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## Annual Report 2022-2023

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## Introductory Description of the School

<i><b>Boston Prep Charter Public School</b></i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2004	Year(s) in which the Charter was Renewed (if applicable)	2009, 2014, 2019
Maximum Enrollment	700	Current Enrollment	688 (as of June 21, 2023)
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	185	Students on Waitlist	596 (as of July 19, 2023)
School Hours	8:00am-3:10pm	Age of School	19 years
Mission Statement Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.			

Dear Friends,

The 2022-2023 school year signified the beginning of a new and invigorating era at Boston Prep. We introduced our new Executive Director, Meekerley Sanon, to the Phoenix family where she quickly implemented her strategic leadership plan. With the challenges of Covid moving further into the distance, our students and teachers thrived both inside and out of the classroom. We were able to gather together as a community with the return of our annual in-person Toast. This was a year of recommitment for Boston Prep.

Throughout the 2022-23 school year, we focused on initiatives in three key areas, in support of our mission:

- **Academic Programming Designed to Meet Current Needs:** We continued to ensure that students are presented with a rigorous curriculum, while also provided with opportunities to recover from losses related to pandemic-era schooling.
- **An Education Anchored in Rich Experiences for Students & Alumni:** We provided students with enriching experiences both inside and outside of the classroom environment. These experiences stay with students throughout their lives. This work included re-imagining the Boston Prep instructional experience in addition to deepening our commitment to our alumni and our Grade 6 - college graduation model, through our Persistence Project.
- **Support of Staff through Responsive Professional Development:** In the same way Boston Prep provides support for students while holding them to high expectations, we do the same for staff. We provided ongoing professional development in addition to individualized coaching to ensure that our faculty and staff have the tools for a successful classroom experience.

These initiatives revolve around our commitment to providing students with an education worthy of their brilliance and talents. As we look towards the 2023-2024 school year we are excited and eager to expand upon these initiatives while continuing to foster our students' academic and social emotional learning.

Sincerely,

A handwritten signature in black ink that reads "Kim Borchert". The signature is written in a cursive, flowing style.

Kim Borchert, Board Chair

# School Performance and Program Implementation

## FAITHFULNESS TO CHARTER

### Mission and Key Design Elements

Boston Prep has defined four key design elements that drive our successful approach:

- 1. Utilization of high expectations, rigorous, standards-aligned curriculum, a data-driven instructional model, an extended day and school year, and a range of supports for students to prepare 6-12th grade students to succeed in college**

At Boston Prep Charter Public School, our dedication to preparing 6-12th grade students for college success remains resolute, even in the face of challenges posed by the COVID pandemic. We have responded proactively to the unique circumstances, ensuring continuity of learning and the highest quality of education through an array of services and supports. Our commitment to rigorous academics, extended learning time, and a data-driven approach has been complemented by a comprehensive audit of our curriculum and the adoption of High Quality Instructional Materials (HQIM).

Amidst the disruptions brought about by the COVID pandemic, Boston Prep has taken proactive measures to uphold academic excellence. We recognize the crucial importance of academic learning time and have focused on optimizing our instructional strategies to bridge potential learning gaps. Through this targeted support, we increased structured learning time, ensuring that every student receives the attention and assistance they need to excel academically.

In our pursuit of continuous improvement, Boston Prep has undertaken a comprehensive curriculum and instructional quality audit. This rigorous review allowed us to identify areas of strength and areas needing enhancement across our core content classrooms. Utilizing both internal and external audit review tools and collaborating with educational experts from TFA, Teaching Lab, and Springpoint, we are taking steps towards intentional changes to the materials in the canon, ensuring that our curriculum is inclusive and representative of our diverse student body.

To further elevate the quality of instruction, Boston Prep is proactively adopting High Quality Instructional Materials (HQIM), created by external curriculum partners. These materials, aligned with rigorous standards, enable our teachers to deliver engaging and effective lessons that cater to diverse learning styles and needs. The integration of HQIM has bolstered our commitment to academic excellence, ensuring that our students receive the highest caliber of education.

As a data-driven organization, Boston Prep continuously analyzes and refines its programming to maximize student success. Valuable insights from alumni data collection have informed our practices and highlighted areas for improvement, such as time management and study skills. We remain steadfast in our commitment to evolving and enhancing our programs to ensure that all students are equipped for college success.

- 2. Establishment of a student culture structured around scholarship and personal growth that cultivates students' virtues of courage, compassion, integrity, perseverance, and respect**

At Boston Prep Charter Public School, our unwavering commitment to establishing a student culture grounded in scholarship and personal growth has been a driving force in shaping the lives of our students and transforming our school community. By nurturing virtues of courage, compassion, integrity, perseverance, and respect, we have created an educational environment that not only focuses on academic excellence but also emphasizes the development of well-rounded individuals equipped to thrive in college and beyond.

- **The Portrait of a Graduate:** Our journey towards fostering a culture of excellence and character began with the collective effort of our community in developing the "Portrait of a Graduate." This dynamic framework serves as a beacon, guiding our educational practices and character development initiatives. By defining the virtues we seek to cultivate in our students, such as courage, compassion, integrity, perseverance, and respect, the Portrait of a Graduate forms the core of our school's mission to nurture principled individuals who positively impact their communities.

The Portrait of a Graduate serves as the foundation for various aspects of our educational approach, including curriculum design, school policies, and co-curricular activities. By integrating these virtues into every facet of our students' experiences, we instill a sense of purpose and direction, fostering the holistic growth of our learners.

- **Ethics Discussions in Middle School:** At Boston Prep, we recognize that academic excellence must be complemented by the development of strong moral character. To achieve this, we have thoughtfully included ethics discussions in our middle school curriculum. These discussions provide a safe and encouraging space for students to explore ethical dilemmas, engage in critical thinking, and deepen their understanding of complex moral issues.

Through these thought-provoking discussions, our students learn to analyze situations from multiple perspectives, empathize with others, and make principled decisions. By encouraging open dialogue, we foster a culture of mutual respect and active engagement, empowering our students to become ethical leaders with a deep sense of integrity and compassion.

- **Compass Circles:** Our commitment to scholarship and personal growth is further enriched through the implementation of Compass circles on a weekly basis. These circles, rooted in our core virtues, offer a nurturing and inclusive environment for students and educators to connect on a deeper level. By engaging in meaningful conversations, sharing experiences, and exploring the principles outlined in the Portrait of a Graduate, students build authentic relationships and develop a strong sense of belonging.

In Compass circles, students are encouraged to embrace their strengths, acknowledge challenges, and support each other's growth. Through this transformative process, our students gain the courage to face adversity, the compassion to understand one another, and the perseverance to overcome obstacles. The use of Compass circles reinforces the notion that personal growth and character development are essential components of academic success.

- **Extension of Mental Health Supports:** Recognizing the significant impact of mental health on overall well-being and academic success, Boston Prep has extended its mental health support services. By providing access to a dedicated school-based psychologist and additional school counselors, we ensure that our students have the necessary resources to address emotional challenges and seek support when needed.

Through individual counseling sessions, group support, and workshops, we empower our students to prioritize their mental well-being and develop coping strategies. This holistic approach to mental health underscores our commitment to nurturing the whole person and promoting a culture of empathy and understanding within our school community.

