Boston Preparatory Charter Public School

SY26 Outcomes Committee Meeting #1

Published on September 5, 2025 at 4:10 PM EDT
Amended on September 11, 2025 at 6:19 PM EDT

Date and Time

Friday September 12, 2025 at 11:00 AM EDT

Location

https://bostonprep-org.zoom.us/j/7171526696

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**11:00 AM**
	A. Record Attendance - Roll Call		Sarah James	1 m
	B. Call the Meeting to Order		Sarah James	

		Purpose	Presenter	Time
C.	Icebreaker	Discuss	Sarah James	7 m

Summer Fun! What's a highlight from your summer?

			Presenter	Time
D.	Public Comment		Sarah James	5 m
E.	Approve Minutes	Approve Minutes	Sarah James	3 m

Approve minutes from April Outcomes Committee Meeting

II. Strategic Plan Progress   11:16 AM

		Purpose	Presenter	Time
A.	Strategic Plan Progress Update	Discuss	Robert Rametti	30 m

We will review the recently updated Boston Prep Board Dashboard, designed to provide a more streamlined and strategic view of school performance. This dashboard aligns with our SY25–30 strategic plan and integrates DESE indicators, charter accountability goals, and internal metrics across academics, culture, and operations. Committee members will engage in a discussion to assess current progress toward the goals.

We will also review artifacts that will provide deeper insight into the current state of literacy at Boston Prep as well as the moves we are making to address those challenges.

Essential Questions:

- What is our current progress toward our strategic plan goals?
- What does the current state of literacy look like at Boston Prep and where are we going?
- How does our partnership with the Barr Foundation support our strategic plan?

Questions for Discussion:

- Based on the student work samples, lesson plan, and our current data, what questions or suggestions do you have about our literacy strategy?

III.   SY25 Academic Performance   11:46 AM

		Purpose	Presenter	Time
A.	SY25 End of Year Data Review	Discuss	Robert Rametti	25 m

Using the SY25 Data Review slide deck, we will discuss wins and challenges from SY25, with an emphasis on academic outcomes.

Essential Questions:

• What are our wins and challenges from SY25?

Questions for Discussion:

• What additional metrics, if any, would be helpful to gain a comprehensive picture of our current performance?

IV. Closing Items   12:11 PM

		Purpose	Presenter	Time
A.	Adjourn Meeting	FYI	Sarah James	1 m

Coming Up:

• Board Meeting #1 - Friday, October 3, 2025
• Outcomes Committee Meeting #2 - Friday, November 21, 2025

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: 25-0602 Outcomes Committee Minutes.pdf

Boston Preparatory Charter Public School

Minutes

Outcomes Committee Meeting #6

Date and Time
Monday June 2, 2025 at 11:00 AM

Location
Zoom

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Committee Members Present
D. Wolff (remote), K. Borchert (remote), S. James (remote), V. Lipschitz (remote)

Committee Members Absent
B. Jones, D. Berkley, N. Branch-Lewis

Guests Present
J. Beck (remote), K. Bernier (remote), L. Jewell, M. Sanon (remote), R. Rametti (remote), T. Huff (remote)

I. Opening Items

A. Record Attendance - Roll Call

B. Call the Meeting to Order

L. Jewell called a meeting of the Outcomes Committee of Boston Preparatory Charter Public School to order on Monday Jun 2, 2025 at 11:01 AM.

C. Approve Minutes

S. James made a motion to approve the minutes from Outcomes Committee Meeting #5 on 04-17-25.
D. Wolff seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

K. Borchert	Aye
S. James	Aye
D. Berkley	Absent
B. Jones	Absent
N. Branch-Lewis	Absent
V. Lipschitz	Aye
D. Wolff	Aye

II. Board Retreat Follow-up and Board Dashboard Creation, Part II

A. SY26 Draft Board Data Dashboard

Meekerley opened it up to share the first draft of a new Board dashboard. She discussed the gaps we were having in the current way that data was being shared out to the board. We currently have been using open architects to share out data was not making it easy to understand where to focus the attention when analyze. We are now proposing that we use a google sheet to highlight strategic priorities metrics, school health metrics, and charter progress metrics. We are hoping to pair this with a newsletter that dives into the overall narrative of the data. This newsletter would be shared out prior to outcomes meetings, for feedback. And then a final draft of the newsletter would be shared out to the board prior to the trustee meetings.

Sarah and Meekerley opened it up to the committee to receive feedback. Would this help you process what the state of the school is?

Questions/Discussion:
- Would Trustees still have access to open architect? Yes, we would still have that so people can play around with the open architect data
- They like that it is quick snapshot of the data

- Idea is there a snapshot tab that can show how the data is changing overtime? To make sure to not lose the growth.
- This is helpful in terms of the snapshot, it is nice that it shows the progress quarter over quarter, it is helpful that it ties to what we are tracking long term as well over 3-5 years.
- Are there areas where we want more or less details?
- Is it possible to have color coding to make it super clear to have what to focus on
- Good start, focus on getting it right before getting it going? Suggest start using this dashboard to make sure that it works? Are there places that it overlaps or repetitive? But overall it seems like
- School health metrics: metrics that are important to the state of the school, but are not directly connected to a current strategy or priority, but we wanted to include these metrics somewhere, but need to sort out where is it overlapping or too one off? Do we want to build this out more? Or should it just be a tab called "other"?
- Suggested next steps: start using it, too see what we actually need in here? Are there things we talk about that don't regularly show up in the dashboard?
- Want to see how the progression and growth of the students will look over the years? We have students joining our community, and the question is if we are serving them in a helpful way to best serve their needs?
- Is there a cadence in which you would find it helpful to update these metrics? The metrics themselves will directly show how often they need to be updated? The beginning of the year, we will update it all based on the end of the years and comparative data. And some will be updated as we go and be updated before outcomes meetings.
- Would a newsletter in the summer be helpful?
- Three big buckets: Back to school, we have MCAS data, winter data (iReady), spring data that doesn't need to wait to the MCAS timeline. We would really need to map it and see what makes sense. We want to make sure it is natural to talk about certain data at certain points. How do we architect the outcomes committee school to make sense with the data timeline?
- We should have an updated dashboard before outcomes and board meetings? But also decide when in the year we have heavily focus on a specific metric.

Newsletter Companion to the Dashboard- How would you like to see the school based team use this to support the narrative of the dashboard?
- A clear pull out on the biggest concern and the biggest win for the board to see the highest priority things
- Meekerley proposed that Katie and Lily come up with an example of what the newsletter could look like next year, and share this with the board.

III. Staff Feedback: SY26 Staff Panorama Survey Results

A. Panorama Staff Feedback – SY25 Analysis

School staff led discussion to analyze the panorama data from this school year. We administer surveys to staff, families, and students to understand how the culture of the

school is. Overall, we found trends of what we are doing well and what we are struggling with. For example, staff felt that we are serving all students. Where we are falling short is having purposeful PD. We pair the panorama data with anecdotes from over the course of the year. Boston Prep continues to analyze what changes we made positively impacted the school culture and which were not as effective as we had anticipated.

IV. SY25 Outcomes Committee Charter Reflection

A. Outcomes Committee Charter – Reflection & Alignment

In terms of the bets we are making for the upcoming year, the school team conducted a data analysis and worked with school leaders to come up with a strategy. This past week principals did a state of the school with middle school and high school to come up with action plans and proposals for the upcoming year. The goal is that by the time we leave there are socialized drivers and plans to start right away in orientation.

We have categorized into two buckets-- MTSS (Multi Tiered Systems and Supports), making sure we have processes in school to support students as needed in real time. To help really understand who needs extra support and build intervention plans around this. Currently, we have pockets of great systems, but we do not have a school wide comprehensive support, which will not only help kids but also help support staff by having a more cross functional team. This is a big infrastructure goal.

Additionally, we are focused on how we support our students with executive functioning skills-- there are many sub-skills, so we are currently narrowing down to 2-3 sub-skills to focus in on for next year.

Two more academic achievement drivers, are we are building out systematic reading and writing. We are doing so by building a culture of reading. We are also working on the practical side of reading, do the teachers have the skills to support our students skill building. Collectively, these are the big bets we will be making. We are also doing a 6-12 ELA curriculum adoption. We will be doing a ELA curriculum 6-12.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:18 PM.

Respectfully Submitted,
S. James

Documents used during the meeting

None

Coversheet

Strategic Plan Progress Update

Section:	II. Strategic Plan Progress
Item:	A. Strategic Plan Progress Update
Purpose:	Discuss
Submitted by:	
Related Material:	26-0912 Sample CW Packet - Gr. 7.docx
	26-0912 MS Sample 1.docx
	26-0912 Sample Lesson Plan - Gr. 7.docx
	26-0912 MS Sample 2.pptx
	26-0912 High School Samples.pdf
	26-0912 Literacy Strategy Overview.webm
	25-0602 Board Dashboard Draft - SY26 (1).xlsx
	State-of-the-School.pptx

Name: _____   Section: _____   Date: _____

Grade 7 | Unit 1b | Lesson 5 | Classwork

Do First: Imagine you were in Tree-ear's place.
- How would you feel? Why?
- How would you react to the situation? Why?

Disciplinary Knowledge: External vs. Internal Conflict

- **External conflict:** When the protagonist or main character struggles against someone, something, or a situation.
- **Internal conflict:** When the protagonist or main character struggles with their own feelings, thoughts, or decisions
- Books often contain multiple types of conflicts, but one can usually be identified as the primary, or most important, conflict in advancing the plot
- Focusing on conflict is another part of our narrative thinking jobs.

What are 1-2 more examples of each type of conflict? These could be from a movie, a TV show, a book, life, or your imagination. Explain why each is an example of an internal or external conflict.

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Inquiry Loop #1:

Independent Reading: *A Single Shard* p. 25 (beginning of chapter) - p. 27 ("that resembled a meal") and p. 34 ("Tree-ear carted") - p. 37 (end of chapter) Annotation and Discourse Prompt: ● What conflicts are you noticing in this section? ● What does the conflict reveal?
Synthesis Jot: _____ _____ _____ _____

Writing Skill Builder: Components of a Powerful Paragraph

Writing Skill Builder	Components of a Powerful Paragraph ■ Claim: The writer includes a clear idea that is based on the text and answers the prompt ■ Evidence: The writer includes at least two direct quotes or paraphrased pieces of evidence from the text that develop or support their claim ■ Analysis: The writer describes the importance of their evidence, elaborating on how it supports or develops the claim ■ Conclusion: The writer provides a closing thought to conclude ideas by rephrasing and affirming the claim

Sample Single-Paragraph Outline

Claim: Tree-Ear is characterized as reflective through his internal thoughts and questions
- ■ "Was it stealing, to wait as Tree-ear had for more rice to fall before altering the man that his rice bag was leaking?" (6)
- ■ "And Tree-ear thought of something his friend often said. *Scholars read the great words of the world. But you and I must learn to read the world itself.*" (7)

2

Guided Practice: Turn the single-paragraph outline below into a complete paragraph.

Single-Paragraph Outline

Claim: Tree-ear is determined to impress Min and win his respect.

- ■ Evidence #1: "If he would be so good as to give me another chance, he will not be disappointed" (26)
- ■ Evidence #2: "It would never do to appear for his first working meal dressed in mud."

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Daily Assessment | Complete Paragraph

Prompt: How does this chapter develop the conflict?

