes were above the Uncommon Schools average for Aligned Interim Assessments.</p> <p>Uncommon Schools runs 9 high schools in 6 regions across the northeast. Meeting the Uncommon average for Interim Assessments is a high bar and Roxbury Prep is positioned well to meet this bar in the coming years. We have a new leadership team at the high school lower school campus (9th-10th grades) and have new leadership regionally with a new Assistant Superintendent.</p>
Measure: Roxbury Prep MS: <ul style="list-style-type: none"> • In the first year of the charter term, the average Interim Assessment score will be over 65% in 30% of Roxbury Prep classrooms. 	Not Met	<p>In 2019-2020, the average Interim Assessment score over 65% was 21% at Roxbury Prep Middle Schools. Note: Roxbury Prep usually administers 4 rounds of Interim Assessments during the year, but the final test was canceled because of the school closure. The fourth test of the year usually has the highest scores.</p>
Measure: Roxbury Prep HS: <ul style="list-style-type: none"> • Every year of the charter term, 55% of HS seniors will score at or above the SAT College Readiness Benchmark. 	Met	<ul style="list-style-type: none"> • 67% of the class of 2020 met the College Readiness Benchmark in 2019-2020 • The College Readiness Benchmark is created by the College Board as a fair and appropriate indicator of expected college performance. The SAT Benchmark score of 1020 (480 for Evidence based Reading & Writing, and 530 Math) indicates a 65% likelihood of achieving a B- average or higher during the first year of college.

Measure	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will prepare students to enter and succeed in college.		
Measure: 100% of Roxbury Prep HS students will take at least three Advanced Placement (AP) classes by the end of their senior year.	Met	In 2019-2020, all seniors at Roxbury Prep High School students have taken at least three Advanced Placement classes; many graduate with five or six AP classes.
Measure: Each year of the charter term, 85% or greater of graduating RPHS seniors will be accepted to and attend a 2- or 4-year college.	Met	99% of Roxbury Prep's senior class was accepted into a 2- or 4-year college.
Measure: The 1 st 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.	Making progress towards goal	Roxbury Prep graduated its first class in 2019. The 6-month college persistence rate for that class is 94% . The full year persistence rate is not yet available and will be measured in November 2020.
Measure	2019-2020 Performance (Met/Not Met)	Evidence
Objective : Roxbury Prep will provide a safe, structured learning environment for scholars by holding high behavioral expectations and by building strong student character.		
Measure: Each year of the charter term, over 50% of middle school students will have at least 50% more merits than deductions on their annual Character Report.	Met	In 2019-20, 89% of Roxbury Prep Middle School students had at least 50% more Merits than Deductions on their annual Character Report. One of the primary goals of Roxbury Prep is to help scholars build strong character. The 'Character Report System' rewards scholars for their positive behavior by assigning merit points (+), while curtailing negative behaviors by assigning deductions (-). Roxbury Prep Merits reward student determination, compassion, scholarship, courage, etc. Roxbury Prep Deductions help correct behaviors such as disrupting class, not following directions, off task, etc.
Measure: Average yearly attendance at all Roxbury Prep schools will be 94% or better.	Not Met	Roxbury Prep attendance from August 2019 until March 2020 was 93% . Our schools moved to remote learning on March 15, 2020 and remained closed for in-person learning for the remainder of the school year. Roxbury Prep attendance during remote learning was 90% .
Measure: The number of Roxbury Prep students suspended each year will not exceed the guidelines that Roxbury Prep established with DESE: <ul style="list-style-type: none"> 2019-2020 11% 	Met	Roxbury Prep's out of school suspension rate for 2019-2020 was 8.7% , well below the targets established with DESE in our Culture Action Plan. Roxbury Prep's goal is to create a school environment of safety, love, and care for all our students, while minimizing student time spent out of the classroom.

Measure	2019 - 2020 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will increase teacher proficiency through coaching, observation, and feedback as well as professional development targeted to teacher and student needs.		
Measure: Each year, 80% of first year teachers will demonstrate annual growth by increasing their average score in over 50% of the standards used in the Roxbury Prep Teacher Evaluation Rubric, from their mid-year to their end-of-year review.	Not Met	The Roxbury Prep Teacher Evaluation Rubric was used only once during the 2019-2020 school year. 59% percent of first year teachers scored Proficient or Advanced in over 50% of the standards in the rubric.
Measure: Each year, 80% of returning teachers with 2+ years' experience will maintain proficiency in over 50% of the standards used in the Teacher Evaluation Rubric.	Met	85% of returning teachers with 2+ years' experience scored Proficient or Advanced in over 50% of the standards used in the Roxbury Prep Teacher Evaluation Rubric.
Measure: Each year, all teachers will receive 72 hours of professional development before the beginning of the school year (6 hours per day for 12 days), and 46 hours of professional development during the school year (23 Fridays @ 2hrs/day) focusing on the key elements in the teacher evaluation rubric: Curriculum and Instruction, Lesson Execution, Classroom Culture and Professionalism.	Met	Over 90% of Roxbury Prep teachers received the required number of hours of Professional Development over the summer and during the school year, as certified by the Director of Operations at each campus.

Measure	2019 - 2020 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep teachers will use Interim Assessment data to remediate unmastered content at the trend and individual student level.		
Measure: Each year, at least 70% of teachers will demonstrate proficiency in using assessment data to remediate unmastered content by scoring "Proficient" or "Advanced" in the following categories of the Roxbury Prep Teacher Evaluation Rubric: <ul style="list-style-type: none"> • Checking for Understanding • Responsiveness to Daily Student Learning • Ability to analyze student data • Appropriateness of Response to Assessment Results • Students' level of growth on assessments 	Making Progress Toward	In 2019-2020, 68% of teachers demonstrated proficiency in using assessment data to remediate unmastered content. At four of the five Roxbury Prep campuses, more than 70% of the teachers scored Proficient or Advanced in the defined metrics of the teacher evaluation rubric. At one of our middle schools, only 44% of our teachers scored Proficient or Advanced in these metrics. Demonstrating proficiency through assessment data at this middle school campus will be a primary focus for the leadership team in 2020-2021.
Measure: 100% of teachers will attend 4 data analysis meetings per year with their principal or instructional coach.	Met	100% of teachers attended at least 4 data meetings with their principal or instructional coach in 2019-2020, as certified by the principals at each of our schools.