### **3. Our Persistence Project (i.e., integrated college counseling and graduate support services) provides differentiated support through grades 6-16 to drive persistence in four-year colleges**

As a school whose mission is focused on college success, an ethos of college preparation permeates our school culture. In the middle school, students' homerooms are named after the college of a homeroom teacher or Boston Prep alumni. College banners adorn the walls of the school, and field trips focused on college/career exposure is a priority. In SY23, students visited workplaces including the State House, MFS Investment Management, LabCentral and Google to learn about potential careers.

Our support for students does not end when they leave our building. Instead, we continue to support our alumni throughout college to help ensure their persistence and ability to overcome any challenges that may arise. We have designed an innovative and unique alumni support program, which includes individualized

support and strategic coaching for students through regular phone calls and campus visits, a fund that provides book stipends for all and emergency financial support to those in need, and the collection and analysis of alumni data to help refine and improve both our alumni support program and our middle and high school programming. We use this data to understand what factors are driving our alumni's persistence in college, and then double down and deepen investments in these items (e.g., on-campus placement, strong 10<sup>th</sup> ELA performance).

Throughout the pandemic, we deeply invested and focused on our alumni supports and outcomes. Early on, we supported all alumni with transitioning home, ensured they had access to technology, and opened up an Alumni Learning Center all of SY21 to provide a safe and productive space to complete academic assignments. We also tapped into our larger school community to provide academic tutors, as well as provided access to mental health supports and life needs.

With the return of in-person schooling for alumni as well, our Alumni Counselor resumed on campus visits and support for alumni all over the country. Additionally, we held multiple vaccination clinics at Boston Prep to ensure that graduating seniors and alumni had access to all resources, vaccines included, to ensure college matriculation and persistence.

#### **4. Robust series of differentiated supports to recruit, develop, and retain all teachers through strong collaboration with academic leadership team members**

At Boston Prep Charter Public School, our unwavering dedication to the growth and success of our teachers has been pivotal in creating a thriving and dynamic educational community. Through a robust series of differentiated supports, we are committed to recruiting, developing, and retaining exceptional educators. Our strong collaboration with academic leadership team members ensures that our teachers receive the guidance and resources they need to excel. This commitment to teacher growth and collaboration is exemplified through our extended summer orientation for new staff members, one-on-one coaching for each staff member, the use of a community-created teacher rubric for evaluations, access to external professional development (PD) opportunities, and the expansion of our Human Capital team to address staff member concerns.

- **Extended Summer Orientation:** At Boston Prep, we recognize that a successful teaching experience begins with a strong and welcoming onboarding process. Our extended summer orientation for new staff members provides a comprehensive and immersive introduction to our school's culture, values, and instructional practices. Through this orientation, new teachers are warmly welcomed into our close-knit community and are introduced to the collaborative spirit that defines our school.

The extended summer orientation equips new staff members with the tools they need to navigate our unique educational environment. This introduction to our mission and vision fosters a sense of shared purpose and commitment among educators, empowering them to make a meaningful impact on our students' lives from day one.

- **One-on-One Coaching:** At Boston Prep, we believe in the power of personalized support to foster teacher growth and effectiveness. To achieve this, we provide one-on-one coaching for each staff member, offering individualized guidance and feedback. Through this coaching, teachers have the opportunity to engage in reflective conversations, set professional goals, and receive targeted support to enhance their instructional practices.

The one-on-one coaching approach empowers our educators to continually refine their skills and meet the evolving needs of our diverse student population. This personalized attention not only elevates teacher performance but also fosters a culture of continuous improvement throughout our school.

- **Community-Created Teacher Rubric for Evaluations:** As part of our commitment to transparent and collaborative evaluations, Boston Prep employs a community-created teacher rubric. This rubric, developed collectively with input from teachers and academic leadership team members, serves as a comprehensive guide for evaluating teacher performance. It aligns with our school's mission and values, focusing on the core components of effective teaching and student engagement.

By involving teachers in the creation of the rubric, we foster a sense of ownership and trust in the evaluation process. This collaborative approach ensures that evaluations are fair, meaningful, and supportive, providing teachers with constructive feedback to further their professional growth.

- **Access to External PD Opportunities:** At Boston Prep, we believe in empowering our teachers to remain at the forefront of educational best practices. To achieve this, we provide access to a wide range of external professional development opportunities. These opportunities expose our educators to diverse perspectives, innovative teaching methodologies, and research-driven strategies.

By investing in external PD opportunities, we encourage our teachers to embrace lifelong learning and bring fresh insights into their classrooms. This commitment to professional growth not only benefits our educators but also enriches the learning experiences of our students.

- **Expansion of the Human Capital Team:** Recognizing the value of a supportive and responsive work environment, Boston Prep has expanded its Human Capital team to address staff member concerns promptly and effectively. The Human Capital team is composed of a Talent Acquisition Manager, HR Manager and Director of Human Capital, who report to the Chief of Staff. This dedicated team serves as a resource for teachers, providing guidance, support, and resolution to any challenges they may encounter.

The expansion of the Human Capital team underscores our commitment to the well-being and professional development of our educators. By creating an open and approachable channel for communication, we foster a culture of trust and mutual respect, ensuring that every staff member feels valued and supported in their roles.

### Amendments to the Charter

The following amendments to the charter were made in 2022-23:

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
12/21/22	Temporary Amendment on Instructional Length of Days for SY22-SY23	Approved
4/20/23	Instructional Length of Day Schedule for SY23-SY24	Approved

### Access and Equity

Boston Prep’s student discipline data is available here:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04160000&orgtypecode=5&=04160000&>

Boston Prep’s suspensions have improved in recent years, but we recognize that student behavior and culture remains a top development opportunity. We maintain a continued commitment to fostering a school culture aligned to our mission objectives while holding a high bar of standards to create a safe environment for all community members.

The tables below show the suspension rates at Boston Prep. The rate of out-of-school suspension steadily decreased from 35.1% in 2011-12 to 6.6% in 2017-18. After a brief uptick in 2018-19, we were able to reduce



these rates again in 2019-20. In 2020-2021, there were no in school or out of school suspensions due to the COVID-19 pandemic. There has been an uptick in the 2021-22 school year due to a number of factors, including but not limited to, in-person learning resuming during the COVID-19 pandemic.

*Suspension rates at Boston Prep, SY2012 to SY2022*

Boston Prep: Updated 2022 to match what DESE has below.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Out of School Suspension	35.1	20.8	10.8	17.1	14.6	6.9	6.6	10.7	6.3	0.0	18.2	7.4
In School Suspension	6.4	3.2	5.4	6.2	13.4	10.7	8.3	12.0	8.3	0.0	0.9	1.7

*Source: DESE, CHART, and Boston Prep SDR submission. 2023 data is internal data until it becomes publicly available in September 2023.*

Boston Prep is also working on decreasing the rates of suspensions for student sub-groups. Although the suspension rates of all student sub-groups have dropped along with the overall suspension rate, some sub-groups still have higher suspension rates than those of the overall student population. Reducing suspension rates among all student groups remains a top priority for us.