Claim: _____

_____

_____

- Evidence # 1:_____

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- Evidence # 2:_____

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4

Complete Paragraph

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5

Name: _____
Date: _____
Homeroom: _____

Writing Diagnostic

Directions: Think about a **place where you feel happy or relaxed**. It could be somewhere you go often, somewhere you've only visited once, or even a place from your imagination. **Write** a paragraph **describing** that place so your reader can picture it. **Explain why it is special to you.** Remember to **include details**, use your own writing style, and check for proper punctuation and grammar. This paragraph should represent your **very best writing.** Your teacher will use these writing samples to determine which skills to focus on in the future. Please use the space below to write.

When I think about a place where I feel happy and relaxed, what comes to mind is my room. Why I say my room, I say this because my room has my bed, and my bed is so comfy because it is a queen size bed with a memory foam. My room is so relaxing for me because I have a futon. The reason why my futon is so relaxing to me is because I can do my work there and sleep there. Why does my room make me feel happy?. It makes me feel happy because I have this hammock in my room and it is so fun to swing on.

Grade 7 | Unit 1b | Lesson 5
A Single Shard p. 25-37

Inquiry Task

Reading(s): *A Single Shard* p. 25-37
Sensitivity flags: N/A
Text-Driven Inquiry: Analyze how Chapter 3 reveals the conflict.

CCSS Aligned Standards:
- Focal Standards: RL 7.3, RL 7.5
- Supporting Standards: RL 7.1, RL 7.2, RL 7.4, SL7.1

Lesson Materials:
- *A Single Shard*
- Anthology
- Student Knowledge Organizer
- Daily Handout
- Diverse Learner Daily Handout

What This Inquiry Will Achieve

Big Ideas: In this lesson, students will explore how the interactions between characters impact the overall plot of the text. Students will see Tree-ear struggle with how to best approach Min and feel a sense of regret or internal conflict over realizing that his absence hurt Crane-man. This lesson will include students' introduction to the concept of internal conflict, paired with a definition of external conflict.

Disciplinary Knowledge: Internal and external conflict
Writing Skillbuilder: Writing a Complete Paragraph

Opportunities to Extend Learning:
- **Loop 1:** What does the new crutch symbolize?
- What techniques does Park use to convey the intensity of Tree-ear's inner thoughts and decisions?

Assessment of the Inquiry

Complete Paragraph: How does the chapter develop the conflict?

The novel's conflict is developed through showing Tree-ear's internal struggle between maintaining his supportive partnership with Crane-man and demonstrating his dedication to Min. In the past, "it had always been Tree-ear who skipped out to the beach at the first word of a flounder run," but this time, they have no fish at all. This change suggests his priorities are shifting. Park deepens this conflict by having Tree-ear reflect, "How was it that in enjoying his noontime meal, Tree-ear had forgotten his friend?" His focus on appearing clean at lunch for Min took precedence over thinking of his friend. This moment reveals that Tree-ear is not only physically exhausted from his work but also mentally torn between two important aspects of his life. Overall, Tree-ear is conflicted about how to balance the different parts of his life as he takes on this new role with Min.

Additional Possible Claims or Responses: Students may focus on one of the other conflicts identified and analyzed in the Inquiry Loop.

Criteria for Success:
- Clear claim that accurately addresses the prompt:

1

- Two pieces of supporting evidence that support the claim
- Analysis that creates a clear connection between the claim and evidence
- Concluding sentence

Frame the Inquiry

Lesson Launch | 5 minutes		Diverse Learner Supports

Homework Accountability: Choose one of the formats below to check homework reading.

Collect questions completed for homework. Grade, return in 1–2 days.	Administer a Homework Quiz *Choose this format at least 1x per week	Check students' annotations *Choose this format at least 1x per week

Do First
1. Imagine you were in Tree-ear's place.
   a. How would you feel? Why?
   b. How would you react to the situation? Why?

Build the Narrative: Review the Do First using a turn and talk, and then the whole group share out. Be sure to select students with a diversity of responses to share.

Throughline/SAY:
- Yesterday, we worked more on summarizing the text as read using the narrative thinking jobs. We also wrote a summary to strengthen our understanding of the text.
- In today's lesson, we will zoom in on noticing internal conflict in the text to help us continue analyzing it. We'll also learn about the components of a powerful paragraph and how to convert our single-paragraph outline into a complete paragraph.

Diverse Learner Supports

Oral Language: Provide optional language support for the Do First:
- *I would feel _____ because _____.*
- *I would react by _____ because _____*

For Multilingual Learners: Strategically partners students with students who share their home language during build the narrative.

Build Knowledge

Disciplinary Knowledge | 6 minutes	Diverse Learner Supports

Framing/SAY: You've likely learned that a text can have different types of conflicts. One type of conflict is external conflict, and another is internal conflict. You probably talked about these terms last year or even in elementary school. However, I want to level up your understanding to be more sophisticated.

Disciplinary Knowledge: External vs. internal conflict
- External conflict: When the protagonist or main character struggles against someone, something, or a situation.
- Internal conflict: When the protagonist or main character struggles with their own feelings, thoughts, or decisions
- Books often contain multiple types of conflicts, but one can usually be identified as the primary, or most important, conflict in driving plot
- Focusing on conflict is another part of our narrative thinking jobs.

Directions:
- Read aloud or have students read aloud the definitions
- Provide 1-2 examples of an external conflict and think aloud about why something is

Building Knowledge: Provide images to spur students' thinking about these types of conflicts

For Multilingual Learners: Provide a translation of the definitions of the different types of conflict in students' home language and prompt students to preview.

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an external conflict.
- ○ SAY: An example of an external conflict might be someone who thinks a new policy is unfair. So, if your principal decides to make a rule that if you are 1 minute late to school, you get detention, you and your parents might decide to complain and try to convince the principal to change this policy. Another conflict might be that someone knows there is a treasure, but they must solve several hard clues to find it. Here, the conflict is that the person wants to solve the mystery but does not have all the information needed. This is an example of a situation producing a conflict.
- Provide 1-2 examples of an internal conflict and think aloud about why something is an internal conflict.
  - ○ SAY: An example of internal conflict could be if a child feels torn between telling the truth about a mistake they made or lying to avoid getting in trouble. Another example could be a character is afraid to get up on stage for a performance, but they want to be brave and face their fear. Another example could be a person who is tempted by the power and success of popularity in their high school, but also knows being loyal to their friends and true to themself is more important.
- Ask students to generate 1-2 examples of each type of conflict. This could be from a movie, TV show, book, or their imagination, and explain why it is an example of internal or external conflict.
- Explain that today, we will examine how internal conflict develops in this section of *A Single Shard* to help us analyze the plot*.

Inquiry Loop 1

Time in Text	10-12 minutes	Diverse Learner Supports

Independent Reading-Analytical - *A Single Shard* p. 25 (beginning of chapter) - p. 27 ("that resembled a meal") and p. 34 ("Tree-ear carted") - p. 37 (end of chapter)

Context/SAY: Let's start our exploration today by rereading two key sections of last night's homework that will help us to understand another essential element of any narrative text: the conflict.   While reading today, take note of any details that suggest the conflict, or problem, that might drive our plot and help us understand our characters. In particular, pay attention to moments where we see Tree-ear struggle with their own feelings, thoughts, or decisions.
Annotation and Discussion Prompt:
- What conflicts are you noticing in this section?
- What does the conflict reveal?

As you circulate when students are reading and annotating, monitor if students are picking up on the key ideas in the table below. If students are not developing some of these ideas, use the comprehension scaffolds below to help them develop more precise ideas about the text.

Reading: Consider pulling a group of students for read aloud or choral reading to support them in analyzing conflict. Either read aloud part of the section or chorally read part and then release students to annotate for the theme. See MS Novel Read Aloud and Choral Reading for additional recommendations.

Key Idea	Evidence	Comprehension Supports & Extension

Min annoyed with Tree-ear/ Tree-ear feels conflicted about how to react to Min: doesn't want to be treated unfairly but really wants to learn	● "Tree -ear trotted up...not be disappointed" (25) ● "Ashamed that he had not finished the word properly, frustrated that Min had not given him complete directions" (25)	**Re-read:** ● Reread p. 25 until the middle of 26. What is Tree-ear's internal conflict? Why do you think he feels like this? ● Reread the bottom of p. 26 until the middle of 27. What internal conflict do you see? ● Reread from the middle of p. 35 until the middle of 36. What internal conflict do you see? What does this show about the two characters?
Tree-ear unsure how to react to Crane-man - doesn't want to hurt his feelings, considers shifts in their relationship	● "On the third day...assistance than this" (26)	
Tree-ear upset at self for not prioritizing the flounder- shows the depth of friendship with Crane-man	● "It had always..about the flounder." (35-36) ● "Still cross with himself" (36) ● "Shame forgotten for the moment" (37)	**As needed:** ● How does Min treat Tree-ear? How does Tree-ear react? What conflict does this suggest? ● How does Tree-ear respond to Crane-man's offer? Why is this significant? **Extension:** ● What does the new crutch symbolize? ● What techniques does Park use to convey the intensity of Tree-ear's inner thoughts and decisions?

At minute 8, pause students and prompt them to synthesize their ideas from the annotation prompt as a jot:

Possible Synthesis Jot: Tree-ear's mixed and strong emotions about Min show his internal conflict of continuing to work hard to prove himself in spite of the harsh treatment he is receiving. While enduring a reprimand from Min, Tree-ear is described as "Ashamed that he had not finished the word properly, frustrated that Min had not given him complete directions."

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Small Group Discussion| 6-8 minutes	**Diverse Learner Supports**

<u>Discussion Launch:</u> Have students in groups of 4 discuss the synthesis jot question. Remind students about the expectation for small group work.
 	
Optional Language Supports:
    ○ *When _____ it causes _____*
    ○ *The conflict becomes _____ because _____*
 	
Cue students to discuss the annotation question.
    ● Prompt students to use evidence to support their responses and reinforce strong habits of discussion. <u>See table above for the key ideas that could be surfaced during this discussion and pushes to use if support is needed.</u>
 	
<u>Discussion Questions:</u>
    ● How does Tree-ear's interaction with Min on p. 25-26 compare/contrast with his interaction with Crane-man on p. 36-37? What does this suggest about the conflict in the novel?
    ● What do the internal conflicts we discussed reveal about Tree-ear as a character? Does this add to or change what you already thought about him? Why?
    ● How does this section enhance your thinking about the essential questions?
 	
At the end of discussion, pause and ask students to synthesize their ideas in writing by updating their synthesis jot and/or annotations based on the discussion.
	Oral Language: Post the optional language supports or provide a model of using them.
	
	Oral language/For Multilingual Learners: Provide a word bank of terms that may be helpful for students to describe the conflict, such as intensify, grows, changes, etc.

Writing Skill Builder	
Direct Instruction 12-15 minutes	**Diverse Learner Supports**

<u>Frame:</u> Explain that today, you will build on the work you started when you learned how to create a single-paragraph outline and work with students to have them write a complete paragraph.
 	