Dissemination Efforts		
Measure	2019 -2020 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will share best practices with other schools in Boston, in Massachusetts and schools around the nation, focusing on operational systems, instructional leadership practices, classroom management, and teaching techniques.		
Measure: Roxbury Prep will share its best practices around instruction and operational systems by hosting other organizations and presenting at educational forums at least 15 times per year. Roxbury Prep will also share documents and materials on an ongoing basis.	Met	In the 2019-2020 school year, Roxbury Prep's five campuses recorded no fewer than 18 dissemination activities, ranging from hosting visits to giving presentations with audiences ranging from both district and charter schools to universities. Most of this collaboration was accomplished before the school closures due to COVID-19, but Roxbury Prep continued to share best practices during remote learning, including making our full middle school curriculum open source, available to the public for use.
Measure: Over the course of the charter term, Roxbury Prep will develop working partnerships with one or more Boston Public Schools to share best practices, holding at least two professional development sessions focused on one or more of the following best practices: <ul style="list-style-type: none"> • Aggressive Monitoring • Classroom Culture • Academic Dashboards • Close Reading • Classroom Management Workshops 	Working Towards	Before the school closure due to COVID-19 in March 2020, Roxbury Prep attended several meetings of the Grove Hall Alliance, consisting of the following schools: Haynes ES, MLK MS, Trotter K-8, Frederick Pilot MS, and the Jeremiah Burke HS. Roxbury Prep is looking forward to establishing working partnerships with these schools to share best practices in the areas identified in this measure.

Appendix B Charter School Recruitment and Retention Plan

Charter School Recruitment and Retention Plan

In 2019-2020, Roxbury Prep implemented its recruitment plan successfully. Utilizing a Director of Special Projects and campus based staff, the team implemented all of the planned activities – third party mailings in home languages, media (English radio, billboards, Spanish newspaper ads, social media campaigns), recruitment activities through Boston Public Schools (including applications at family resource centers), participation in recruitment fairs, and utilizing school events/open houses to recruit. In addition, Roxbury Prep participated in the Boston Charter Application, a joint application with most other charter schools in Boston. This collaboration is very successful and most importantly consistently makes it easier for families to apply to charter schools. Roxbury Prep's recruitment efforts were made more difficult in 2019-2020 by the COVID-19 pandemic, which interrupted the timeframe when families typically choose to enroll at Roxbury Prep for the following year.

In 2019-2020, Roxbury Prep implemented its retention plan successfully. The campuses implemented the same drivers that have resulted in strong student retention for years – student orientations, an enhanced Advisory system to promote constant family communication, family events and conferences, additional family meetings, enrichment to engage diverse learners, and extensive tutoring and summer school to assist with remediation.

Roxbury Prep's overall retention rate for the 2019-20 school year was 80.8%. Roxbury Prep's primary driver of attrition is summer transfer, particularly for 8th grade students who choose not to enroll at Roxbury Prep High

School. For 2020, Roxbury Prep has engaged new strategies to encourage current middle school students to enroll at Roxbury Prep High school.

As of June 14, 2019, Roxbury Prep had retained **90.1%** of its students from the first school day in 2019-2020, evidence of the strength of its retention plan and engagement activities.

Recruitment Plan

2019 - 2020

2019-2020 Implementation Summary:

In 2019-2020, Roxbury Prep implemented its recruitment plan successfully. Utilizing a Director of Special Projects, Enrollment Specialist, and campus based staff, the team implemented all of the planned activities – third party mailings in home languages, media (English radio, billboards, Spanish newspaper ads, social media advertising), recruitment activities through Boston Public Schools (including applications at family resource centers), participation in recruitment fairs, and utilizing school events/open houses to recruit. In addition Roxbury Prep participated in the Boston Charter Application, a joint application with most other charter schools in Boston. The collaboration was very successful and most importantly made it easier for families to apply to charter schools.

Roxbury Prep is still in the process of enrolling new students, and it is difficult to say if the school will meet the gap narrowing targets. The Boston Charter Application has been hugely successful in reaching a greater number of families and in giving families greater access to high quality education options, but has also made it more important for Roxbury Prep to identify its clear value proposition to families as compared to other public schools and other charter schools. Our hope is that the increased awareness of Roxbury Prep will help the school meet some of its gap narrowing targets.

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

Utilization of third-party mail house to ensure all eligible families of students in the proper grade spans receive information about Roxbury Prep; materials are provided in the family's reported home language.

Availability of the application on the Roxbury Prep website and completion of applications online. Availability of community computers at all campuses. Assistance to families without internet access to complete online application.

Participation in Boston Charter Application with other schools.

Participation in conferences, open houses, and fairs with Boston Public Schools, other Boston charter schools, and vast network of community-based organizations (non-profit organizations, churches, etc.)

Open houses (in-person and virtual) held at Roxbury Prep before and after the lottery.

Individual and coordinated media advertisement (community papers, radio, billboards, public transportation, social media)

Assignment of Director of Special Projects (as 0.25 FTE)

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) 2019-2020 Strategies
<p>School percentage: 16.5%</p> <p>GNT percentage: 17.2%</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • General recruitment strategies • Utilization of SPEFAC meeting for recruitment • Profile of Special Education classes in Prospective Family Newsletter

<p>CI percentage: 18.9%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<ul style="list-style-type: none"> • School website overhaul <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI</p> <p>Internet-Based Communication and Outreach (2 years) Roxbury Prep is currently working to overhaul its website to better communicate information to families. Part of this overhaul will include additional resources for prospective families on services for students with disabilities or other special needs. Roxbury Prep is also exploring targeted social media marketing to reaching families with special needs based on key internet search terms. Promotional materials will also direct prospective families to the school website and SEPAC page for contact information and details about programs, events, and special needs services. Roxbury Prep made growth on this indicator since the prior year, and intends to continue these strategies.</p> <p>Family Champions (2 years) Roxbury Prep is recruiting current families, including families of students with special needs, to serve as representatives in the community. These “Family Champions” will help connect other families of students with special needs with Roxbury Prep staff to encourage them to apply to Roxbury Prep and learn more about how the school can serve their student’s unique needs.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 14.7%</p> <p>GNT percentage: 14.7%</p> <p>CI percentage: 19.0%</p> <p>The school is <u>meeting</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Recruitment mailers in Spanish, Haitian Creole, Cape Verdean Creole/Crioulo, Chinese, and Vietnamese. 3. LEP recruitment meeting(s) in Spanish and Haitian Creole 4. Availability to complete online application in Spanish, Haitian Creole, Portuguese, Chinese, Vietnamese, Arabic, and French. 5. Student recruitment teams to use instant phone interpretation service for phone calls with prospective family members who speak a language other than English. 6. Use of community-based programs to better identify LEP students and families 7. Highlight success of ELL learners in marketing materials <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 59.5%</p> <p>GNT percentage: NA</p> <p>CI percentage: 52.1%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Advertise Roxbury Prep’s participation in Community Eligibility, allowing all students a free breakfast and lunch. 3. Partner with community programs who serve low income families. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. We will hold information sessions specifically geared for families with students who may be struggling in school. The information sessions will provide best practices and resources on organization strategies, supporting students to engage in school, and the supports our schools offer to all students who may struggle academically (such as additional teachers in each core subject class, push-in and pull-out services, extended school day and year, literacy and math small group tutoring structures, homework club, and more).