**2021-22 Student Discipline Data Report\***

\*Please note 2022-2023 data is submitted to DESE on 8/18 per regulations. It will then become publicly available mid-fall.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	702	130	0.9	18.2	0.0	0.0	0.0	0.0	0.0
English Learner	134	35	1.5	25.4	0.0	0.0	0.0	0.0	0.0
Low income	518	105	0.8	20.1	0.0	0.0	0.0	0.0	0.0
Students w/ disabilities	152	34	2.0	21.7	0.0	0.0	0.0	0.0	0.0
High needs	601	118	1.0	19.3	0.0	0.0	0.0	0.0	0.0
Female	350	43	0.3	12.3	0.0	0.0	0.0	0.0	0.0
Male	352	87	1.4	24.1	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0								
Asian	3								
Afr. Amer./Black	465	87	0.9	18.3	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	203	38	1.0	18.7	0.0	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	22	4							
Nat. Haw. or Pacif. Isl.	1								
White	8	1							

At our school, we embarked on a transformative and holistic journey to reshape our approach to discipline, ultimately fostering a culture of empathy, restoration, and growth. Through the implementation of transparent, structured discipline practices, the integration of restorative relationship-building practices such as Advisory time and Compass circles, professional development for culture coordinators and teachers, trauma-informed Social and Emotional Learning (SEL) practices, and data-driven discussions, we have witnessed profound positive changes in our school community.

- **Transparent, Structured Discipline Practices:** The foundation of our discipline transformation began with the adoption of transparent, structured discipline practices. We recognized that creating a supportive and equitable learning environment necessitated clear expectations and consequences. By engaging students in understanding the rationale behind disciplinary measures, we encouraged them to take responsibility for their actions and actively participate in the restoration process.

The structured discipline practices also allowed us to address disciplinary matters consistently, ensuring that every student received fair treatment and ample opportunities for growth. By fostering a sense of accountability, we encouraged students to make better choices and to learn from their experiences.

- **Integration of Restorative Relationship-Building Practices:** Restorative relationship-building practices became integral to our discipline transformation journey. We firmly believed that addressing challenging behaviors required more than punitive measures; it demanded the creation of a nurturing and connected school community.

Advisory time provided a platform for students to engage in meaningful conversations with their advisors and peers. These regular interactions not only strengthened student-advisor relationships but also promoted a sense of belonging and trust. Students felt empowered to share their struggles and achievements, and advisors offered empathetic support and guidance.

Compass circles further enhanced our restorative practices by fostering deeper connections among students and staff. Within these circles, participants engaged in open and honest discussions, practiced active listening, and resolved conflicts through understanding and empathy. Compass circles became a safe haven where individuals felt heard, valued, and appreciated.

- **Professional Development for Culture Coordinators and Teachers:** Recognizing the pivotal role of culture coordinators and teachers in the discipline transformation process, we invested significantly in their professional development. Culture coordinators underwent specialized training to effectively facilitate restorative practices and build strong relationships with students.

Teachers received ongoing professional development on trauma-informed practices, restorative approaches, and empathetic communication. Armed with these tools, our educators were better prepared to understand the impact of trauma on student behavior and implement restorative interventions to support their emotional well-being.

- **Use of Trauma-Informed SEL Practices:** Understanding that challenging behaviors often stemmed from underlying trauma or unmet emotional needs, we embraced trauma-informed SEL practices. These practices underscored the importance of fostering emotional regulation, self-awareness, and coping strategies in students.

By creating a trauma-sensitive environment, we recognized triggers and stressors that might lead to challenging behaviors. Through a compassionate approach, we responded to students' emotional needs, validating their feelings and providing the necessary support to foster healing and growth.

- **Data-Driven Discussions:** Central to our discipline transformation was a commitment to data-driven discussions. Regularly reviewing discipline data and patterns allowed us to identify areas for improvement and gauge the effectiveness of our interventions. These discussions enabled us to make informed decisions, tailor our strategies to meet specific student needs, and track the progress of our discipline transformation efforts.

### Dissemination Efforts

Boston Prep takes seriously its responsibility to be an innovative leader in education reform. Boston Prep is proud to play a lead role in dissemination practices. However, we continued sharing our materials, ideas, and practices. Our faculty shared our curricula, across several departments, with several schools that requested copies. We have also been active in sharing our data regarding college persistence with others in Boston as we seek to continuously improve our placement and support of our graduates.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Environmental Sustainability for the High School	Via survey requested by William Rafti, Co-Chairman of Greater Boston Regional Student Advisory Council	Eric Tabb, High School Principal  Sharon Noraky, High School Director of Operations	Greater Boston Regional Student Advisory Council, one of Massachusetts's five regional student advisory councils GBRSAC Environmental Sustainability Workgroup	GBRSAC sought to understand the current sustainability status of high schools in the Greater Boston Area to further research to appropriately advise DESE on next steps regarding environmentalism and sustainability in our schools.
Pre-vetted curriculum	Boston Schools Fund School Visit	Meekerley Sanon, Executive Director, Margaret Gregory, Middle School Principal, Tori Riley, Dir of Curriculum Instruction, Annmarie Grimaldi, Dir of Curriculum Instruction	Megan O'Keefe, Irene Dennison, Boston Schools Fund	Observation and discussion of pre-vetted and procured curriculum that have been adopted and implemented into certain classrooms.
Grantee feedback	Via survey by Center for Effective Philanthropy (CEP) on behalf of One8 Foundation	Erika Johnson, Director of Development	One8 Foundation	One8 Foundation sought feedback from grantees that were awarded one of their grants.
Charter School Overview & Operations	Harvard University Doctoral student visit	School Visit and Debriefing	Vernon James Riley, Harvard University Doctoral candidate	Class observations and discussion on charter school structure
Charter School Best Practices	University of Chicago Charter School - Woodlawn Campus school visit	School Visit and Debriefing	Donald Gordon, U of Chicago Charter School - Woodlawn Campus	Observation of classrooms, discussion on the following: Effective Instructional Practices Implementation of Strong Culture and Climate Practices Teacher/Student Buy-In with School-Wide Vision and Goals

Portrait of a Graduate, our work related to Anti-Racism, and Circle model	School Visit	Leadership cohort met with Directors of Curriculum & Instruction and Instructional Coaches to discuss curriculum and teacher development	Sir George Monoux College in London	Class observations and met with Directors of Curriculum & Instruction and Instructional Coaches to discuss curriculum and teacher development
Math Curriculum	School Visit	Piel Hollingsworth, TFAM Ben Cruse, Libertas Academy Katharine Van Wyhe, Match Alexis Johnson, Match Sarah Morland, Match Tera Carr, Roxbury Prep Jason Armstrong, Roxbury Prep	TFAM Math Collab & Learning	Review of pre-vetted curriculum
HS School Class Observation and Student conversation	School Visit	Eric Tabb (Principal) Bill Baga (Assistant Principal) Valonda Harris (Director of Culture) AnneMarie Grimaldi (DCI Humanities) Tori Riley (DCI STEAM) Monique DeBarros (Director of Support Services) Aaron Canto (Director of Persistence Project) Meekerley Sanon (Executive Director)	Springpoint	They conducted HS classroom walkthroughs where live instruction took place, student conversation with two student panels, panel style interviews with learning facilitators and interview conversation with four student success staff.