<u>Model</u>
    ● Review the components of a powerful paragraph listed below with students.
        ○ <u>Disciplinary Knowledge:</u> Components of a Powerful Paragraph
            ■ Claim: The writer includes a clear idea that is based on the text and answers the prompt
            ■ Evidence: The writer includes at least two direct quotes or paraphrased pieces of evidence from the text that develop or support their claim
            ■ Analysis: The writer describes the importance of their evidence, elaborating on how it supports or develops the claim
            ■ Concluding Sentence: Final sentence where the author restates their claim in a new way
    ● Tell students you will show them how to use a single-paragraph outline to create a powerful paragraph.
    ● Have students look at the single-paragraph outline in the student handout and see below. Tell students that this is a paragraph answering the question: How is Tree-ear characterized?
        ○ <u>Sample Single-Paragraph Outline</u>	

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- ■ Tree-Ear is characterized as reflective through internal thoughts and questions
  - ● "Was it stealing, to wait as Tree-ear had for more rice to fall before altering the man that his rice bag was leaking?" (6)
  - ● "And Tree-ear thought of something his friend often said. *Scholars read the great words of the world. But you and I must learn to read the world itself.*" (7)
- ● Model using the single paragraph outline to write a complete paragraph. See below for sample scripting.
  - ○ SAY: I already have a claim created in my single paragraph outline, so I am going rewrite or copy and paste my claim to start my paragraph.
  - ○ Now, I need to add evidence to my paragraph. I am not going to just copy my evidence, but instead I need to use the evidence and explain how the evidence supports my claim. When we talk about how evidence supports a claim, it is called analysis.
  - ○ Hmmm…this first piece of evidence, "Was it stealing, to wait as Tree-ear had for more rice to fall before alerting the man that his rice bag was leaking?" (6), shows that Tree-ear pauses to consider the right thing to do, even when he is hungry and working hard to survive.
  - ○ I am going to write: "Considering the farmer with the leaking rice, Tree-ear paused to consider the right thing to do, asking himself, "Was it stealing, to wait..for more rice to fall before alerting the man that his rice bag was leaking?" This internal and moral question reveals Tree-ear's thoughtful character.
  - ○ Notice how I did not just restate my evidence but instead explained the evidence and how it supports my claim.
- ● Model writing the rest of the entire paragraph, including a concluding sentence that restates or rephrases your claim.

Guided Practice
- ● Have students with a partner write a paragraph based on a single paragraph outline you provide about today's reading.
  - ○ Claim: Tree-ear is determined to impress Min and win his respect.
    - ■ Evidence #1: "If he would be so good as to give me another chance, he will not be disappointed" (26)
    - ■ Evidence #2: "It would never do to appear for his first working meal dressed in mud."

Writing: Ask students to review the complete paragraph you drafted and highlight where they see analysis as an additional check for understanding.

For Multilingual Learners: Encourage students to write or plan their response in their home language.

Writing: To increase the amount of scaffolding, consider having the whole class collaboratively write the paragraph. You should scribe students' ideas into a complete paragraph.

Assessment of Inquiry	
Prepare |2-3 minutes	**Diverse Learner Supports**
Framing: Before releasing students to the assessment review, review with students the steps for writing a complete paragraph listed below. Explain to students that today you focused on modeling and practicing using a single-paragraph outline to write a complete paragraph but today you will ask students to both plan a single-paragraph outline and write a complete paragraph. Writing Skillbuilder: Preparing to Write a Paragraph Response	**Writing:** Ensure that students understand the meaning of develop in the prompt. As needed, either call on a student or directly explain that in this context develop means to describe or explain.

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1. Read and annotate the prompt to make sure you understand what the question is asking you.
   ○ What term(s) in this prompt should we define/consider associations with?
2. Reread the text and your annotations to develop your claim and find at least two pieces of evidence.
3. Use a single-paragraph outline to plan your writing.
   ○ Claim:_____
      ■ Evidence # 1_____
      ■ Evidence #2 _____
4. Write your paragraph to make your thinking clear to your readers.

Prompt students to unpack the prompt.

Complete Paragraph: How does this chapter develop the conflict?

Refer students to the Criteria for Success for the task to ensure that they understand the task.

Criteria for Success
- Clear claim that accurately addresses the prompt:
- Two pieces of supporting evidence that support the claim
- Analysis that creates a clear connection between the claim and evidence

Have students first plan their response using a single-paragraph outline.

Assess |10-12 minutes	**Diverse Learner Supports**
Release students to take their assessments. Allocate 10-12 minutes for the task. Monitoring Guidance • The teacher circulates the classroom to collect data and deliver 1:1 or a short burst of group feedback. • The teacher focuses their feedback on the task "Criteria for Success."	

Homework	
Homework | 1 minute	**Diverse Learner Supports**
Framing and/or sensitivity flags: <mark>N/A</mark> Assignment: • Read and annotate *A Single Shard*, p. 38-48 and write a summary	**Homework:** Provide 5Ws framework as a support.

Writing: Share a strong example of a single paragraph outline and have the student explain why their evidence supports their claim. Have the rest of the class turn and talk to explain in their own words how the evidence supports the claim. Sharing student work is most effective when the student whose work is highlighted explains their thinking, and the rest of the class is asked to explain or rephrase this strong explanation.

Name: _____

Grade: _____7th_Grade baby _____

Date: ___8/28/25_____

Writing Pre-Assessment

Directions: Think about a place where you feel happy or relaxed. It could be somewhere you go often, somewhere you've only visited once, or even a place from your imagination. Write a paragraph describing that place so your reader can picture it. Explain why it is special to you. Remember to include details, use your own writing style, and check for proper punctuation and grammar. This paragraph should represent your very best writing. Your teacher will use these writing samples to determine which skills to focus on in the future.

I've had a daydream of a place where it was made for me as well as me being in my comfort zone. This place was very pleasant additionally was quiet too. This uncharted place was dark on the other hand the moon was big and was gleaming in beauty. Plus it had pink cherry blossom tree's had a touch of light from the moon reflecting on it. Also this magical peaceful place had animals and light reflecting from the water firmly along with some chairs and a gaming tv and playstation. At view was nobody but me in the magical realm. Other than the location had food as well and mainly was

Name: Kayden

Grade: 9th

Date:

THE WRITING REVOLUTION®

Writing Pre-Assessment

Directions : Think about a place where you feel happy or relaxed. It could be somewhere you go often, somewhere you've only visited once, or even a place from your imagination. Write a paragraph describing that place so your reader can picture it. Explain why it is special to you. Remember to include details, use your own writing style, and check for proper punctuation and grammar. This paragraph should represent your very best writing. Your teacher will use these writing samples to determine which skills to focus on in the future.

My bedroom because I can sleep there so it's *It is* can be very relaxing and make me fell happy. I love to sleep. It's *It is* relaxing and clamming. I have a *a* PC in my room that I like playing games on like dmc persona and roblox. And i *I* have a LG tv that i *I* like watch.

→ Try to start your writing by addressing your prompt: "A place where I feel happy or relaxed is my bedroom..."

Avoid conjunctions

(I'm → I am, It's → It is)

© 2024 The Writing Revolution

Name: Analeah

Grade: 9

Date: 8/29/25

✓

☺

Awesome!

THE
WRITING
REVOLUTION.

Writing Pre-Assessment

Directions : Think about a place where you feel happy or relaxed. It could be somewhere you go often, somewhere you've only visited once, or even a place from your imagination. Write a paragraph describing that place so your reader can picture it. Explain why it is special to you. Remember to include details, use your own writing style, and check for proper punctuation and grammar. This paragraph should represent your very best writing. Your teacher will use these writing samples to determine which skills to focus on in the future.

The Dominican Republic is somewhere I feel happy because

that is where my family *and* & I are from. Bright blue skies,

grass that almost never gets dull, palm trees, *and* & overall para-   *predicate!*

dise. This is where most of my family lives like my dad,

almost all my grandparents, aunts, cousins, & more! Every year,

I step foot in the Dominican Republic, *and It is* it's hard to get

tired of it. The rich culture shouts at you while

you look out the car window. With *A* view of children play-

ing outside, street vendors with food you simply can't resist,

& batchata blasting out of 3 corner stores side by

side, *It is* it's ~Pretty~ hard to forget. Here is where I feel safest

Name: Giana

Grade: 9

Date:

THE WRITING REVOLUTION

Nice work!

Writing Pre-Assessment

Directions : Think about a place where you feel happy or relaxed. It could be somewhere you go often, somewhere you've only visited once, or even a place from your imagination. Write a paragraph describing that place so your reader can picture it. Explain why it is special to you. Remember to include details, use your own writing style, and check for proper punctuation and grammar. This paragraph should represent your very best writing. Your teacher will use these writing samples to determine which skills to focus on in the future.

When I think about a place where I feel happy or relaxed, I think of Dominican Republic. Specifically, when we were going to rivers, and other bodies of water. One of them stood out though, before we got to this bodie of water we saw a majestic looking cow near where we were headed, but when we finally got to the water it was even more bueatiful then the cow. The water was a light blue color and there were a bunch of tree's, flowers, and butterflys surrounding the water. It looked unreal. Also, when I was in Dominican Republic, I got to go to my great grandma's village

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Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

26-0912 Literacy Strategy Overview.webm

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

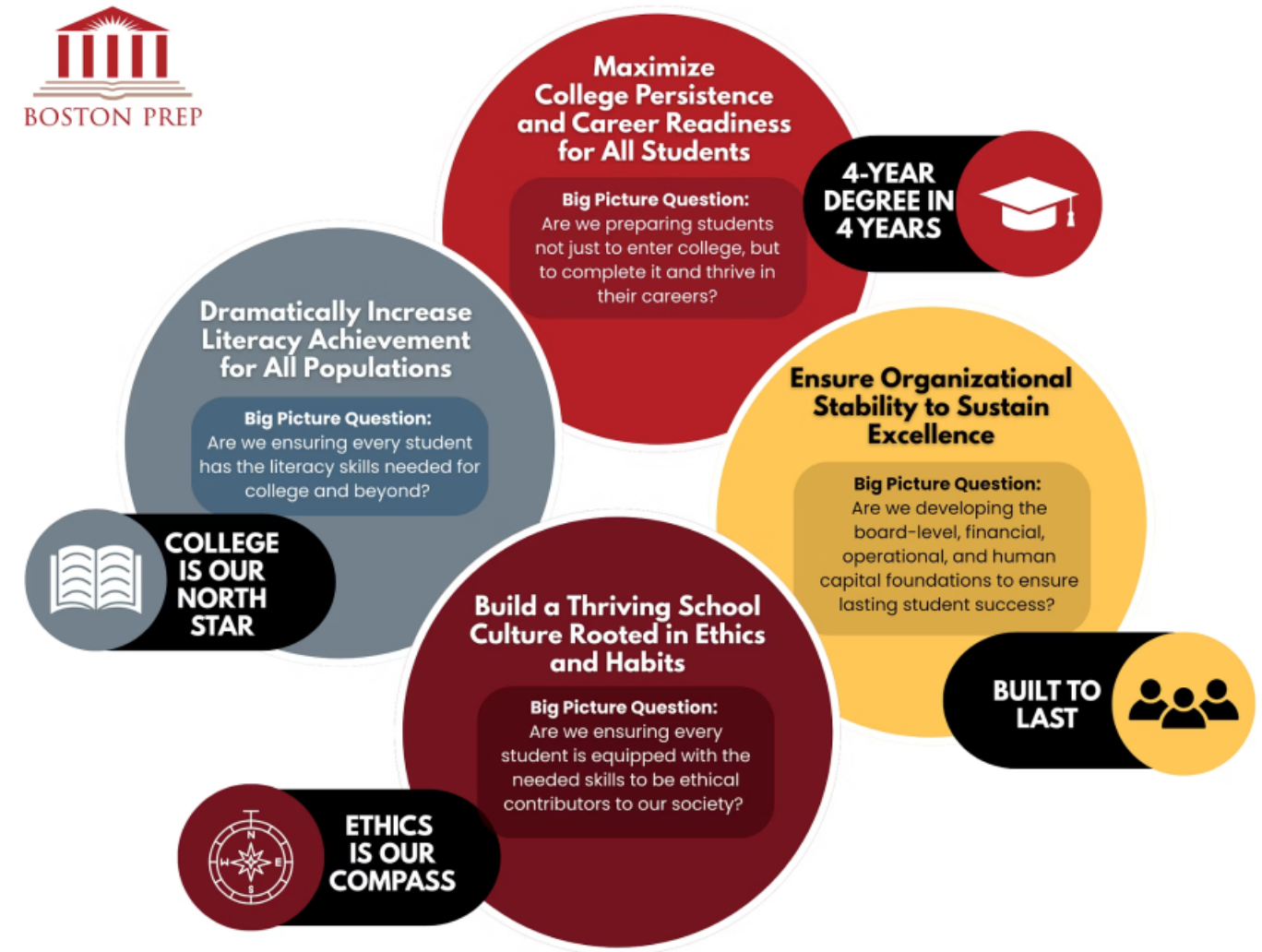25-0602 Board Dashboard Draft - SY26 (1).xlsx

State of the School

Board of Trustees Outcomes Committee

September 12, 2025

Key Question

Are we ensuring every student has the literacy skills needed for college and beyond?