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. General recruitment strategies 2. Mailers for 8th grade families <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <ol style="list-style-type: none"> 3. Develop and build relationships with community organizations who work with at-risk youth, such as Boys and Girls Clubs, Friends of the Children, Boston Youth Sanctuary, etc. 4. Targeting 8th and 9th grade students who have been identified by local partner organizations as at risk of dropping out and holding conversations with their families, guardians, or advocates about appropriate resources at our school.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. At Roxbury Prep, we enroll new students through the 9th grade and do not accept any new students later in their high school career. Since students are required to be at least 16 years old to drop out of school, Roxbury Prep will work with interested families to determine if 9th grade at Roxbury Prep is the right place for their student to return to school. 2. Roxbury Prep will work with local community organizations to identify students who may have disrupted education up to and including 9th grade, and will hold introductory and welcome calls with their families to identify appropriate resources and set them up with a school advisor who will support their transition to the charter school.

**Retention Plan
2020 - 2021**

Implementation Summary:

In 2019-2020, Roxbury Prep implemented its retention plan successfully. The campuses implemented the same drivers that have resulted in strong student retention for years – student orientations, an enhanced Advisory system to promote constant family communication, family events and conferences, additional family meetings, enrichment to engage diverse learners, and extensive tutoring to assist with remediation.

The 2019-2020 Roxbury Prep retention plan was designed and implemented to target the subgroups that were underrepresented at Roxbury Prep. Roxbury Prep placed emphasis on the advisory system to allow families the opportunity to connect with the Roxbury Prep staff and allow advisors to discuss any potential issues with families. The advisory program proved to be a useful retention strategy, as it ensured that all families were contacted frequently by their students’ advisor, regardless of academic standing. Advisory allowed families to feel more engaged with the Roxbury Prep community.

Each campus generated grades on a weekly basis and entered into discussions with families as early as possible to discuss students that were struggling academically and/or culturally. By the end of the quarter, advisors and school leaders called families to discuss grades and ensure that any persistent academic issues or behavioral issues were dealt with. During school closure due to the COVID-19 pandemic, advisors and school leaders frequently contacted all families through email, phone calls, and text messages to ensure all students had the tools and resources they needed to continue learning remotely.

In 2019-2020, Roxbury Prep also engaged high school students at risk of being held back with Summer School. At the end of the year, students that failed three or more content areas were asked to attend summer school. Students that successfully completed their final exams during summer school were promoted to the next grade. Those students that failed to pass their final exams in summer school were retained in their previous grade level. Families were contacted by Roxbury Prep staff to discuss the benefits keeping their child at Roxbury Prep and the benefits of summer school or being held back a grade. Additionally, families were kept abreast and engaged throughout the Summer School process.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p align="center"><u>(a) CHART data</u></p> <p>School percentage: 22.3% Third Quartile: 16.1%</p> <p>The school is above third quartile percentages.</p>	<p align="center">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Family Orientation → Before the start of school, two mandatory family orientations will give families the opportunity to learn about the systems, policies, and procedures of Roxbury Prep and the reasoning behind them. These orientations will also give families a chance to connect with each other and with staff members. Additional orientations may be held closer to lottery results.</p> <p>Advisory System → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. The advisory program will ensure that each family receives a call from their child’s Advisor at least twice a month. Roxbury Prep logs calls in our Student Information System to track persistent problems discussed during phone check-ins. Roxbury Prep will consider including Individual Needs team members on the advisory calls or setting up a separate IN initiative to ensure that families of special education students are contacted with equal or greater frequency.</p> <p>Development of more active Family Councils at each campus – (2-3 years) In the 2019-2020 school year, each campus held its own family councils and engaged families through these meetings. Roxbury Prep will continue to hold these meetings at each campus, and will ensure all families are invited to attend.</p> <hr/> <p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies</p> <p>High School Retention → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8th grade families and 10th grade families choosing not to continue to attend Roxbury Prep High School, in part due to location of its facility. Roxbury Prep is focusing on decreasing attrition in these grades and on finding an appropriate facility, and believes that this will cause a decrease in attrition at the subgroup level as well.</p> <p>Staff Training → (2-3 years) Roxbury Prep will also implement new training for Individual Needs Coordinators at each campus, to provide resources and share best practices for communicating with families of students with disabilities. Individual Needs Coordinators will receive increased professional development opportunities during August, including sessions focused on successful communication with families and strategies for meeting student needs. There will also be sessions for general education teachers to provide strategies for co-teaching and meeting diverse needs in classrooms.</p>
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Limited English-proficient students/English learners