<p>Math instruction, particularly our implementation of both Open Up Resources and Illustrative Math</p>	<p>School Visit</p>	<p>2 HQIM Grant staff</p>	<p>Teaching Lab</p>	<p>Observation of math classes and curriculum</p>
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## ACADEMIC PROGRAM SUCCESS

### Student Performance

Here is a link to the school's 2022-2023 report card:

<https://reportcards.doe.mass.edu/2022/DistrictReportcard/04160000>

We recognize that academic recovery and success is pivotal to upholding the charter principles. In this past year, we leveraged programs such as Accelerated Reader, IXL, DreamBox, ANET and STAR diagnostic testing to supplement independent reading and math tutorials. Specifically, we worked closely with middle school students to prepare for Computer-Based-Testing in the upcoming years. We also have continued success with STAR diagnostic, and using our findings to further improve classroom instruction. In both SY22 and SY23, math interim assessments were administered using a private consultant who supported several of our charter peers. The assessments were written to mirror the MCAS and support student retention of grade level topics. Teachers analyzed the data and then identified the highest leverage standards to deliver targeted instruction on those standards. After reviewing the data, however, we realized that we needed additional support to move student achievement.

Starting in SY24 Boston Prep has partnered with Curriculum Associates to utilize their product iReady. This platform is designed to deliver an adaptive diagnostic test. After the test, students will receive individualized instruction to address any content or skill gaps in both English and Math. Teachers also have the opportunity to use materials from the platform to facilitate a small group to further address skill gaps. As a part of professional development in SY24, teachers received guidance on supporting students in the platform. In our Advanced Placement programs, we saw the impact of these small groups. In AP US Government, the percentage of students passing improved by nearly 30% from SY22. In our AP Spanish: Language and Culture course, 93% of our students passed the AP exam.

On the 2023 MCAS assessments, there were gains in specific courses. For example, in 7th grade math, students showed improvement on similar expressions and equations standards from the year before. This growth will likely continue with our implementation of iReady and the addition of a veteran 8th grade math teacher. Another such example is in 8th grade science. There students improved across the board on both physical and life science standards. This growth should continue with the reorganization of high school science classes. Beginning in SY24, high school students will now take physics, biology and then chemistry. This strategic shift was done in order to better support student's retention of both math and science concepts.

### Program Delivery

#### Curriculum

At Boston Prep, we prioritize fostering inclusive learning and academic excellence through our rigorous curriculum planning and development process. Our dedicated educators work diligently to create curriculum that aligns with the Massachusetts Curriculum, Common Core, Next Generation Science, and College Board Standards. However, our commitment goes beyond mere alignment; we strive to craft engaging and relevant lessons that cater to our students' intellectual curiosity and affirm their identities.

As we transitioned back to fully in-person learning, we recognized the unique challenges that the past year brought and the potential disruptions to academic progress. To address this, our focus on curriculum and instruction across grades and content areas centered on accelerating learning rather than remediation. In order to ensure that all students actively engage with grade-level, high-quality learning tasks, our department teams and co-planners collaborated to identify appropriate scaffolds. This strategic approach allowed students to continue their academic journey effectively, regardless of any academic skills or habits that may have been affected during school closures and remote learning.

Additionally, we undertook an audit of our curriculum materials to ensure alignment with Massachusetts Standards. This comprehensive review allowed us to identify areas for improvement and refine our curriculum to better meet the needs of our diverse student body. By aligning our curriculum with state

standards, we create a cohesive and robust educational experience for our students. As part of this effort, we made significant investments in high-quality instructional materials, such as the Desmos, Illustrative Math curriculum and OpenSciEd science curriculum. These research-based and standards-aligned curriculums not only engage students in scientific exploration but also celebrate diversity by incorporating diverse perspectives and experiences.

Furthermore, our extended learning time provided us with valuable opportunities to offer robust academic and behavioral support to our students. We thoughtfully planned for small group instruction, dedicating two to three sessions per week, totaling 90 minutes, for targeted and data-driven instruction. This approach enabled us to address individual barriers and provide additional support, practice, and access to grade-level tasks. Collaborating with grade level and department teams, this focused support structure ensured that every student received the necessary assistance to thrive academically.

### **Instruction**

As a Common Core-aligned, college preparatory school, Boston Prep classrooms are backwards-planned from the independent, inquiry, discussion and text-based classrooms students experience in college. We remained committed to relevant, engaging learning tasks and grade level work to accelerate student learning. As such, the instructional activities and timing of whole group instruction, guided, group or independent practice vary from day to day with timing and sequencing intentionally planned to best engage students in the learning and practice of skills.

At Boston Prep, we believe that all students can achieve at high levels. By shifting the cognitive load to students and helping to encourage and engage students in the process of learning, teachers are consistently measuring and assessing their students' progress toward mastery of daily objectives and curricular standards. Through the consistent application of best practices and Boston Prep principles of instruction, students build the requisite skills and content knowledge over the course of their educational career at the school, leading to success at a 4-year college and embodiment and pursuit of life-long ethical growth.

### **Assessment and Program Evaluation**

As a learning organization, Boston Prep uses a clear set of data inquiry practices to evaluate student outcomes and the effectiveness of our program.

Data informs curricular and instructional changes needed to drive student achievement. Both formal and informal assessment results are examined to identify the causes of both strengths and shortcomings, allowing for effective instruction on what students most need to learn. Feedback is provided to students in a timely manner allowing them to learn from their mistakes, address misconceptions and provide additional practice opportunities. Over the last two years, we have made intentional shifts toward standards-aligned rubrics to provide more targeted, individualized and frequent feedback to students.

In order to illuminate skills in need of additional instruction, either as a whole class re-teach or more targeted during small group instruction, and as a strategy and intervention to continue to accelerate learning this school year, we initiated monthly, standards-aligned math interim assessments in grades 6-10, and quarterly ELA writing assessments, with time provided at grade level, department, and coaching meetings to analyze the data and plan a response. Two of the ELA prompts tied directly to our SEL goals of knowing and affirming students as people and learners, essential to building a learning community where students feel safe and known.

Though grades and gradebooks support data related to GPA and promotion, at Boston Prep we believe data from student work should be collected and examined on a consistent basis in order to ensure student learning and opportunities for practice and re-teaching of content and skills. Weekly grading deadlines are in place for all teachers to ensure updated and accurate grade reports to families and students. Data tables and dashboards are shared with Principals, Department Chairs and teachers, and are used to inform discussions and coaching in weekly Grade Level Meetings, Department meetings and teacher coaching sessions. While quizzes, tests, papers, and essays offer tangible evidence of progress and student achievement, it is just as important to constantly monitor student understanding, checking informally for understanding throughout lessons. Teachers are encouraged through coaching to use a variety of informal methods to check for understanding, including questioning, active feedback, stop and jot, slates, technology and signal cards.



## **Support for Diverse Learners**

### *Student with disabilities:*

Boston Prep's Support Services Department embraces the philosophy of inclusion and strives to include every child in the general education program to the maximum extent possible. We believe in preparing all students for college and the world that awaits them after high school. The school convenes and discusses concerns with the parent, considers RTI, and then makes decisions regarding assessments

Boston Prep consistently works to find the least restrictive environment (LRE) to determine a student's programming. Most students are in a full inclusion program, however a subset of our population have a partial inclusion program that includes being in a substantially separate class for some subjects and integrated into the general education class for other subjects.

Special education teachers provide students with disabilities individual support towards their IEP goals. They also serve as liaisons between families, the student, and the general education teachers. Special education teachers are a resource for general education teachers on individual students, disabilities, and what accommodations/modifications can meet individual student's needs. General education teachers and special education teachers work together to make sure appropriate accommodations and modifications are made to their content area assignments. Students are also supported by paraprofessionals across settings, with oversight from special education teachers.