Meeting at a Glance

Strategic Plan Progress Update

Data Wins and Challenges

Strategic Response and Discussion

Strategic Plan Update

	Behind schedule to meet annual goal	Off track, but recoverable	On track or met annual goal	Three-year goal already met					

BP Strategic Plan Simplified.V3.15.2025

							SY25			
	Drivers	**3-Year Metrics**	**2025- 2026 Benchmarks Year 1**	**Data Source**	**Data update frequency**	**Target Progress**	**Q1**	**Q2**	**Q3**	**End of Year**
5	Dramatically Increase Literacy Achievement for All Populations	20 percentage point gain schoolwide in ELA Proficiency (26%- 46%)	7 percentage point gain in 2025-26 (26% → 33%);	MCAS using iReady for predicting proficiency	iReady is taken in the Fall, Winter and Spring.	Off Track	Predicted: 23%	N/A	Predicted: 24%	21% E&M- actual MCAS
6		Special Populations (IEPs, 504s, MLLs) improve by 20 points (7%-27%)	Special populations gain 7 points (7% → 14%)		MCAS data is available in August	Off Track	Predicted: SWD/ML: 10%	N/A	Predicted: SWD/ML: 8%	SWD/ML: 6% M&E
7		% of students earning an 80% or higher on ELA Interim Assessments will increase by 20 percentage points		Interim Assessments	Quarterly	Off Track	31%	35%	34%	39%
8		% of students earning an 80% of higher on the "reading/writing sections" of Science and History Interim Assessments will increase by 20 percentage points		Interim Assessments	Quarterly	Not Started				

Behind schedule to meet annual goal	Off track, but recoverable	On track or met annual goal	Three-year goal already met

🗓 BP Strategic Plan Simplified.V3.15.2025						SY25			
Drivers	**3-Year Metrics**	**2025- 2026 Benchmarks Year 1**	**Data Source**	**Data update frequency**	**Target Progress**	**Q1**	**Q2**	**Q3**	**End of Year**
Build a Thriving School Culture Rooted in Ethics and Habits		80% of students report a strong connection to school's ethical and values-driven culture	Panorama survey	Annual, end of year	On Track				54.6% of students across the MS and HS agree or strongly agree that their experiences in ethics classes helped them develop/practice the virtues.
	85% of students and families surveyed report a strong connection between ethics class and decision-making.		Panorama survey	Annual, end of year	Not Started				
	Close gap in suspensions between GenEd students and special populations (SWD, 504s, ELLs)		Deanslist	Quarterly	Off Track	GenEd - 47% SWD- 47% ML - 17%	GenEd - 50% SWD- 43% ML - 24%	GenEd - 63% SWD- 29% ML - 10%	Total suspension breakdown: GenEd - 57% SWD- 36% ML - 14%
	One Team fidelity to "common picture" practices (fidelity to systems, routines, procedures)								
	Decrease number of chronically absent/tardy students		SIMS	Octover, March and June SIMS	On Track	28%	N/A	24%	25.6%

Behind schedule to meet annual goal	Off track, but recoverable	On track or met annual goal	Three-year goal already met

🍏 BP Strategic Plan Simplified.V3.15.2025

						SY25				SY24
Drivers	3-Year Metrics	2025- 2026 Benchmarks Year 1	Data Source	Data update frequency	Target Progress	Q1	Q2	Q3	End of Year	End of Year
Ensure Organizational Stability to Sustain Excellence	100% Clean audit yearly			Annual, end of year						
	Consistent Enrollment of 710-715 annually	Maintain 715-720 student enrollment	SIMS	Octover, March and June SIMS	Off Track	700	N/A	683	680	689
	Annual Fundraising of $1.5 million	Sustain financial reserves of 4+ months, increase diversified fundraising sources		Annual, end of year						
	85% teacher retention	80% teacher retention	Bamboo	Quarterly	Off Track				61%	51%
	90% Leadership retention	85% leadership retention	Bamboo	Quarterly	Off Track				75%	86%
	90% teachers meeting performance benchmarks		Teachboost	Quarterly						

Behind schedule to meet annual goal	Off track, but recoverable	On track or met annual goal	Three-year goal already met

| **🟢 BP Strategic Plan Simplified.V3.15.2025** | | | | | | | | SY25 | | | |

Drivers	3-Year Metrics	2025- 2026 Benchmarks Year 1	Data Source	Data update frequency	Target Progress	Q1	Q2	Q3	End of Year
Maximize College Persistence and Career Readiness for all Students	90% of seniors matriculate to 4-year colleges	75% of seniors matriculate	Salesforce	Annual, end of year	Off Track				71%
	60% of alumni earn a degree in 4 years	35% of alumni earn a degree in 4 years	Salesforce	Annual, beginning of year	Off Track				Class of 2021 TBD until end of Sept

Academic Achievement Overview

1 ——— ## AP Scores

Significant Increase

Advanced Placement exam results show remarkable improvement, reflecting our commitment to college-level rigor

2 ——— ## i-Ready Assessments

Notable Growth

Diagnostic assessments demonstrate substantial student progress in core academic areas

3 ——— ## MCAS Results

Area for Focus, with some bright spots

State assessment results highlight opportunities for targeted intervention and support

Advanced Placement Assessment Performance
Peer Analysis: % of students that scored 3-5 on any AP test

Significant Increase in Advanced Placement Results
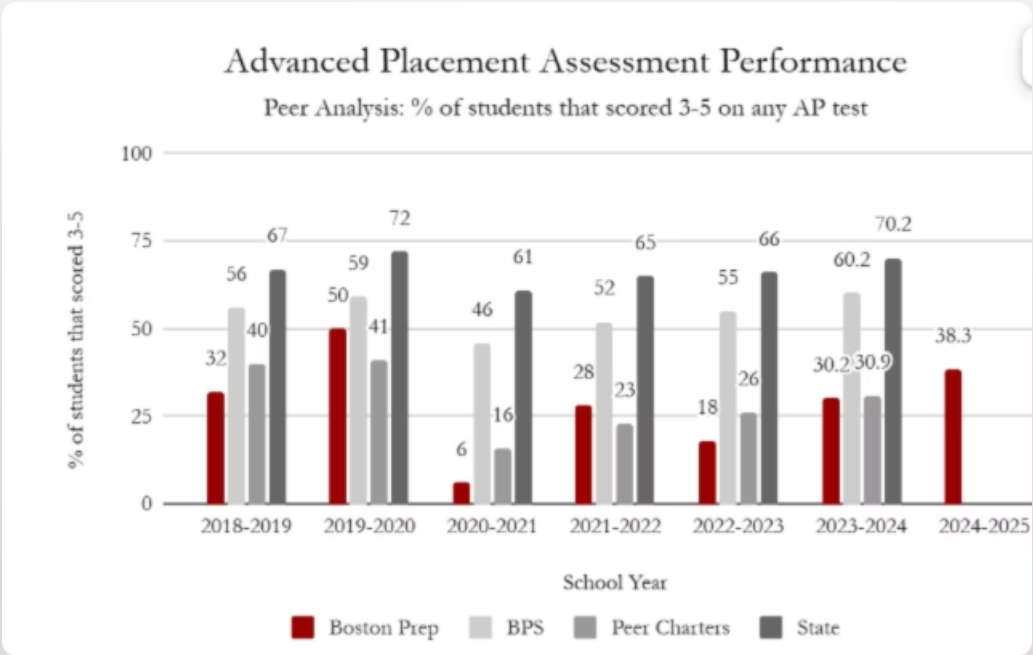
The significant increase in AP scores reflects our students' dedication and our teachers' commitment to providing college-level instruction. These results position our graduates for success in higher education.

- Increased percentage of students scoring 3 or higher

- Growth across multiple subject areas

- Enhanced college readiness indicators

- Improved teacher training and support

i-Ready Assessment Growth
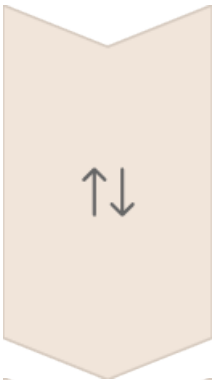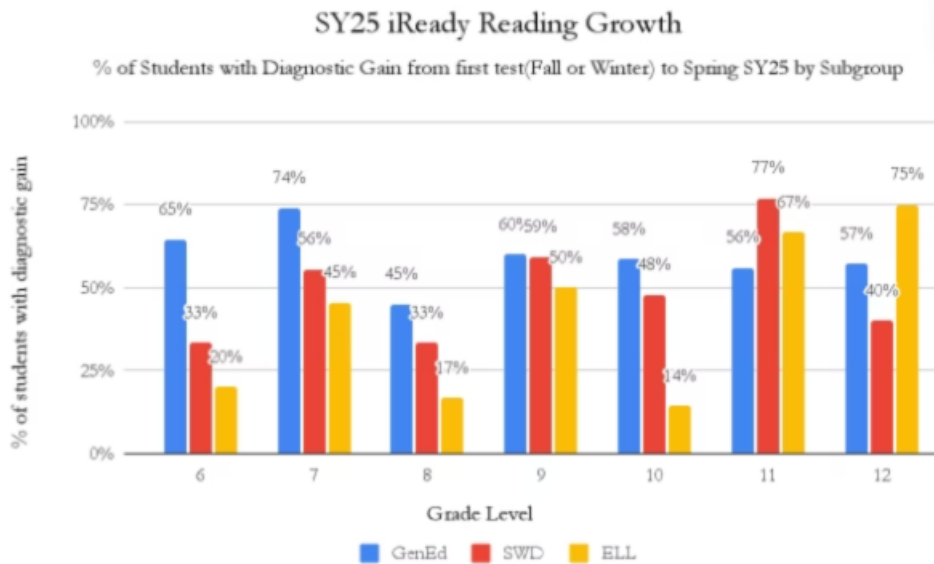
Reading Growth

Students demonstrated significant improvement in reading comprehension and literacy skills across several grade levels

Mathematics Progress

Mathematical reasoning and problem-solving abilities showed marked improvement throughout the assessment period

Boston Prep is accelerating the growth of stronger students, but is struggling to close gaps for struggling students.

High-Achieving Students

Our strongest students continue to excel, with significant gains in AP scores and advanced coursework.