<p align="center"><u>(a) CHART data</u></p> <p>School percentage: 13.6% Third Quartile: 18.1%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Family Meetings → Families will be invited to each school campus to participate in meetings where they can connect with other families and staff.</p> <p>Family Orientation → Prior to the start of the school year, Roxbury Prep will engage families in two mandatory family orientations. Roxbury Prep will use family orientations to connect with all students and families; however, the orientations will be used to provide LEP students and families the opportunity to connect with other families and staff. Family engagement and community were found to be a key factor in the education of LEP students. (Ortiz 2004)</p> <p>Family Coordinator → Roxbury Prep hired a Family and Community Engagement Coordinator. The role included connecting LEP families with resources in the community.</p> <p>New Programming → Roxbury Prep has created a new program for families who have recently moved to the United States. Roxbury prep believes that this increased programming specific to English Language Learners will support continued high retention of this population.</p> <hr/> <p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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	<input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 17.9% Third Quartile: 18.0%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>X<input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>High School Retention → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8th grade families and 10th grade families choosing not to continue to attend Roxbury Prep High School, in part due to location of its facility. Roxbury Prep is focusing on decreasing attrition in these grades and on finding an appropriate facility, and believes that this will cause a decrease in attrition at the subgroup level as well.</p> <p>Enrichment/Clubs → (1-2 years) All students are able to participate in Roxbury Prep’s after school clubs such as soccer, basketball, track, step team, theater and talent performances. There is no charge for these activities, ensuring that they are available to all students. These activities help build students’ connections to school.</p> <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2020-2021 Strategies</p> <p>Advisory System → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the Advisor-Family relationship is critical to ensure problem solving. Building on practices at Roxbury Prep, Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. A new database system will provide additional tracking and automation.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2020-2021 Strategies</p> <p>Summer School → Roxbury Prep will offer a Summer Academic Program for students who fail one or two of their six academic classes. By participating in the Summer Academic Program, students have the opportunity to master skills they did not master during the year and re-take final exams at the end of the session. Students who successfully pass their exams at the end of the Summer Academic Program will be promoted to the next grade.</p> <p>Family Engagement → In addition to the advisory system used for all students, families of students at risk of dropping out will be engaged via meetings or phone calls to ensure the persistence of the student. Roxbury Prep will target this level of engagement toward students with poor attendance records, high suspension rates, and/or poor performance.</p> <p>Student Support Team → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. For students that do not respond effectively to the advisory system and continue to have poor attendance or academic performance, the school will assign a case manager with the Student Support Team. Case Managers will work together with the student’s family to develop enhanced strategies for supporting the student’s unique needs and challenges, with the intention of keeping them in school. For example, case managers will have regular touchpoints with the family to identify barriers to accessing school and to develop action plans to support students and families in overcoming those barriers.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2020-2021 Strategies</p> <p>Student Support Team → For students who stop coming to school and appear at risk of dropping out or who have already dropped out, Roxbury Prep intends to utilize its existing student support team structure to follow up with students. Students who are chronically absent, have low academic performance, or stop coming to school are assigned a case manager with the Student Support Team, who will work together with the student’s family to develop enhanced strategies for supporting the student’s unique needs and challenges. When the school identifies a student who is at risk of dropping out or may have already dropped out, the school leaders will personally reach out to the student and their family to problem solve the student’s situation and barriers to graduation. Ultimately, Roxbury Prep’s goal is to help the</p>

student continue their education, so the student support team case worker will work with school leaders and the student's family to problem-solve and help the student re-engage in their education to ensure they complete high school.

Appendix C – School and Student Data Tables

To review 2019-2020 student enrollment data for Roxbury Prep please utilize the following link:

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

Student Race and Ethnicity	
Race/Ethnicity	% of School
African American	57.7
Asian	0.7
Hispanic	39.2
Native American	0.3
White	1.3
Native Hawaiian, Pacific Islander	0.4
Multi-Race, Non-Hispanic	0.4

Selected Populations	% of School
First Language not English	39.6
English Learner	14.7
Students with Disabilities	16.5
High Needs	76.0
Economically Disadvantaged	59.5

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Julie Jackson, President	Manages all schools and DEI	7/1/2019	N/A
Jamie Morrison, Assistant Superintendent As of 9/30/19, Acting Principal (RPHS Lower Campus)	Manages the middle school principals	9/1/2017	6/30/2020
Kate Armstrong, Associate Chief Operating Officer	Manages the network's finances and operations.	7/1/2015	N/A
John Verrilli, Regional Senior Director	Manages external affairs for the region.	1/15/2019	N/A
Ryan Kelly, Network Instructional Specialist	Coaches teachers on curriculum and instruction.	8/1/2018	N/A
Sarah Hempleman, Principal (Mission Hill)	Manages the school's curriculum and instruction.	7/1/2018	N/A
Rhett Smith, Director of Operations (Mission Hill)	Manages the school's finances and operations.	8/1/2017	N/A
Valerie Joell, Principal (Lucy Stone)	Manages the school's curriculum and instruction.	8/1/2018	N/A
Kim Kinsman, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	7/1/2019	N/A
Dan Cosgrove, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2014	N/A
Majken Fisselier, Director of Operations (Dorchester)	Manages the school's finances and operations.	1/15/2019	N/A
Allison Oduaran, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	8/1/2018	6/30/2020
Eliza Jackson, Director of Operations (High School)	Manages the finances and operations across both high school campuses.	7/1/2017	N/A
Titciana Barros, Principal (RPHS Upper Campus)	Manages the school's curriculum and instruction.	7/1/2019	N/A
Chris Reed, Director of Operations (RPHS Upper Campus)	Manages the school's finances and operations.	7/1/2019	N/A
Kris Elbein, Principal (RPHS Lower Campus)	Manages the school's curriculum and instruction.	7/1/2019	9/30/2019

Elizabeth Boyer, Director of Operations (RPHS Lower Campus)	Manages the school's finances and operations.	7/1/2019	6/30/2020
Megan Britt: Director of Advancement	Manages development	6/15/2019	N/A
Kelsey Smithendorf, Director of Special Projects	Manages cross-campus infrastructure and initiatives.	5/15/2019	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	124	5	20	Relo/Moving out Area, Sust/Workload, Pers/Family/Medical, Career Change, Return to school, Other Ed Position
Other Staff	77	6	3	Pers/Family/Medical, Relo/Moving out Area, Career Change

BOARD MEMBER INFORMATION	
Number of Commissioner approved board members as of August 1, 2020	10
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term <i>(including date of election and expiration)</i>
Ms. Sylvia Kuzman	Trustee	Academic and Leadership	2	Elected: Oct 2016; Re-elected: Aug 2019; Term Ends: Oct 2022
Ms. Dianyvett Serrano	Trustee	Academic	1	Elected Oct 2019. Term Ends Oct 2022
Mr. Russell Franks	Trustee	Vice Chair; Trusteeship Chair	3	Elected: April 2014; Re-Elected: June 2017, Resigned Aug 2019
Ms. Renee Foster	Trustee	Academic and Leadership, Chair	2	Elected: 10/26/2015; Re-Elected June 2018; Term Ends: Oct 2021
Mr. Stanley Onuoha	Trustee	Secretary	1	Elected Dec 2019. Term Ends Dec 2022
Ms. Sarah Kraus	Trustee		2	Elected: April 2014; Re-Elected: June 2017 Resigned April 2020
Mr. Richard McQuaid	Trustee	Governance and Trusteeship	3	Elected: Nov 2011; Re-Elected: Nov 2014; Resigned Nov 2019. Reinstated May 2020. Term Ends: Nov 2020
Ms. Janet Nahirny	Trustee		2	Elected: May 2015; Re-Elected: May 2018; Resigned June 2020.
Mr. Mark Baranski	Trustee	Finance, Chair	2	Elected: Oct 2015; Re-Elected Oct 2018; Resigned March 2020.
Mr. Jeff Oberg	Trustee	Finance Chair	1	Elected Oct 2019, Term ends Oct 2022
Mr. Andrew Tamoney	Trustee	Finance, Governance and Trusteeship	2	Elected: Oct 2015; Re-Elected: Oct 2018; Term Ends: Oct 2021