Some students at Boston Prep also receive the following services, typically in school outside of the classroom: speech language pathology, occupational therapy, physical therapy, applied behavior analysis therapy (ABA therapy), reading intervention, and counseling.

### *English Language Learners*

The mission of the ELD program at Boston Prep is to help students who speak or are exposed to another language at home to be able to use English to excel in academic, professional, and personal settings.

All new incoming students to Boston Prep fill out a Home Language Survey. A screening test is administered to students whose survey indicates a language other than English spoken at home in order to determine language proficiency, using either their most recent ACCESS score, or the WIDA Screener.

Boston Prep's program follows the SEI model, with two components:

- Direct ELD instruction, in a separate pull-out class and, for some students, via additional push-in during core content classes, an ELD teacher helps students to develop social and academic language skills that may be used across all content areas.
- Sheltered Content Immersion. In the general education class, content teachers use approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to master content standards.

Boston Prep's ELD curricular plan for grades 6, 7, 8 and for high school is anchored by the Department of Elementary and Secondary Education Model Curriculum Units for ELD and other content classes (adapted to be aligned to WIDA standards as well as content standards) and Paideia Socratic Seminar lesson plans. For Level 2, Boston Prep uses a modified curriculum that draws from the students' corresponding ELA class at Boston Prep. The curriculum for all grades and levels incorporates teacher-developed materials and lessons, in addition to those included in the DESE and Paideia units. Teachers develop the curriculum based on students' levels, interests, and academic and personal goals, and, in the middle school, history and ESL teachers collaborate together to link units of content. The curriculum is designed to develop literacy skills, and addresses the development of all domains – speaking, listening, reading, and writing. It is aligned to Common Core State Standards.

## ORGANIZATIONAL VIABILITY

### Budget and Finance

Unaudited FY23 statement of revenues, expenses, and changes in net assets (income statement)

See Appendix E.

Statement of net assets for FY23 (balance sheet)

See Appendix E.

Approved School Budget for FY24

See Appendix E.

Capital Plan for FY24

#### **Capital Project 1: Technology Upgrade**

- *Description:* To accommodate additional staff, students and the school's one to one Chromebook model. We are updating staff and teacher laptops, updating our 1 to 1 Chromebook model, and doing server maintenance.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Fall of 2023.
- *Estimated cost:* \$290,650

#### **Capital Project 2: Furniture and Equipment**

- *Description:* Replacing broken equipment and furniture, and adding additional furniture for increased student count.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Fall of 2023.
- *Estimated cost:* \$25,000

#### **Capital Project 3: Leasehold Improvements**

- *Description:* Building repair projects to maintain the school building.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Winter of 2023.

*Estimated cost:* \$25,000

## **Additional Information**

### **Accountability Plan performance for 2021-22**

This is included in Appendix A.

### **Recruitment and Retention Plan**

This is included in Appendix B.

### **School and Student Data**

This is included in Appendix C.

### **Additional Required Information**

This is included in Appendix D.

### **Conditions, Complaints, & Attachments**

There are no conditions or complaints. Additional attachments (financial reports, as noted in previous sections) are included in Appendix E.

## Appendix A. Accountability Plan Evidence 2022-2023

### Objectives and Measures related to Mission and Key Design Elements

Accountability Plan Evidence 2022-2023		
	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective (for KDE 1): Boston Prep students will be prepared to succeed in four-year college</b>		
Measure: Each year, 70% of Boston Prep students will achieve the GPA and cumulative SAT requirements of the University of Massachusetts Sliding Scale for Freshman Applicants by the beginning of their 12th-grade year.	Not Met	Due to covid, Boston Prep is in the process of academic recovery
Measure: Each year, 100% of Boston Prep graduates will have engaged in at least one school activity, and 75% will have engaged in two or more school activities (clubs, sports, leadership) during their time at Boston Prep	Not Met	54% of all Boston Prep students participated in a sport. We are still building out our data systems to ensure that we know not only which students participated in sports, but also in clubs and leadership
<b>Objective (for KDE 2): Students will demonstrate ethical and personal growth according to the virtues of courage, compassion, integrity, perseverance, and respect during their time at Boston Prep</b>		

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Measure: Each year, 100% of students will pass the code of ethics roundtables (fail, pass, pass w honor) at the end of the 8th grade	Met	
Measure: Each year, 100% of students will pass the code of ethics roundtables (fail, pass, pass w honor) at the end of the 12th grade	Met	In SY20, in lieu of the ethics class, we piloted the Compass Model in partnership with Valor Collegiate. As an alternative, students are empowered to define their virtues and values for themselves. 12th grade students participate in weekly Circles and complete badge work that provides them with the opportunity for individual identity exploration. Students will complete roundtables in the spring aligned to the Compass model and the badge work that they complete.
Measure: Each year, 100% of Boston Prep graduates will matriculate to a college the Fall after graduation	Not Met	86% of Boston Prep seniors who applied to college were accepted. Final number yet to be determined for matriculation in fall 2023.
Measure: Each year, by the end of their first year of college, 90% of Boston Prep graduates will accumulate 20% of the credits required to graduate from college	Not Met	After their first year of college, 34% of Boston Prep graduates had accumulated 20% of the credits required to graduate from college
Measure: Each year, by the end of their first year in college, 80% of Boston Prep graduates will have engaged in at least one on-campus club, sport, or leadership activity, according to their responses to our annual alumni survey. Survey participation should exceed 40%.	Not Met	Boston Prep has not surveyed alumni since the start of the COVID-19 pandemic.
Measure: According to DESE-collected college persistence data, each year, 90% of Boston Prep graduates will be attending college or university 16 months after high school graduation	Not Met	Out of 75 graduates, 62 were attending a four year college.
<b>Objective (for KDE 4): Boston Prep's academic leadership team will recruit, develop, and retain exceptional teachers.</b>		

Measure: Each year, 80% of teachers will demonstrate annual growth, as indicated by increasing average scores across all standards from the mid-year to the end-of-year review, on Boston Prep's Effective Teaching Rubric (ETR)	Not Met	Boston Prep's approach to using the ETR was modified in SY22, and did not include this growth metric.
Measure: Each year, based on annual TNTP survey responses, Boston Prep teachers will report that the expectations for effective teaching are clearly defined at Boston Prep at a rate that exceeds the average for other charter school operators in Boston, or meets/exceeds the top quartile of surveyed schools nationally. Survey participation should exceed 60%.	Not Met	Boston Prep did not conduct the TNTP Insight survey in SY22.
Measure: Each year, based on annual TNTP survey responses, Boston Prep teachers will report, that they feel that teachers at Boston Prep share a common vision of what effective teaching looks like at a rate that exceeds the average for other charter school operators in Boston, or meets/exceeds the top quartile of surveyed schools nationally. Survey participation should exceed 60%.	Not Met	Boston Prep did not conduct the TNTP Insight survey in SY22
Measure: Each year, based on annual TNTP survey responses, Boston Prep teachers will report that Boston Prep is committed to improving their instructional practice at a rate that exceeds the average for other charter school operators in Boston, or meets/exceeds the top quartile of surveyed schools nationally. Survey participation should exceed 60%.	Not Met	Boston Prep did not conduct the TNTP Insight survey in SY22
Measure: Each year, Boston Prep will retain 80% or more of its teachers who were offered a contract to return the subsequent school year.	Not Met	Of the teachers who were offered a contract to return for the 2022-23 school year, 78% were retained
<b>Objective: Boston Prep will share its practices related to college persistence supports, and/or its practices of collaboration between staff and school leadership with other schools in Boston, other Massachusetts public schools, and schools across the nation.</b>		

Measure: Boston Prep will share its practices by hosting at least 10 organizations per year, presenting at events at least 2 times per year, and sharing documents and materials on an ongoing basis.	Not Met	Boston Prep presented at events at least 2 times. Please see “Dissemination Efforts” for details.
Measure: Boston Prep will engage in at least 2 practice-sharing exchanges with schools in the Boston Public Schools over the course of its 5-year charter term.	Not Met	Although not Boston Public Schools, Boston Prep engaged in 2 practice-sharing exchanges with other schools.
Measure: Six years after graduating from Boston Prep, out of each cohort of high school graduates, 80% of Boston Prep alumni will have graduated from a 4-year college, according to Boston Prep’s internal Salesforce records.	Not Met	Boston Prep’s graduation rate from a 4-year college falls short of the 80% rate.