Struggling Students

Students facing academic challenges require more intensive support and intervention. Our MCAS results indicate we must strengthen our approach to serving these learners.

Strategic Response

To address our achievement gap challenge, we have developed a comprehensive four-pillar strategy that targets curriculum, instruction, assessment, and programming.

Curriculum

Partnership with Novel Education Partners to enhance our academic offerings and ensure rigorous, engaging content for all students

Instruction

Professional development focused on Science of Reading principles and evidence-based teaching practices

Assessment

Redesigned interim assessments and weekly data meetings to monitor progress and adjust instruction

Programming

DEAR initiative and Culture of Reading programs to foster literacy and academic engagement

Systems

Launch of Multi-Tiered System of Supports (MTSS) Framework and Team to respond to student needs weekly by providing supporting the development of intervention plans and progress monitoring

Curriculum: HQIM Implementation in ELA 6-12

Our partnership with Novel Education Partners represents a significant investment in curriculum quality and alignment. This collaboration ensures our students receive instruction that is both rigorous and responsive to their needs.

Novel Education Partners

This strategic partnership brings cutting-edge curriculum design and implementation support to Boston Prep. Novel Education Partners specializes in creating engaging, standards-aligned content that meets diverse learner needs.

- Standards-aligned curriculum materials

- Differentiated instruction resources

- Professional development support

- Ongoing curriculum refinement

The partnership ensures our curriculum remains current, engaging, and effective in preparing students for academic success.

Impact: Enhanced curriculum materials provide teachers with the tools they need to deliver high-quality instruction to all students, regardless of their starting point.

Discussion

Based on the student work samples, lesson plan, and our current data, what questions or suggestions do you have about our literacy strategy?
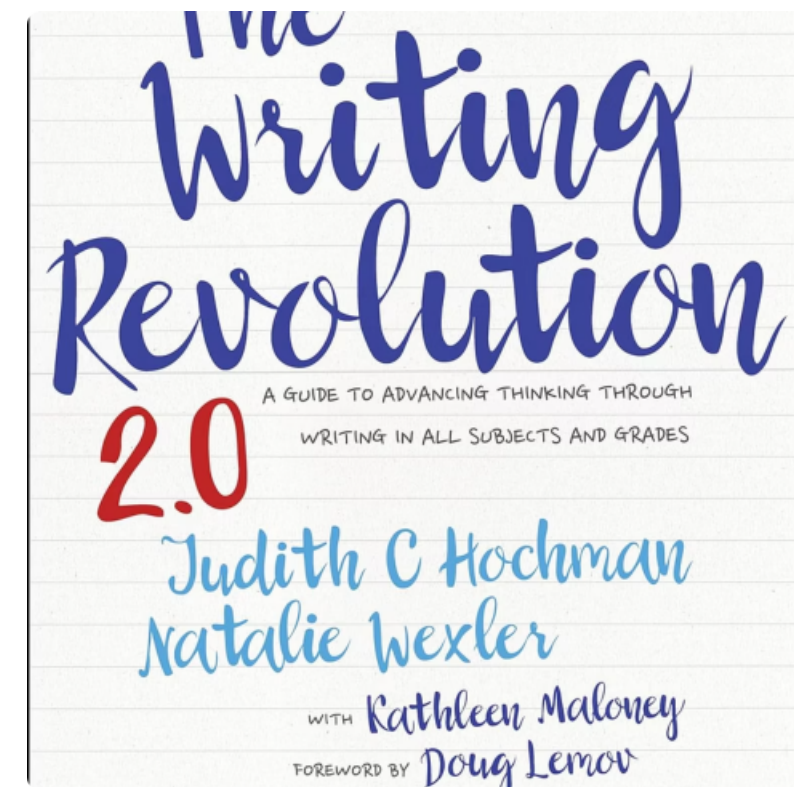
Strengthening Literacy Instruction through Professional Learning

Teachers will receive intensive training in evidence-based reading instruction, ensuring all students develop strong literacy skills
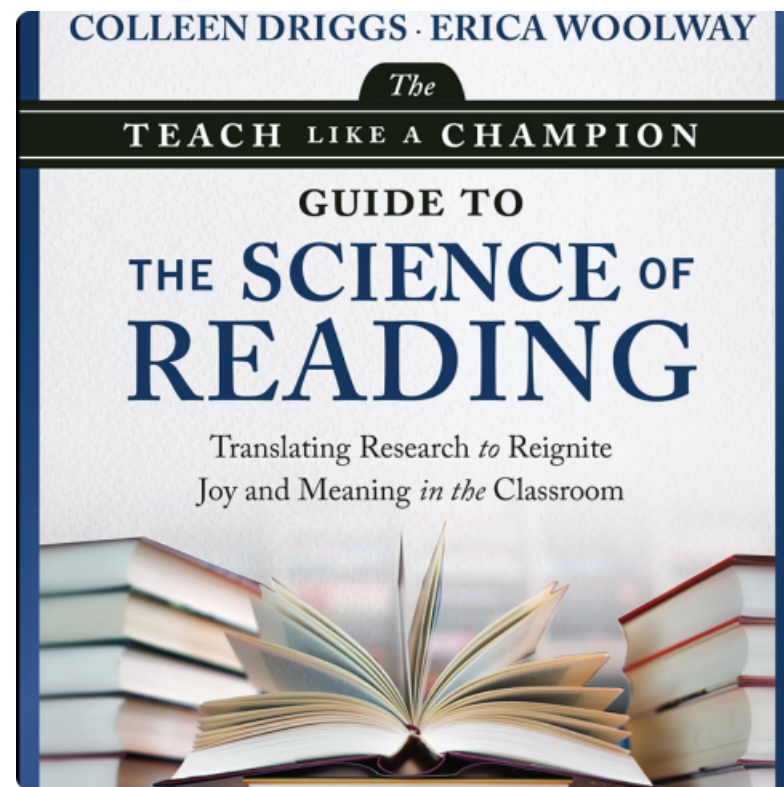
Teach Like a Champion Integration

Implementation of Teach Like a Champion's Guide to the Science of Reading provides practical classroom strategies

Writing Revolution 2.0

Advanced writing instruction techniques help students develop critical thinking and communication skills

Assessment and Data-Driven Instruction

Our redesigned assessment system provides teachers with timely, actionable data to inform instruction and support student learning.

Redesigned Interim Assessments

Our new assessment structure includes explicit sections for content knowledge, reading comprehension, and writing skills, providing comprehensive insights into student learning.

Content Mastery: Subject-specific knowledge and skills

Reading Proficiency: Comprehension and analysis abilities

Writing Excellence: Communication and critical thinking

Weekly Data Meetings

Regular data analysis sessions with their coach enable teachers to quickly identify students needing additional support and adjust instruction accordingly.
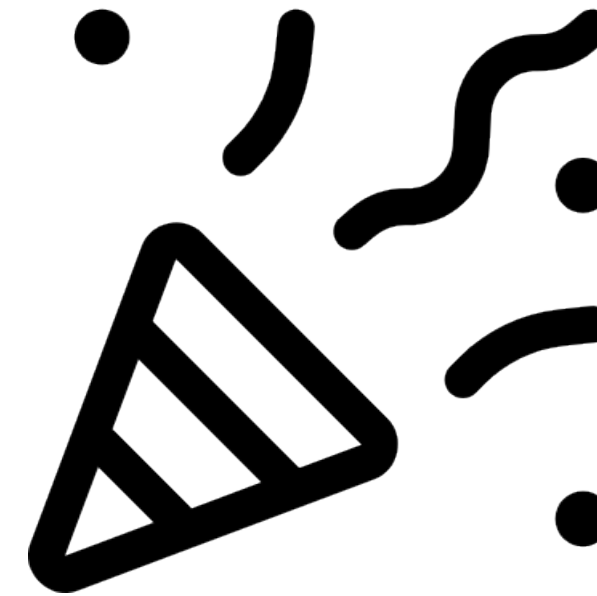

ⓘ **Frequency:** Weekly meetings ensure rapid response to student needs and continuous instructional improvement.

Programming to Build a Culture of Reading
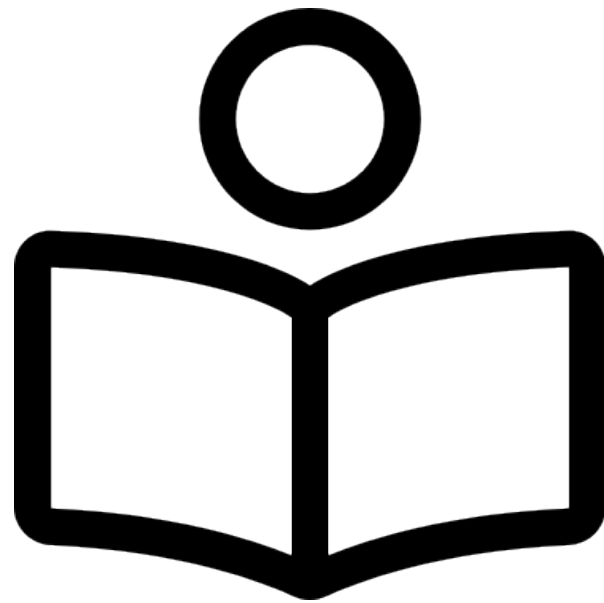
DEAR Program

Drop Everything and Read initiative provides dedicated time for independent reading, fostering a love of literature and improving reading fluency across all grade levels.

Contests, Incentives, Book Clubs and More!

School-wide emphasis on reading creates an environment where literacy is valued, celebrated, and integrated into all aspects of the educational experience.

Discussion

What suggestions or ideas could enhance our "Culture of Reading" plan?

Coversheet

SY25 End of Year Data Review

Section: III. SY25 Academic Performance
Item: A. SY25 End of Year Data Review
Purpose: Discuss
Submitted by:
Related Material: 26-0912 SY25 Data Review (1).pptx

BOSTON PREP

SY25 Data Review
Updated at the end of each term
Last update : 07/01/2025

Table of Contents

01	**Grades**	• CORE Classes Passing • % of students passing by subject, Quarter and IA1 • Honor Roll and GPA
02	**Assessments**	• IReady Math and Reading - Baseline assessment • PSAT • SAT
03	**Behavior**	• Suspensions • Referrals
04	**Attendance**	• Chronic Absenteeism • Class Attendance
05	**Faculty**	• Observations
06	**Enrollment**	• SY25 Student Enrollment by Promotional Status • Enrollment over time • Summer and SY25 Mid Year Transfers

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Summary of Wins

Academic Performance

- **Subject-Specific Strengths**: Science had high passing rates, especially outside of 10th grade.

- **Strong Growth in Upper Grades**: ML students in 11th and 12th grades demonstrated strong academic growth on assessments.

- **Record-Breaking AP Scores:** 37% of all students who took an AP course earned a qualifying score, up from 30% the year prior and the highest since at least 2018

Assessment Gains

- **Improved Reading Levels**: Four grade levels showed an increase in the percentage of students reading at grade level from Winter to Spring.

- **High School Assessment Growth**: Students in high school showed greater growth from Fall to Spring than from Fall to Winter.

- **11th Grade Math Gains**: Significant improvement in the percentage of 11th graders performing at grade level in Math from Winter to Spring.

Faculty and Staff

- **High Staff Retention**: Staff retention remained higher throughout SY25, with expected seasonal attrition (61%)

3

Summary of Challenges

Academic Gaps

- **ML Students Struggling Overall**: ML students across all grades passed all four core courses at significantly lower rates than other subgroups.