Mr. Francisco Marriott	Trustee	Finance	1	Elected: January 2018; Term Ends Jan 2021
Mr. Ruven Rodriguez	Trustee	Chairperson (beginning June 2018)	1	Elected: March 2018; Term Ends March 2021
Ms. Ayanna Woodhouse	Trustee	Parent	1	Elected May 2020. Term Ends April 2023

Anticipated Board Meeting Schedule for 2020-21	
Date and Time	Location
August 6, 2020, 3pm	Zoom Call
August 20, 2019, 5pm	Zoom Call
September 24, 2020, 5:00pm	1286 Hyde Park Avenue, Hyde Park, MA 02136 or Zoom Call
December 3, 2020, 5:00pm	120 Fisher Avenue, Roxbury, MA 02120 or Zoom Call
January 28, 2021, 5:00pm	5 Maywood Street, Boston, MA 02119 or Zoom Call
March 25, 2021, 5:00pm	22 Regina Road, Boston, MA 02124 or Zoom Call
June 17, 2021, 5:00pm	206 Magnolia Street, Boston, MA 02121 or Zoom Call

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	October 15, 2020	TBA
Academic Committee	November 12, 2020	TBA
Academic Committee	January 14, 2021	TBA
Finance Committee	February 25, 2021	TBA
Academic Committee	March 4, 2021	TBA
Academic Committee	June 3, 2021	TBA
Finance Committee	June 15, 2021	TBA

Conditions

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

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

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

2. By April 30, 2019, RPCS must submit to the Department a comprehensive evaluation of the school's climate, discipline policies, and school culture practices including, but not limited to, whether and how the school's programs, policies, and procedures effectively create a safe and supportive environment and allow students equitable access to the educational program. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to and approved in advance by the Department.
***Condition Met:** Roxbury Prep selected Bellwether Education Partners as its consultant, which was approved by the Department on March 20, 2019. Roxbury Prep collaborated with Bellwether Education Partners to provide documentation and consultation. Bellwether evaluated Roxbury Prep's school climate, discipline policies, and school culture practices, and sent this evaluation to the Department on April 29, 2019. The Office of Charter Schools and School Redesign found the plan aligns with the requirement of the condition on May 6, 2019.*

3. By May 30, 2019, RPCS must submit to the Department for approval an action plan to improve discipline rates. Such action plan must specify the strategies to improve school climate, discipline policies, and school culture practices for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timeline and deadlines for completion of key tasks, to allow the school's board of trustees and the Department to monitor implementation. RPCS must submit monthly progress reports on the action plan to the Department.
***Condition Met for 2019-2020:** On May 29, 2019, Roxbury Prep submitted its action plan to the Department. This action plan was built in collaboration with Bellwether Education Partners following their evaluation of Roxbury Prep's discipline policies. Roxbury Prep was notified by the Office of Charter Schools and School Redesign on August 12, 2019 that its Action Plan had been approved. Roxbury Prep has sent the Department and the Board of Trustees monthly updates on its progress towards reducing suspensions and on the implementation of its action plan.*

4. By December 31, 2021, the school must demonstrate continued significant and sustained improvement in lowering discipline rates.

Complaints

The Roxbury Prep Board of Trustees received three complaints from parents in 2019-2020.

Complaint #1: A parent of a HS student wrote to our Board Chair, upset that her student was being retained. She believed she did not receive sufficient notification during the year that her son was failing his classes. The case was investigated and the Board Chair provided a written response to the parent addressing each issue in the complaint. The response outlined the school's policy, which is part of The Roxbury Prep Student Handbook, that any student who fails three or more classes will be retained. Additionally, the response gave all of the communication that took place by the school principal, the Director of Operations and teachers, notifying the parent of the student's current academic status during the year. The complaint was satisfactorily resolved and the family was satisfied with the response from the Board Chair.

Complaint #2: A parent alleged that the Charter School failed to investigate allegations of bullying and to provide for the student's safety in accordance with its Bullying Prevention and Intervention Plan. The School performed an investigation into the complainant's allegations. The School reviewed the discipline records of both students involved. The investigation included witness reports and notes from the mediation that occurred between the two students. The complaint was satisfactorily resolved when the School found that the incident had been properly investigated in accordance with its Bullying Prevention and Intervention Plan and found that no incident of bullying had occurred. The School communicated this finding to the parents of both students through a mediation between the two students and their families.

Complaint #3: A parent of a MS student wrote to our Board Chair, alleging that her son was not receiving the services required in his Individualized Education Plan (IEP). The complaint was satisfactorily resolved following family meetings with Roxbury Prep's Assistant Superintendent and Director of Special Education. The school

made sure all services were being met and that the parent had access to meet on a regular basis with the school's Principal and Individual Needs Coordinator.

Appendix D – Additional Required Information
Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Ruven Rodriguez	Ruven.rodriquez@moganstanley.com	No change
Associate Chief Operating Officer	Kate Armstrong	karmstrong@uncommonschoools.org	No change
Assistant Superintendent	Tera Carr	Tera.carr@roxburyprep.org	New
Regional Senior Director	John Verrilli	John.verrilli@roxburyprep.org	No Change
Special Education Director	Rene Haile	Rene.haile@roxburyprep.org	New
MCAS Test Coordinator	Kelsey Smithendorf	ksmithendorm@roxburyprep.org	No change
SIMS Contact and SIMS Coordinator	Kelsey Smithendorf	ksmithendorm@roxburyprep.org	No change
English Language Learner Director	Rene Haile	Rene.haile@roxburyprep.org	No change
School Business Official	Kelsey Smithendorf	ksmithendorm@roxburyprep.org	No change

Facilities

Roxbury Prep did not relocate or acquire a new facility during the 2019-2020 school year.