## Appendix B: Charter School Recruitment and Retention Plan

### Recruitment Plan 2022-2023

School Name: Boston Prep Charter Public School



**2022-2023 Implementation Summary:**

In the 2022-2023 school year, Boston Prep received 978 total applications for grades 6-10. While this was a decrease in approximately 100 applications from the previous year, it was an accomplishment considering decreasing enrollment trends in the city of Boston over the last five years. This year we increased our social media and online marketing. We engaged in community outreach in targeted neighborhoods based on enrollment analysis from the current school year, mailed recruitment materials to rising 6-10th grade families within Boston Public Schools, participated in charter school showcases, and hosted family information sessions. We found success this year advertising at citywide events and through various media modalities tailored to our demographic, including El Planeta newspaper, MBTA, Tet Boston Festival, and social media campaigns used by our charter peers.

Recruitment efforts at Boston Prep remain committed to enrolling a diverse student body that is inclusive to all students. All student outreach materials state that Boston Prep serves all students, including students with disabilities, IEPs, and/or 504 plans. All materials were available in multiple languages based on our student population and neighborhood outreach. Our recruitment events offered translation led by our Family Operations Manager and multiple languages school tours led by our student ambassadors, some of whom are bilingual.

There is a high number of siblings enrolled in our entry class.

We think our incoming class of students will meet the comparison index.

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

**General Recruitment Activities for 2022-2023:**

In the 2022-2023 school year, Boston Prep used the following strategies to recruit new students: home mailings like postcards; newspaper advertising, including prominent Spanish newspapers in Boston; MBTA Bus Kings advertisements; social media campaigns on multiple platforms, including Instagram and Facebook; virtual and in-person open house events with translation and tours led by student ambassadors; school website; partnerships with community organizations; "spread the word" recruitment with families and staff in our school community; and neighborhood canvassing within Hyde Park.

**Recruitment Plan –Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 21.3%</p> <p><b>GNT percentage:</b> 18%</p> <p><b>CI percentage:</b> 18%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center"><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>● According to data provided by the state, 21.3% of Boston Prep students have disabilities, which is an increase from the 2021-22 school year. This figure is above the CHART Comparison Index and the state average (18%). We are proud to attract a student population that mirrors our sending district and believe that efficacy in recruiting these students includes actively publicizing our school's robust service provision for students with disabilities in information sessions, listing information about our services on our website, and ensuring that our community is aware of the service delivery that we offer. We will continue to promote our robust services for students.</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 18.3%</p> <p><b>GNT percentage:</b> 16.1%</p> <p><b>CI percentage:</b> 16.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center"><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>● Boston Prep’s English Language Learner (ELL) number was above the GNT percentage (16.1%) and above the CI percentage (16.1%). Boston Prep makes great efforts to recruit ELL students, bring them to proficiency and transition them out of the ELL status. In 2022-23, the school advertised its recruitment materials in multiple languages – including English, Vietnamese, Spanish, and Haitian Creole. We also made announcements and translated the Boston Prep newsletter to attract relatives and neighbors of Boston Prep students. We expanded our community organization partner list, focusing in particular on organizations that serve non-English speaking populations, such as the Haitian Multi-Service Center and the Tet Festival Boston (Vietnamese). The Boston Charter Alliance translated our application and enrollment materials and application into numerous languages, including Cape Verdean Creole, Portuguese, Vietnamese, Simplified Chinese, and Traditional Chinese. We advertised in multiple languages and utilized newspapers of different languages (El Planeta and Haitian Reporter are examples). We requested assistance from families of Boston Prep students who are non-native English speakers to help recruit new students, particularly from our Haitian, Dominican, and Nigerian communities. Finally, bilingual or multilingual school representatives, both faculty and students, were available during each open house and information session.</li> </ul>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 68.2%</p> <p><b>GNT percentage:</b> 54.1%</p> <p><b>CI percentage:</b> 63.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>● Our experience has shown that the most successful strategies for recruiting these students involve outreach through community based organizations and face-to-face meetings, including Open Houses and tours. Boston Prep recruits students with a network of community based organizations. In our advertising, we highlighted various services available at Boston Prep to support students and families: before- and after-school services; our free breakfast and lunch program that is cooked fresh on site daily; accessible transportation options to Boston Prep, including free MBTA bus cards provided to students and yellow school bus options to our students in grade 6-8; and the proximity of other community-based organizations to our school, including the Hyde Park branch of the Boston Public Library, the YMCA, and the Muni.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2022-2023 Strategies</b></p> <p>Boston Prep serves a higher percentage of African American and Hispanic students than Statewide (95% in comparison to 32%). These two groups have historically been sub-proficient on MCAS. At Boston Prep, these groups typically meet proficiency standards by the 8<sup>th</sup> grade. In our recruitment efforts, we will continue to express that Boston Prep is for students of all abilities and backgrounds, and that we offer extra supports to help students reach high levels of achievement. We will share data about Boston Prep student achievement at Boston Prep information sessions and recruitment opportunities.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2022-2023 Strategies</b></p> <p>In our recruiting efforts, we continue to highlight our high percentage of Boston Prep graduating seniors that were accepted to college, including previous college matriculation information and scholarship data. We will again draw attention in our materials and presentations that Boston Prep aims to serve all students, and that there are robust academic and school culture supports in place for students and their families, including our high school and college student success counselors and our Persistence Project. We also offer many clubs and sports for students. We offer field trips like the 8th grade overnight to Great Escape Lodge and the senior class overnight trip to New York City.</p>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) Continued 2022-2023 Strategies</b></p> <p>Boston Prep utilizes an academic support model of targeted instruction in small groups to promote student achievement. This includes close monitoring and frequent communication with an advisor, guidance counselor, and/or school culture coordinator. Boston Prep allocates time for faculty, students, and families to build meaningful relationships and partner effectively to ensure student success.</p>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>We are proud to serve a population of non-white students which is significantly higher than that of our sending district. 98% of Boston Prep students are African-American or Hispanic. A wealth of research indicates that these students traditionally underperform their peers. These students are specifically recruited using partner organizations that cater to African-American and Latinx communities within Boston, including churches, community health centers and various nonprofits. We will continue to attend sessions at community-based organizations and churches.</p>

# Retention Plan

2022-2023

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2021-2022 Retention Plan.