- **Low CORE Class Pass Rates in 11th Grade ML**: Particularly concerning performance in CORE subjects for ML students in 11th grade.

- **ELA and Math Struggles in Lower Grades**: 9th and 10th grades had the lowest passing rates in Math and ELA.

Behavior

- **High Suspension Rates**: Both Middle and High Schools had 77 suspensions each. GenEd students were suspended more frequently than SWD or ML.

- **SWD Suspension Disparities**: In Middle School, SWD were suspended at higher rates than other subgroups across all quarters.

- **Referral Trends**: ML students in High School were referred at higher rates than other subgroups. Electronics and defiance/disruption were the most common referral categories.

Attendance Issues

- **Chronic Absenteeism**: 24% of students were chronically absent at EOY; 34% of these were SWD (though our reduction from prior year did "meet" DESE's target!)
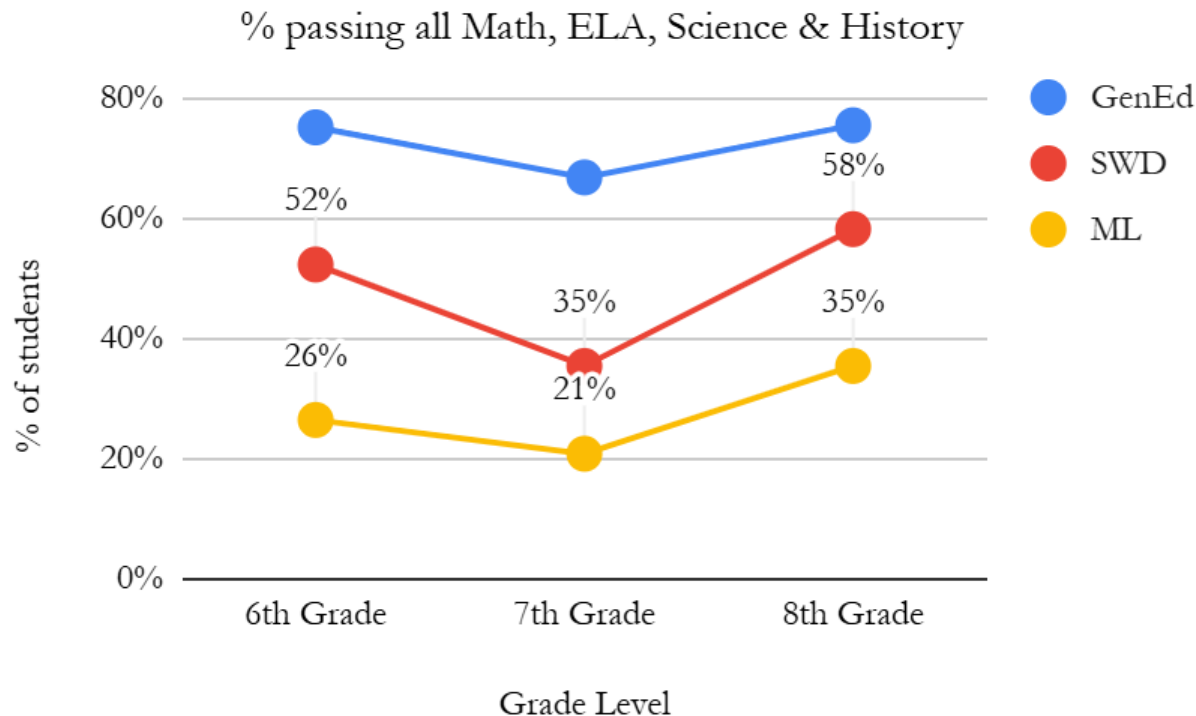
Enrollment and Attrition

- **Mid-Year Attrition**: The school lost the most students mid-year in 9th grade.

- **Summer Attrition Expected**: The attrition rate is projected to rise over the summer.

ML across all grade levels passed all 4 of their courses at a significantly lower rate than the other subgroups.
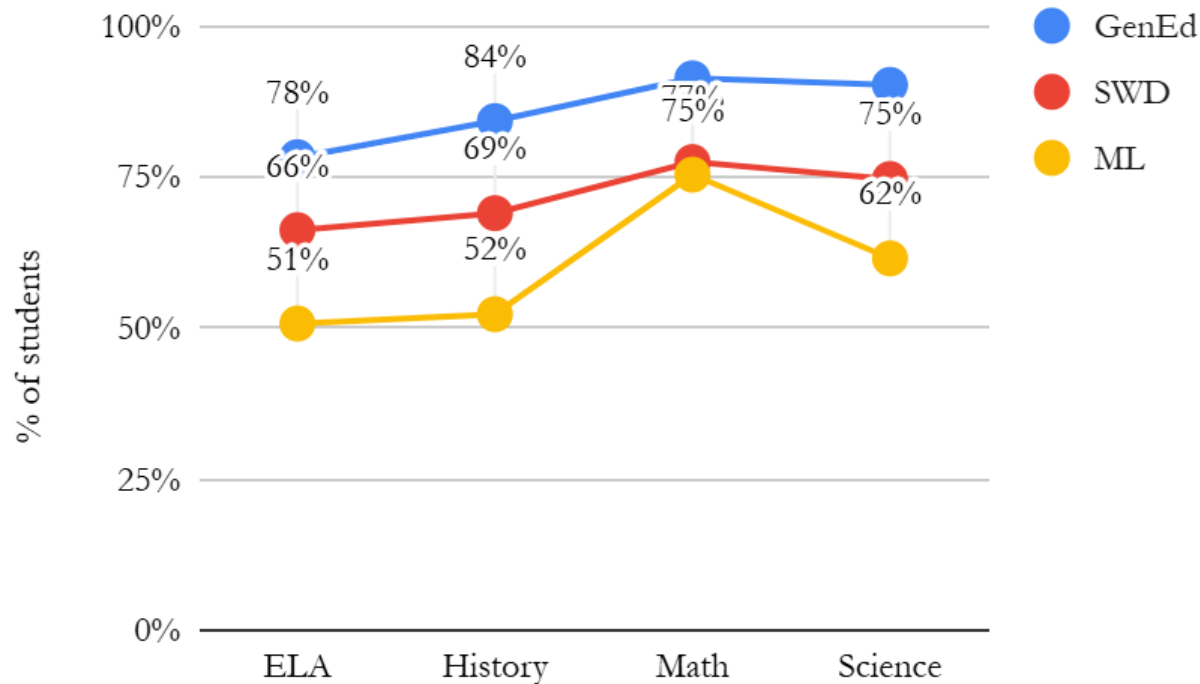
Middle School Passing all 4 CORE courses by Subgroups by Grade

% passing all Math, ELA, Science & History

Legend:
- GenEd (blue)
- SWD (red)
- ML (yellow)

Data points:
- 6th Grade: SWD 52%, ML 26%
- 7th Grade: SWD 35%, ML 21%
- 8th Grade: SWD 58%, ML 35%

Y-axis: % of students (0% to 80%)
X-axis: Grade Level

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| Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment |
| Term | | | EOY | | | |

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting August - Friday September 12, 2025 at 11:00 AM

All subgroups had a high percentage of students passing in Math.

Middle School Passing by Subject by Subgroups

% of students that have a passing Final grade

Legend:
- GenEd (blue)
- SWD (red)
- ML (yellow)

Subject	GenEd	SWD	ML
ELA	78%	66%	51%
History	84%	69%	52%
Math	77%	75%	75%
Science	75%	75%	62%

ML in the 11th grade had a low rate of students passing all their CORE classes.

High School Passing all 5 CORE courses by Subgroups by Grade

% passing all Math, ELA, Science, History & Language

Data   Grades   Assessments   Behavior   Attendance   Faculty   Enrollment

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting Agenda - Friday September 12, 2025 at 11:00 AM

Term   EOY
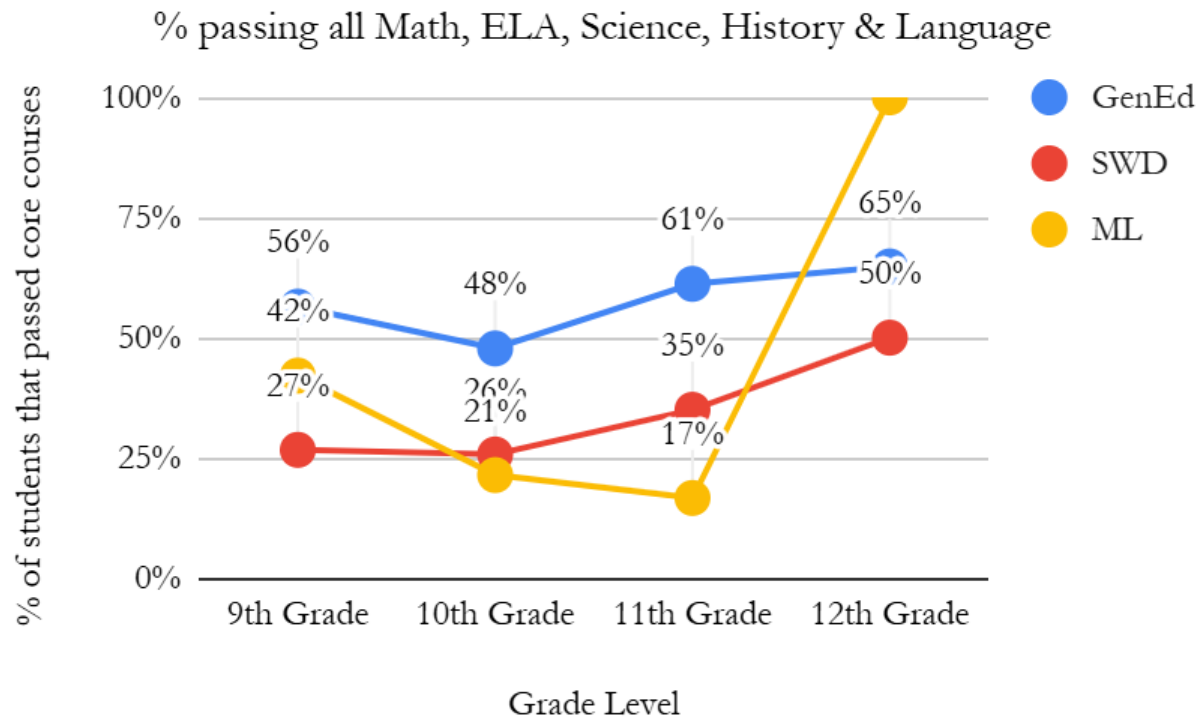
ML students passed at a higher rate than SWD in History and Language.