Enrollment

Action	Date(s)
Student Application Deadline	February 28, 2021
Lottery	March 9, 2021

Appendix E: Attachments – Teacher Evaluation Document



Uncommon Schools

ROXBURY PREP

Roxbury Prep Teacher Evaluation Rubric

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

<i>INSTRUCTION</i>	Advanced	Proficient	Working Towards	Needs Improvement
Establishing Learning Expectations and Student Engagement	<ul style="list-style-type: none"> Serves as a model in establishing, communicating, and demanding high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 85%-90% of student hands are raised or students are ready to answer immediately when cold called when reviewing taught material. More than 50% of hands are raised during new material 	<ul style="list-style-type: none"> Establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. Has developed a classroom culture where 90% of the students are engaged in the learning activity. 75-85% of hands are raised when reviewing taught material or almost all students are ready to answer immediately when cold called. Approximately 50% of hands are raised during new material. 	<ul style="list-style-type: none"> Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses Right is Right, No Opt Out, and Cold Call, or uses them at inappropriate times. Has developed a classroom culture where 80% of the students are engaged in the learning activity. 65%-75% of hands are raised when reviewing taught material or most students are ready to answer immediately when cold called. About 35%-45% of hands are raised during new material. 	<ul style="list-style-type: none"> Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use Right is Right, No Opt Out, or Cold Call to establish expectations. Less than 80% of students are engaged in the learning activity. Less than 65% of hands are raised when reviewing taught material or less than half of students are not able to answer immediately when cold called. Less than 35% of hands are raised during new material.
Use of Instructional Strategies	<ul style="list-style-type: none"> Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging, including: Break it Down, Stretch It, Turn & Talk and whole group discussions. Always ensures student learning through modeling, guided practice, and independent practice. Actively seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging, including: Break it Down, Stretch It, Turn & Talk and whole group discussions. Consistently ensures student learning through modeling, guided practice, and independent practice. Seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. Inconsistently uses modeling, guided practice, and independent practice. 	<ul style="list-style-type: none"> May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. Does not use modeling, guided practice, and independent practice with any regularity.

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Reaching the Range of Learners in a Classroom	<ul style="list-style-type: none"> Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area. Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum. 	<ul style="list-style-type: none"> Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and those who excel in the subject area. Reflects on student learning to support students who have difficulties in the subject area. 	<ul style="list-style-type: none"> Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom. Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. 	<ul style="list-style-type: none"> Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom. Does not reflect on student learning and does not support students on either end of the learning spectrum.
Pace of Instruction	<ul style="list-style-type: none"> Pace of instruction is always highly efficient, engaging, and urgent. Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. Classroom time is considered sacred and is used in a highly efficient manner. 	<ul style="list-style-type: none"> Pace of instruction is usually efficient, engaging, and urgent. Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. Classroom time is clearly for teaching and learning. 	<ul style="list-style-type: none"> Pace of instruction is inconsistently efficient, engaging, or urgent. Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. Most classroom time is for teaching and learning, but some time is lost in casual or off-task behavior. 	<ul style="list-style-type: none"> Pace of instruction is not efficient, engaging, or urgent. Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. Classroom time is not always for teaching and learning.
Classroom Environment	<ul style="list-style-type: none"> Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. Quality and updated student work is posted inside. The classroom is well organized, neat and free of clutter. Classroom Binders are consistently well maintained. 	<ul style="list-style-type: none"> Creates and regularly updates bulletin boards and visual displays to support student learning, including the Blackboard Configuration. The classroom is organized and free of clutter. 	<ul style="list-style-type: none"> Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. The classroom is somewhat disorganized or cluttered. 	<ul style="list-style-type: none"> Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. The classroom is disorganized and/or cluttered.

COMMENTS ON INSTRUCTION:

Strengths:

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Areas for Growth and Action Plans:

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<i>ASSESSMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
Checking for Understanding	<ul style="list-style-type: none"> • Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking • Unrelentingly focuses on student mastery of specific objectives 	<ul style="list-style-type: none"> • Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually focuses on student mastery of specific objectives 	<ul style="list-style-type: none"> • Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Inconsistently focuses on student mastery of objectives 	<ul style="list-style-type: none"> • Does not employ techniques to check for understanding and moves forward without monitoring student understanding. • Does not use higher order thinking questions to push student thinking • Does not focus on student mastery of objectives
Responsiveness to Daily Student Learning	<ul style="list-style-type: none"> • Always uses real-time data to adjust instruction. • Real-time responses to data are always appropriate and effective • Serves as a model for establishing a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, and praising risk-taking. 	<ul style="list-style-type: none"> • Usually uses real-time data to adjust instruction. • Real-time responses to data are usually appropriate and effective • Establishes a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, and praising risk-taking. 	<ul style="list-style-type: none"> • Sometimes uses real-time data to adjust instruction. • Real-time responses to data are sometimes appropriate and effective • Inconsistently establishes a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, and praising risk-taking. 	<ul style="list-style-type: none"> • Does not use real-time data to adjust instruction. • Real-time responses to data are typically not appropriate or effective • Fails to establish a culture of error
Ability to Analyze Student Data	<ul style="list-style-type: none"> • Analyzes and responds to student data daily • Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly writes DDI action plans with detail to address learning needs. • Always implements the DDI action plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. Ensures spiraling happens. 	<ul style="list-style-type: none"> • Analyzes and responds to student data 2-3 times/week • Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly writes DDI action plans to address learning needs post-assessment. • Implements the DDI action plan as written and ensures that re-teaching and spiraling happens. 	<ul style="list-style-type: none"> • Analyzes and responds to student data at least 1 time/week • Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing DDI action plans to address learning needs post assessment. Lacks detail and thoughtful analysis • Inconsistent in implementing the DDI plans as written so that re-teaching and spiraling does not always happen. 	<ul style="list-style-type: none"> • Analyzes and responds to student data 2-3 times per month • Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.

<i>ASSESSMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
Appropriateness of Response to Assessment Results	<ul style="list-style-type: none"> Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned quickly. Always takes full responsibility for student failure and constantly works to respond to the students' learning needs. Uses tutoring strategically to address student learning needs. 	<ul style="list-style-type: none"> Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned within a reasonable amount of time. Takes full responsibility for student failure and works to respond to the students' learning needs. Uses tutoring as a way to address needs. 	<ul style="list-style-type: none"> Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. Graded work is returned to students late. Does not always take full responsibility for student failure, allowing large numbers of students to fail. Does not use tutoring strategically. 	<ul style="list-style-type: none"> Does not provide timely, fair, accurate, and constructive feedback to students on their progress. Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure
Students' Level of Growth on Assessments	<ul style="list-style-type: none"> Students scored a class average 5+% above the Uncommon Schools average on the latest Interim assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> Students scored a class average at or above the Uncommon Schools average (0 – 5%) on the latest Interim Assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> Students scored a class average at or below the Uncommon average (-5% - 0) on the latest Interim Assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> Students scored a class average far below the Uncommon average (>-5%) the latest Interim Assessment in the areas for which the teacher is responsible.