### 2022-2023 Implementation Summary:

Boston Prep successfully implemented the strategies outlined in our 2021-2022 Recruitment and Retention Plan. Our retention rate for 22-23 was 88.3% for all students. Boston Prep employed several strategies to ensure students' success both during their middle and high school years at Boston Prep and in college. The school values student culture established through meaningful relationships with adults and peers as well as rigorous instruction that accelerates student learning. This year Boston Prep continued our second year using Valor Circles, and SEL program. In addition, the school utilizes staff support to promote strong academic engagement, including: a robust support services department, an advisory model, office hours, alumni support, enrichment, athletics, trips, and involvement with community groups. As noted in the 2021-2022 retention plan, Boston Prep prepared to expand academic and enrichment offerings in 2022-23. This was successfully executed with the addition of music, theater, language, coding and computer science courses, and others. The Small Group Instruction (SGI) model continued to expand in 2022-23 to provide targeted intervention to all students and offer strategic academic support. All programming at Boston Prep, including all retention plan goals, were designed to serve all students.

Boston Prep's retention rate for all students in 2022-2023 was 88.3%.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	Boston Prep's goal is 92%. (Boston Prep's retention rate for all students in 2022-2023 was 88.3%)

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 13.4 %</p> <p><b>Third Quartile:</b> 18.3%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Below third quartile: no enhanced/additional strategies needed</li> <li>● Boston Prep invests significantly in support for all students who are at-risk, including students with special education status. Our support services department offers vast, yet specialized, supports for all students with disabilities. We are proud to provide in-house access to a licensed clinical psychologist, occupational therapist, speech and language pathologist, reading specialists, nurses, and a full team of special educators. Boston Prep works diligently to provide a high quality learning experience for all students that does not lower the academic bar for any student.</li> </ul>
Limited English-proficient students/English learners	
Limited English-proficient students	

<p><b>(a) CHART data</b></p> <p>School percentage: 12.3% Third Quartile: 16.7 %</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Below third quartile: no enhanced/additional strategies needed</li> <li>● Boston Prep invests robustly in supports for at-risk students, including a large support services department, office hours and tutoring. We provide targeted instruction for English Language Development to support student academic achievement across content. We believe that student and family perceptions of success remain one of the greatest drivers of student achievement.</li> </ul>
<p><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b></p>	
<p><b>(a) CHART data</b></p> <p>School percentage: 13.6% Third Quartile: 20.5%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p><b>(b) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Below median and third quartile: no enhanced/additional strategies needed</li> <li>● The school offers various enrichment activities, from sports and arts programs, to off-site career trips and cultural trips in the high school, as a means of offering high-quality programs for students. The school will offer substantial enrichment and athletic programming for students. Next year, we will expand these offerings with additional electives, including more AP courses, and a growing range of course selections for high school students.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2022-2023 Strategies</b></p> <p>Professional development at Boston Prep strives to build teachers' skills at engaging our most challenging students in rigorous material. Student engagement promotes success, which ultimately drives our student retention rates. Boston Prep faculty participated in over 10 hours of professional development during August orientation and weekly sessions of faculty meetings during the school year regarding strategies for effectively engaging students in mastering rigorous material. In addition, this year, the faculty continued our second year of an SEL Program called Valor Circles.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2022-2023 Strategies</b></p> <p>A very high percentage of our seniors are accepted into four-year colleges. Boston Prep continues to invest in substantial support for graduates, including a full-time Director of the Persistence Project, two alumni counselors and hardship grants for our alumni, ensuring that our alumni persist in college, as they did in high school. This year, we increased our investment in high school supports, including a full-time guidance counselor focusing on attendance, academic performance, course and credit support, and family outreach. We continue to have an on-site college counseling site for our alumni who were undergraduates in college.</p>
<p><u>Students who have dropped out of school *only schools serving students who are 16 and older</u></p>	<p><b>(f) Continued 2022-2023 Strategies</b></p> <p>We believe that strong school-family partnerships help drive retention. Boston Prep utilizes an advisory model to maintain frequent communication between school and home. Every child at Boston Prep is paired with an advisor. Advisors and advisees meet weekly to monitor students' academic and personal progress. In addition, our school culture coordinators proactively engage students and families to increase attendance and support student behavior needs.</p>

<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	
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## Appendix C. School and Student Data Tables

Here is a link to the school's Enrollment by Race/Ethnicity: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04160000&orgtypecode=5&>

Selected Populations: <https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04160000&orgtypecode=5&leftNavId=305&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African American	437	63.7%
Latino or Hispanic	203	29.9%
Other	30	3.7%
Native American	2	0.3%
White	8	1.2%
Asian	2	0.3%
Native Hawaiian or Other Pacific Islander	6	0.9%
Special education	139	21.3%
Limited English proficient	125	18.3%
Low Income	494	68.2%

ADMINISTRATIVE ROSTER FOR THE 2022-23 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Meekerley Sanon, Executive Director	Responsible for administration of educational program and operations of school	6/2022	
Margaret Gregory, Middle School Principal	Leads grades 6 through 8	7/2020	7/2023
VaLonda Harris, Director of Culture and Equity	Manages interactions with family and school culture	9/2020	
Eric Tabb, High School Principal	Manages interactions with family and school culture	7/2019	
Aaron Canto, Director of the Persistence Project	Manages college counseling office and interactions with alumni	7/2019	

Geraldine Longchamp Director of Human Capital	Supervises hiring of staff	9/2022	
Tyler Martin, Chief Financial Officer	Coordinates school's facilities and finances	8/2012	
Anders Peterson, Sr Director of Development	Oversees school's development program	7/2007	
Brenda Jones, Chief of Staff	Supervises People & Partnerships	9/2022	
Annemarie Grimaldi, Humanities DCI	Supervises Humanities teachers, curriculum and instruction	7/2020	6/2023
Victoria Riley, STEAM DCI	Supervises STEAM teachers, curriculum and instruction		
Monique DeBarros, Director of Support Services	Supervises support services and ESL team	8/2016	4/2023

<b>TEACHER AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2022-23 school year*</b>	<b>Departures during the 2022-23 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	69	13	15	Personal(9), Other employment in Pre K-12 public education(2), Contract Not Continued or Renewed(3), Reason Unknown/Other(5), Other employment in education(2) District Discharge(7)
Other Staff	65	8	8	Personal(5), Other employment in Pre K-12 public education(4), Contract Not Continued or Renewed(3), Reason Unknown/Other(1), Other employment in education(2) District Discharge(3)

\*The number of teachers and staff is counting those that are leaving after the school year ends, but not those that left mid-year.