High School Passing by Subject by Subgroups
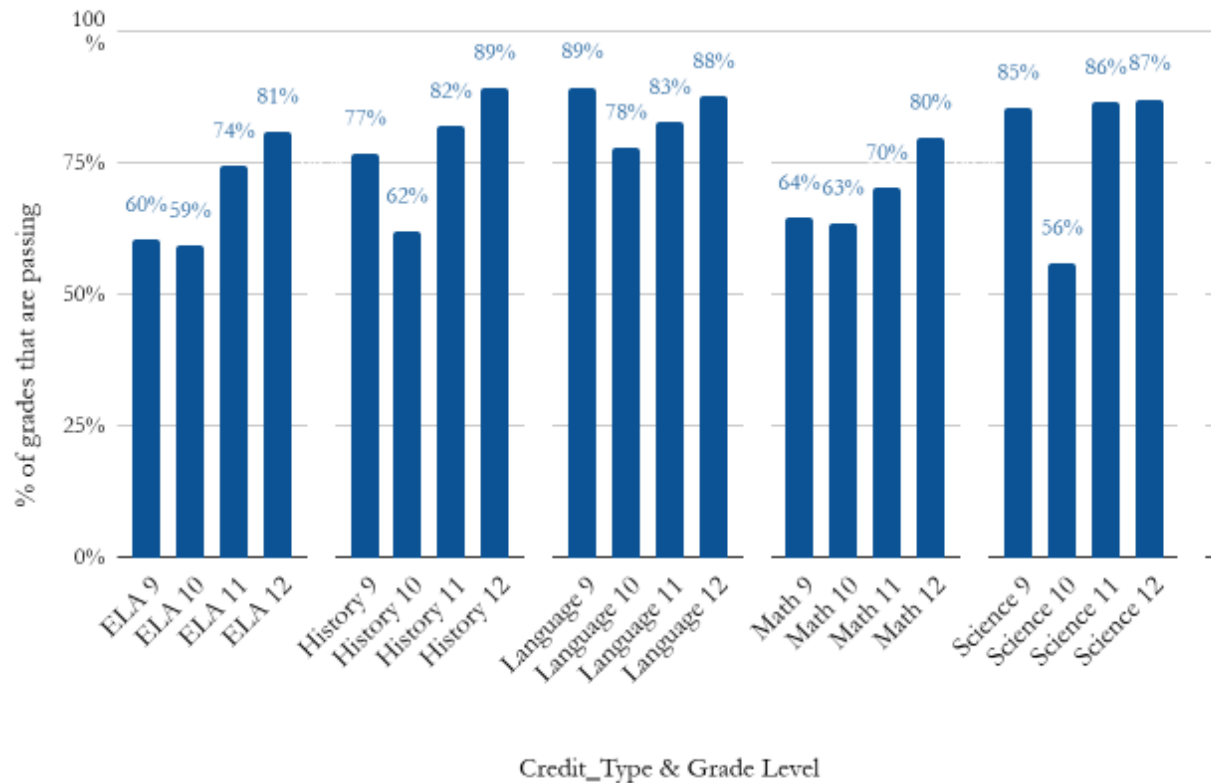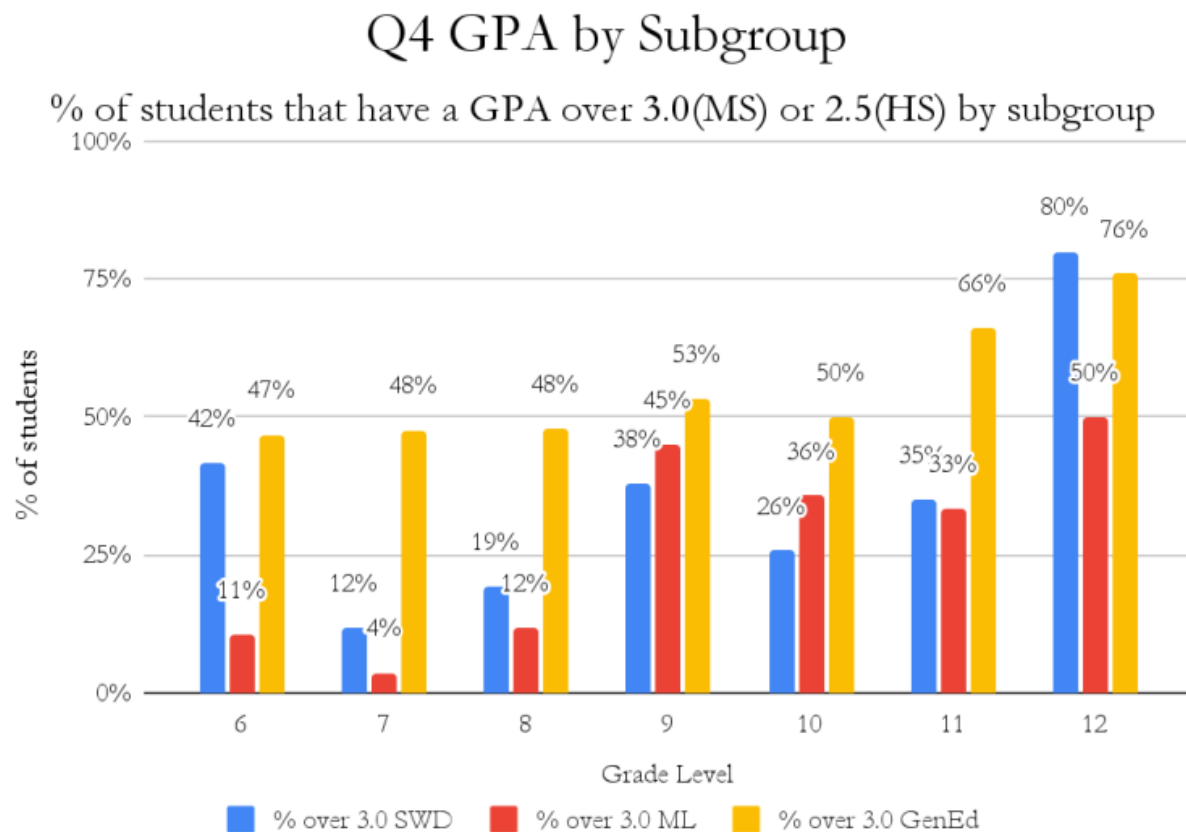% of students that have a passing Final grade

GenEd
SWD
ML

| Term | EOY |
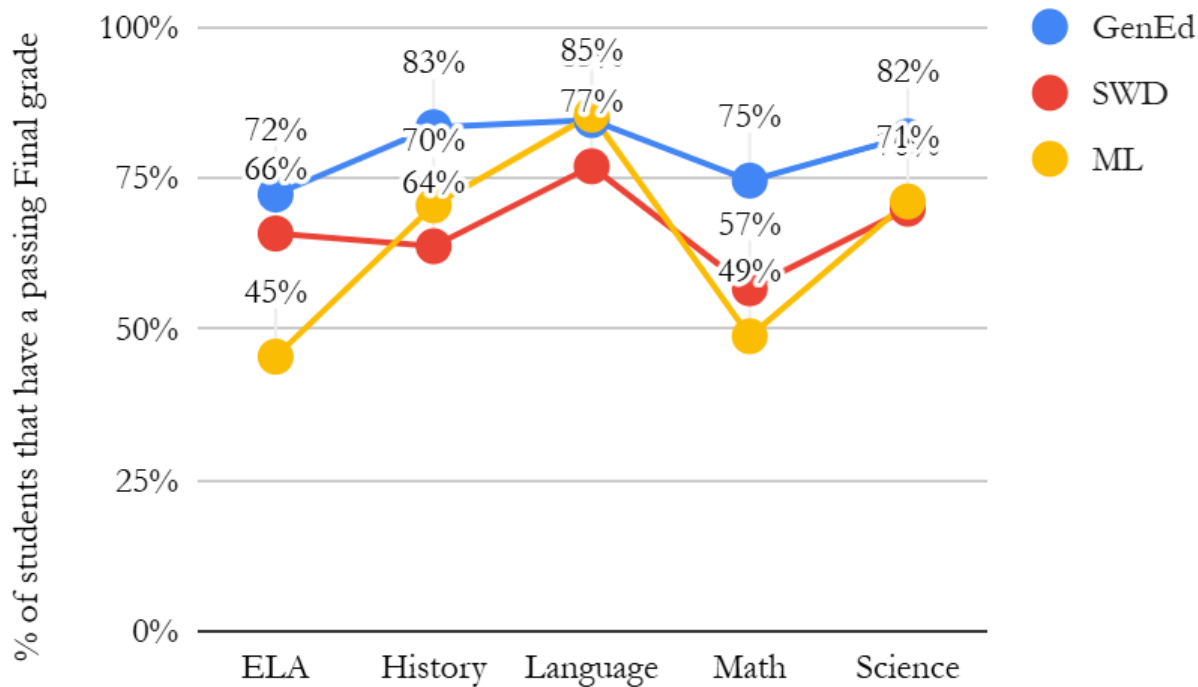
Math and ELA has the lowest passing rates across subjects, particularly in 9th and 10th grade. Science had a high passing rate except for in the 10th grade

### Percent of Passing Grades by Subject and Grade Level
Grades 9-12

Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting - August - Friday September 12 2025 at 11:00 AM

Term | EOY

Q4 GPA by Subgroup

% of students that have a GPA over 3.0(MS) or 2.5(HS) by subgroup

Note: The GPA levels are different by school to match Boston Preps strategic goals.

GPA over 3.0(MS) or 2.5(HS)