COMMENTS ON ADAPTING INSTRUCTION AND ASSESSMENT:

Strengths:

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Areas for Growth and Action Plans:

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<i>CURRICULUM</i>	Advanced	Proficient	Working Towards/Fair	Needs Improvement
Reteach Lesson Design & Materials	<ul style="list-style-type: none"> • Lessons are clearly aligned with student data results • Lessons are at or above the rigor of interim assessments • Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. • Goals and objectives are always being satisfied through the lesson's activities. • All activities and objectives are well-aligned • All student-facing reteach materials are always rigorous, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> • Lessons are aligned with student data results • Lessons are at or above the rigor of interim assessments • Lessons are detailed, with some scripted questions, and interspersed checking for understanding. • Goals and objectives are frequently being satisfied through the lesson's activities. • Activities and objectives are well-aligned • Most student-facing reteach materials are rigorous, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> • Lessons are clearly aligned with student data results • Lessons inconsistently meet the rigor of interim assessments • Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. • Goals and objectives are inconsistently being satisfied through the lesson's activities. • Activities are not always aligned with objectives • Student-facing materials are inconsistently rigorous, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> • Lessons are clearly aligned with student data results • Lessons typically do not mirror the rigor of interim assessments • Lessons are superficial and incomplete. • Goals and objectives are not being satisfied through the lesson's activities. • Activities and objectives are not aligned • Student-facing materials consistently fail to meet more than one of the following criteria: rigor, error-free, and conducive to high-quality work.
Internalizing Lesson Plans	<ul style="list-style-type: none"> • Revisions are always data-driven and effectively meet the needs of students. • PD goal scripting is effective and detailed. • Revisions effectively stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) • Monitoring keys always show full exemplars for all lesson tasks, names of monitoring laps, potential errors with prompts, and space to collect data 	<ul style="list-style-type: none"> • Revisions are usually data-driven and effectively meet the needs of students. • PD goal scripting is effective and detailed. • Revisions mostly stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) • Monitoring keys usually show full exemplars for all lesson tasks, names of monitoring laps, potential errors with prompts, and space to collect data 	<ul style="list-style-type: none"> • Revisions are sometimes data-driven and effectively meet the needs of students. • PD goal scripting is inconsistently effective and detailed. • Revisions sometimes stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) • Monitoring keys sometimes show full exemplars for all lesson tasks, names of monitoring laps, potential errors with prompts, and space to collect data 	<ul style="list-style-type: none"> • Revisions are infrequently data-driven and effectively meet the needs of students. • PD goal scripting is infrequently effective and detailed. • Revisions infrequently stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) • Monitoring keys infrequently show full exemplars for all lesson tasks, names of monitoring laps, potential errors with prompts, and space to collect data
Modification of Material for Students with Special Needs	<ul style="list-style-type: none"> • Always makes necessary curriculum modifications for students with special needs, communicating frequently with the learning specialist. • Assumes full responsibility for student achievement and seeks innovative ways to support them. 	<ul style="list-style-type: none"> • Usually makes necessary curriculum modifications for students with special needs, communicating regularly with the learning specialist(s). • Assumes full responsibility for supporting these students. 	<ul style="list-style-type: none"> • Inconsistently makes curriculum modifications for students with special needs and inconsistently communicates with the learning specialist(s). • Does not always assume full responsibility for supporting these students. 	<ul style="list-style-type: none"> • Does not make necessary curriculum modifications for students with special needs and/or does not communicate with the learning specialist(s). • Fails to assume full responsibility for supporting these students.

COMMENTS ON CURRICULUM:

Strengths:

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Areas for Growth and Action Plans:

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CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Classroom Tone: Strong Voice and Positive Framing	<ul style="list-style-type: none"> The tone of classroom is always efficient, respectful and positive. Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students. Always builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful and positive. Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students. Often builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspirations to motivate students. Rarely builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate students. Does not use economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.
Alignment with School Culture	<ul style="list-style-type: none"> School rules, values, and SLANT/STARS behaviors are clearly enforced and emphasized. Implements a multitude of management strategies so well that the class appears to have few if any management problems. 	<ul style="list-style-type: none"> School rules, values, and SLANT/STARS behaviors are mostly enforced and emphasized. Implements several management strategies well so that the class has minimal management problems. 	<ul style="list-style-type: none"> School rules, values, and SLANT/STARS behaviors are enforced and emphasized but with mixed effectiveness. Implements management strategies but with mixed effectiveness. Student behaviors can distract learning. 	<ul style="list-style-type: none"> Does not enforce or emphasize school rules, values, and SLANT/STARS. Management strategies are generally not employed or employed ineffectively. Classroom learning suffers from a lack of management.
Classroom Procedures and What to Do	<ul style="list-style-type: none"> There is always a prompt start and smooth finish to class. The classroom runs like clockwork, and students seem routinized to all procedures. Hallway transitions are a model of silent efficiency. Gives What to Do directions that are specific, concrete, sequential, and observable. Always narrates compliance instead of narrating what not to do. 	<ul style="list-style-type: none"> There is usually a prompt start and smooth finish to class. The classroom runs efficiently, and students seem routinized to all procedures. Hallway transitions are smooth, silent and efficient. Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. Usually narrates compliance instead of narrating what not to do. 	<ul style="list-style-type: none"> The class may not have a prompt start or a smooth finish. Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. Hallway transitions are not consistently silent and efficient. Sometimes gives directions that are not specific, concrete, sequential and/or observable. Sometimes narrates what not to do. 	<ul style="list-style-type: none"> The classroom does not have a prompt start or a smooth finish. There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. Hallway transitions are inefficient and/or noisy. Gives directions that are vague and difficult to follow/understand. Often narrates what not to do.

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Level of On Task Behavior and 100%	<ul style="list-style-type: none"> • In a lesson, all students are on task at all times, and there are no side conversations. • The teacher always notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. 	<ul style="list-style-type: none"> • In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • The teacher usually notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
Ability to Refocus a Class and Do It Again	<ul style="list-style-type: none"> • Always recognizes the need to refocus a class. • Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. 	<ul style="list-style-type: none"> • Usually recognizes the need to refocus a class. • Successfully uses Do It Again when appropriate, and moments of Do It Again are usually positive and end in success. 	<ul style="list-style-type: none"> • Inconsistently recognizes the need to refocus a class and may allow problems to escalate. • Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success. 	<ul style="list-style-type: none"> • Demonstrates an inability to recognize when a class needs to be refocused and/or lets problems escalate. • Use of Do It Again escalates problems rather than refocuses students.
Dealing with Challenging Situations and Students	<ul style="list-style-type: none"> • Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently applies elements of strong voice and students do not comply. • Sometimes engages in student excuses/distractions during correction of student behavior. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders. 	<ul style="list-style-type: none"> • Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Does not apply elements of strong voice and students do not respond respectfully and/or do not comply. • Often engages in student excuses/distractions during correction of student behavior. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.