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioner approved board members as of <b>August 1, 2022</b>	15



Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	17

<b>BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served (completed)</b>	<b>Length of each term (including date of election and expiration)</b>
Kim Borchert	Trustee Chair	Development	0	July 2022-June 2025
Natalie Branch Lewis	Trustee		1	Dec 2019-June 2022 July 2022-June 2025
Amelia Cheers	Trustee	Development	2	July 2016-June 2019 July 2019-June 2022 July 2022-June 2025
Priscilla Guerrero	Trustee		2	December 2017-June 2020 July 2020-June 2023
Sarah James	Trustee	Outcomes	2	July 2017-June 2020 July 2020-June 2023 July 2023-June 2025
Bryant Jones	Trustee	Finance	1	July 2020-June 2023 July 2023-June 2025
Josh Johnson	Trustee	Governance	0	April 2022-July 2025
Andrew Kaplan	Vice Chair	Governance	2	June 2015-June 2018 July 2018-June 2021 July 2022-June 2025
Vanessa Lipschitz	Trustee	Outcomes	1	December 2020-June 2023 July 2023-June 2025
Tamara Olsen	Chair	Development, Finance, Governance	3	November 2013-June 2017. July 2017-June 2020 July 2020-June 2023
Claire Newton	Trustee	Development	2	July 2017-June 2020 July 2020-June 2023 July 2023-July 2025
Jovinson Ripert	Trustee	Finance, Outcomes	1	July 2020-June 2023 July 2023-June 2025
Arivee Vargas	Clerk	Governance	2	January 2015-June 2018 July 2018-June 2021 July 2021-June 2024
David Wolff	Trustee	Outcomes	0	July 2022-June 2024

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
10/14, 7AM	Hybrid (Zoom, and Boston Prep, 885 River Street)
12/9, 7AM	Hybrid (Zoom, and Boston Prep, 885 River Street)
2/10, 8AM	Hybrid (Zoom, and MIT Endicott House 80 Haven St)
3/16, 5:30PM	Hybrid (Zoom, and Boston Prep, 885 River Street)
5/19, 7AM	Hybrid (Zoom, and Boston Prep, 885 River Street)
6/23, 7AM	Hybrid (Zoom, and Boston Prep, 885 River Street)

<b>COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Governance Committee	10/7, 8AM 11/10, 8AM 1/13, 10:30AM 3/13, 11AM 5/5, 10:30AM 6/16, 10:30AM	Remote
Finance Committee	10/12, 8AM 2/1, 8AM 5/1, 8AM 6/14, 8AM	Remote
Development Committee	10/5, 8AM 11/9, 8AM 1/11, 8AM 3/8, 8AM 5/10, 8AM 6/21, 8AM	Remote
Outcomes Committee	10/28, 7AM 1/6, 7AM 4/28, 11AM 6/9, 10:30AM	Remote

\* Add additional rows for additional committee schedules

Board Meeting Minutes: <https://www.bostonprep.org/about/board-of-trustees>

## Appendix D. Additional Required Information

### Facilities

Address	Dates of Occupancy
885 River Street in Hyde Park, MA 02136	June 27, 2017

### Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2024-25 school year?

Action	Date(s)
Student Application Deadline	February 29, 2024
Lottery	March 11, 2024 Snow day: March 12, 2024

## Appendix E. Conditions, Complaints, & Attachments

### Conditions

There are no conditions placed on Boston Prep.

### Complaints

Boston Prep received no complaints in 2022-23.

### Attachments: Financial Reports

#### Unaudited FY23 Income Statement

<b>Boston Preparatory Charter Public School</b>	
<b>Profit and Loss</b>	
<b>July 2022 - June 2023</b>	
	<b>Total</b>
<b>Income</b>	
Total 4000 DOE Tuition	\$ 17,641,838.78
Total 4030 Contributions-Individuals	-\$ 48,539.33
Total 4100 Nutrition Funding	\$ 285,084.35
Total 5000 Grants Revenue	\$ 1,708,194.29
Total 5300 Private Revenue	\$ 800,000.00
Total 5400 Student Services	-\$ 1,380.88
Total 5500 Uniform Sales	-\$ 10,622.75
<b>Total Income</b>	<b>\$ 20,374,574.46</b>
<b>Gross Profit</b>	<b>\$ 20,374,574.46</b>
<b>Expenses</b>	
Total 6000 Salaries and Related	\$ 10,534,811.79
Total 6001 Payroll Taxes	\$ 330,365.91
Total 6002 Benefits	\$ 1,651,272.90
Total 6080 Utilities	\$ 272,334.71
Total 6081 Rent	\$ 1,999,759.17
Total 6200 Professional Fees	\$ 644,787.89
Total 6279 Recruitment	\$ 89,880.02
Total 6300 School/Student Expenses	\$ 1,894,972.29
Total 6400 Gen & Administration	\$ 742,464.69
Total 6500 Plant Maintenance	\$ 698,894.52
<b>Total Expenses</b>	<b>\$ 18,859,543.89</b>
<b>Net Operating Income</b>	<b>\$ 1,515,030.57</b>
<b>Total Other Income</b>	<b>\$ 850.00</b>
<b>Other Expenses</b>	
<b>Total Other Expenses</b>	<b>\$ 663,604.45</b>
<b>Net Other Income</b>	<b>-\$ 662,754.45</b>
<b>Net Income</b>	<b>\$ 852,276.12</b>

#### Unaudited FY23 Balance Sheet

**Boston Preparatory Charter Public School**  
**Balance Sheet**  
As of June 30, 2023

	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
Total Bank Accounts	\$ 5,737,368.19
Total Accounts Receivable	\$ 1,711,055.89
Total Other Current Assets	-\$ 854,864.62
<b>Total Current Assets</b>	<b>\$ 6,593,559.46</b>
<b>Fixed Assets</b>	
Total Fixed Assets	\$ 28,225,940.15
<b>Other Assets</b>	
3915 Net Asset Transfer	838,139.74
<b>Total Other Assets</b>	<b>\$ 838,139.74</b>
<b>TOTAL ASSETS</b>	<b>\$ 35,657,639.35</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Total Accounts Payable	\$ 2,377,800.70
Total Credit Cards	-\$ 92,034.82
Total Other Current Liabilities	\$ 15,526.44
<b>Total Current Liabilities</b>	<b>\$ 2,301,292.32</b>
<b>Long-Term Liabilities</b>	
Total Long-Term Liabilities	\$ 27,082,304.76
<b>Total Liabilities</b>	<b>\$ 29,383,597.08</b>
<b>Equity</b>	
3910 Net Assets	5,396,347.15
Temp Restricted	25,419.00
Net Income	852,276.12
<b>Total Equity</b>	<b>\$ 6,274,042.27</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 35,657,639.35</b>

**Approved FY24 Budget**

Budget approved by the Boston Prep Board of Trustees on June 23, 2023.

<b>FY24 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2023 submission	700
Number of students upon which FY23 budget tuition line is based	690
Number of expected students for FY23 first day of school	700
Please explain any variances: <i>Waitlist numbers are lower than in previous years so only budgeting for 690 in case some students do not choose to attend on the first day of school.</i>	

<b>Students</b>	<b>2024</b>
Total Students	690

<b>Revenue</b>	<b>2024</b>
Tuition	\$ 17,402,490
Other Revenue	\$ 25,100
Government	\$ 3,720,929
Private Sources	\$ 400,000
<b>Revenue Total</b>	<b>\$ 21,548,519</b>
Per Student	\$ 31,230

<b>Costs</b>	<b>2024</b>
Salaries	\$ 12,265,527
Benefits	\$ 1,837,639
Other Personnel Expense	\$ 642,415
Operating Expense	\$ 1,427,600
Instructional Expense	\$ 571,500
Student Services Expense	\$ 956,500
Facility and Operations Expense	\$ 2,439,954
Rent	\$ 1,765,919
Depreciation and Amortization	\$ 370,344
<b>Cost Total</b>	<b>\$ 22,277,398</b>
Per Student	\$ 32,286.08

<b>EBIDA</b>	<b>2024</b>
Net Income	\$ (728,879)