<i>CLASSROOM MANAGEMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
Relationships with Students	<ul style="list-style-type: none"> • Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates that s/he will not give up on students. 	<ul style="list-style-type: none"> • Addresses students in a respectful and professional manner. • Positive relationships with students usually support learning in the classroom. • Willing to go above and beyond to help students. 	<ul style="list-style-type: none"> • Does not consistently address students in a professional manner • Struggles to establish positive relationships with students that support learning. 	<ul style="list-style-type: none"> • Does not address students in a professional manner. • Relationships with students are inappropriate.

COMMENTS ON CLASSROOM MANAGEMENT:

Strengths:

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Areas for Growth and Action Plans:

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<i>PROFESSIONALISM</i>	Advanced	Proficient	Working Towards	Needs Improvement
Relationships with Families	<ul style="list-style-type: none"> Communicates regularly and often with families to inform them of the instructional program, as well as to share observations about the emotional and social development of the students. Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles. Returns all phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates frequently with families to inform them of the instructional program and student progress. Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. Returns most phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates sporadically with families to inform parents of the instructional program and student progress. Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. Does not consistently return phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Makes little or no attempt to inform families of student progress. Rarely makes phone calls to parents. Does not regularly return phone calls to parents.
Relationships with Colleagues/ School	<ul style="list-style-type: none"> Relationships with colleagues are extremely positive, collaborative, and generous. Assumes leadership among colleagues, often supporting them and engaging in professional exchange. Exerts a positive influence on the entire staff. 	<ul style="list-style-type: none"> Relationships with colleagues are positive and collaborative. Regularly engages in professional exchange with colleagues. Upbeat, positive and does not complain often. 	<ul style="list-style-type: none"> Relationships with colleagues are uneven, and collaboration is not consistently evident. Occasionally engages in professional exchange with colleagues. Can be negative and or complain about school, job, and kids. 	<ul style="list-style-type: none"> Relationships with colleagues negatively affect the working environment, and collaboration is not evident. Rarely engages in professional exchange with colleagues. Complains frequently and is negative about the school/job/kids.
Additional Contributions and Responsibilities	<ul style="list-style-type: none"> Puts in an extraordinary amount of time and effort to contribute to student and school success. Independently assumes additional responsibilities when necessary and demonstrates leadership. Always willing to lead and /or pitch in with events or other school needs. 	<ul style="list-style-type: none"> Puts in extra time and effort to contribute to student and school success. Often assumes additional responsibilities when necessary, especially when asked. Willing to pitch in and help with events or school needs. 	<ul style="list-style-type: none"> Puts in sufficient time and effort to contribute to student and/or school success. Occasionally assumes additional responsibilities. 	<ul style="list-style-type: none"> Puts in minimal time and effort to contribute to student and school success. Does not assume additional responsibilities.
Timeliness (School Day, Classes, Meetings)	<ul style="list-style-type: none"> Always punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Inconsistently punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
Urgency	<ul style="list-style-type: none"> Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation. 	<ul style="list-style-type: none"> Mostly communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation). 	<ul style="list-style-type: none"> Inconsistently communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation). 	<ul style="list-style-type: none"> Fails to communicate a sense of urgency (tone, movement, intensity, enthusiasm and preparation).
Ability to Meet Deadlines	<ul style="list-style-type: none"> Always completes tasks thoroughly. Always meets deadlines for lesson plans, progress reports, and/or 	<ul style="list-style-type: none"> Usually completes tasks thoroughly. Usually meets deadlines for lesson plans, progress reports, and/or 	<ul style="list-style-type: none"> Completes tasks with inconsistent thoroughness. Inconsistently meets deadlines for lesson 	<ul style="list-style-type: none"> Consistently fails to complete tasks or submits tasks of poor quality.

<i>PROFESSIONALISM</i>	Advanced	Proficient	Working Towards	Needs Improvement
	report cards, as well as assessment analysis/reflections.	report cards as well as assessment analysis/reflections.	plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders.	<ul style="list-style-type: none"> Consistently does not make deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders.
Professional Dress and Attitude	<ul style="list-style-type: none"> Dress always models professional attire. Attitude is positive and respectful of students, families, colleagues, and school leaders. Always positive during staff meetings and participates actively. 	<ul style="list-style-type: none"> Dress is professional. Attitude is respectful of students, families, colleagues, and school leaders. Professional during staff meetings and participates often. 	<ul style="list-style-type: none"> Dress is mostly professional. Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. Sometimes disengaged in staff meetings and/or participates infrequently. 	<ul style="list-style-type: none"> Dress is not professional. Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. Usually disengaged in staff meetings and does not participate frequently.

COMMENTS ON PROFESSIONALISM:

Strengths:

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Areas for Growth and Action Plans:

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<i>PROFESSIONAL DEVELOPMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
Professional Development Participation and Implementation	<ul style="list-style-type: none"> • Has a leadership presence in professional development workshops. • Actively seeks out and implements professional development strategies • Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. • Actively supports other teachers in their development of expertise. 	<ul style="list-style-type: none"> • Actively participates in professional development workshops. • Actively seeks out and implements professional development strategies • Successfully implements strategies presented in workshops in lesson plans and presents evidence in video 	<ul style="list-style-type: none"> • Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video. 	<ul style="list-style-type: none"> • Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in workshops.
Openness to Feedback	<ul style="list-style-type: none"> • Consistently seeks leader's support at appropriate times. • Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude. • Immediately implements feedback from school leaders and instructional leaders. 	<ul style="list-style-type: none"> • Frequently seeks leader's support at appropriate times. • Reflects upon and responds to feedback with openness. • Implements feedback from school leaders and instructional leaders. 	<ul style="list-style-type: none"> • Seeks leader's support infrequently, or not at appropriate times • Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. • Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner. 	<ul style="list-style-type: none"> • Does not seek leader's support at necessary times. • Does not reflect upon or respond to feedback AND does not accept feedback with openness. • Does not implement feedback from school leaders or instructional leaders.

COMMENTS ON PROFESSIONAL DEVELOPMENT:

Strengths:

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Areas for Growth and Action Plans:

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Teacher Reply Form for Mid-Year Evaluation

After reading my evaluation...

I am pleased about:

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I plan to work on the following goals:

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-
-
-

I have questions about or could use assistance with:

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Signature of Leader Date
Date

Signature of Teacher