% of students that have a GPA over 3.0(MS) or 2.5(HS)
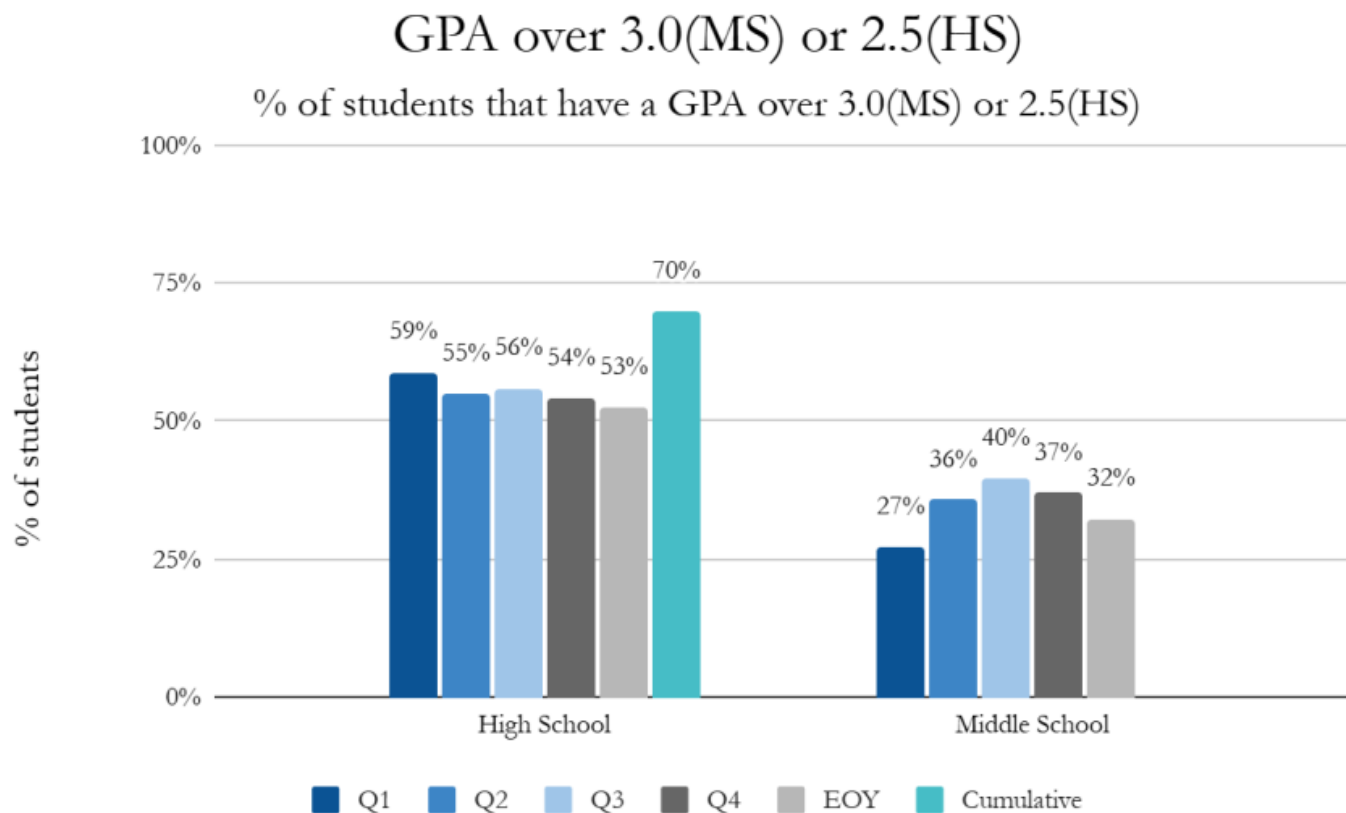
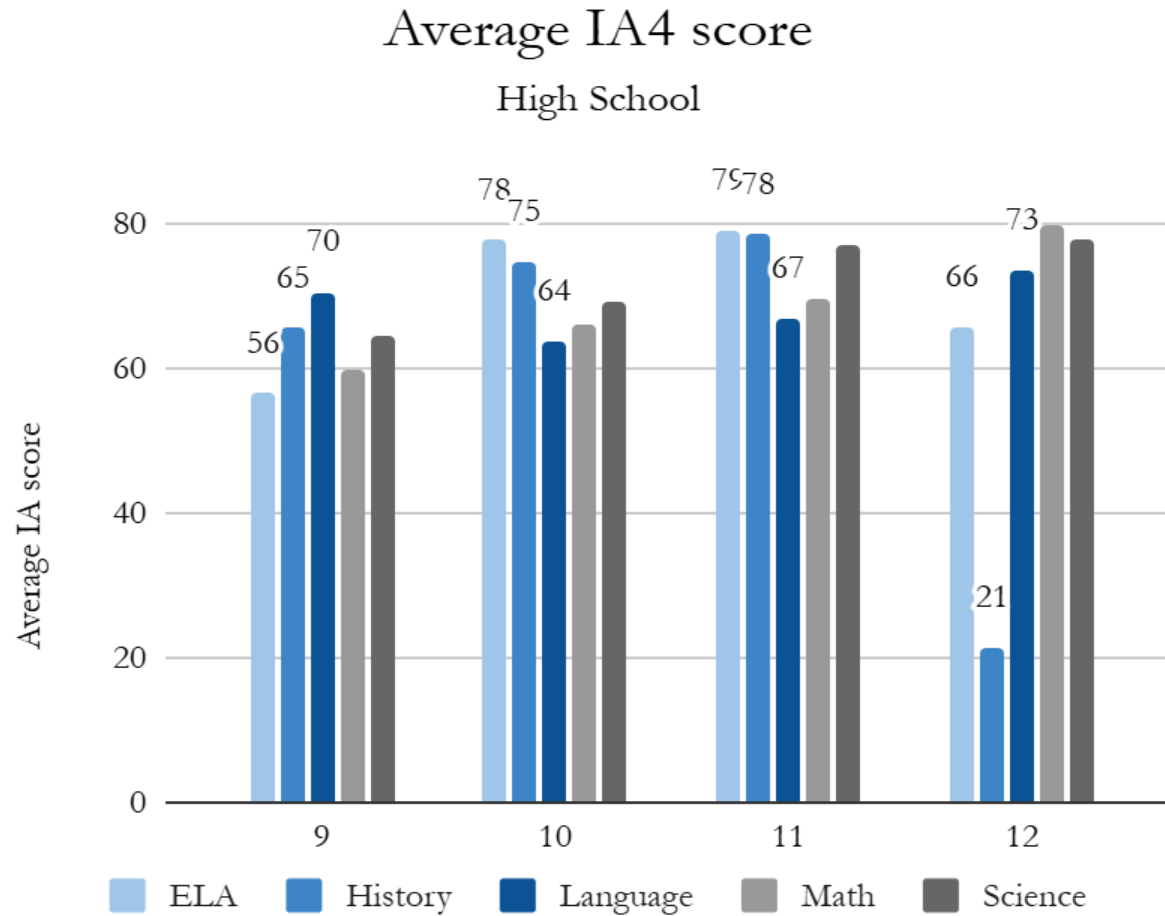Note: The GPA levels are different by school to match Boston Preps strategic goals.
Note: Cumulative GPA does not count failing grades because it is assumed they will make it up. That is why is is higher.

High School Passing by Subject by Subgroups

% of students that passed IA #4

Data   Grades   Assessments   Behavior   Attendance   Faculty   Enrollment

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting After... on Friday September 26, 2025 at 11:00 AM

Term   EOY

Average IA4 score

High School

Powered by BoardOnTrack
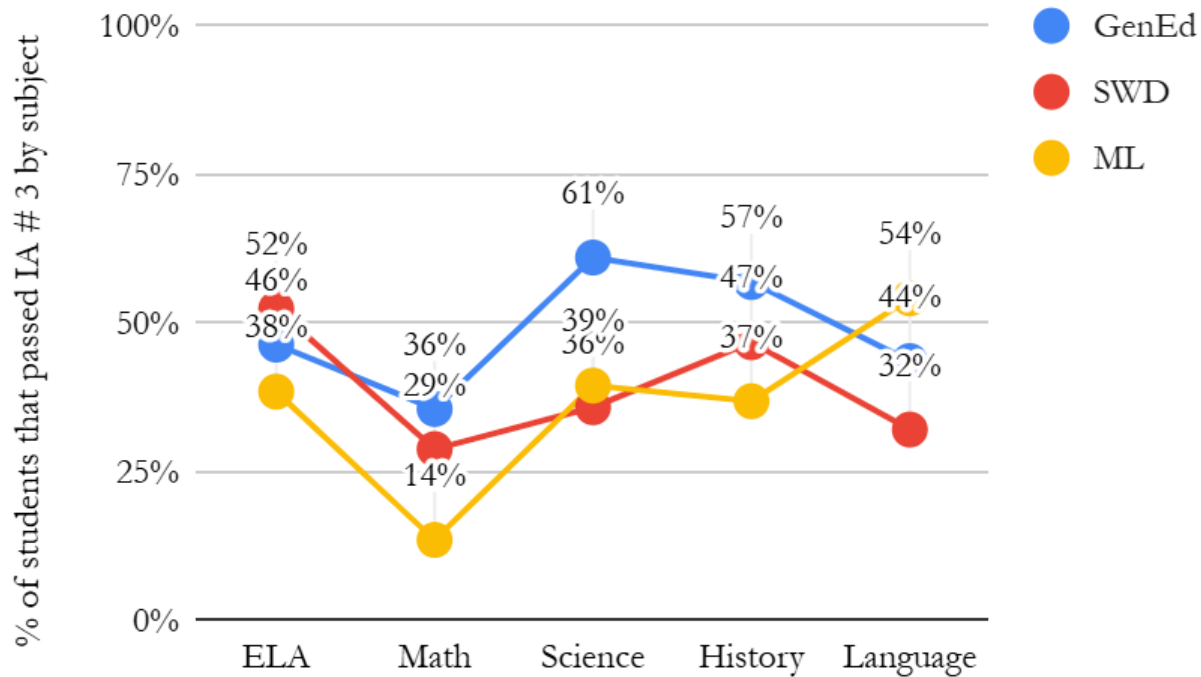
In 11th and 12th grade ML students showed strong growth. ML students showed less growth in 6th, 8th and 10th grade compared to the other subgroups.

SY25 iReady Reading Growth

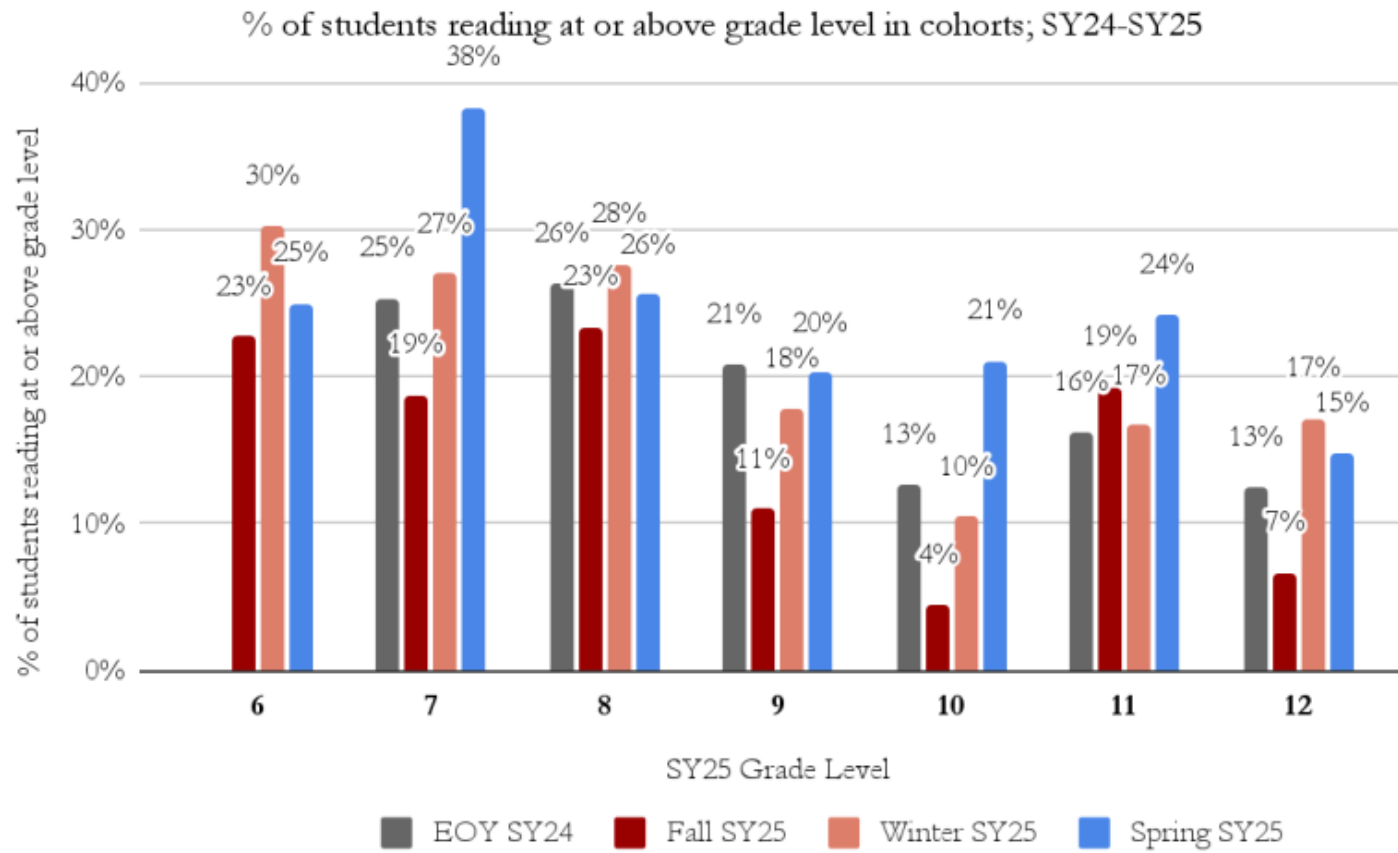% of Students with Diagnostic Gain from first test(Fall or Winter) to Spring SY25 by Subgroup
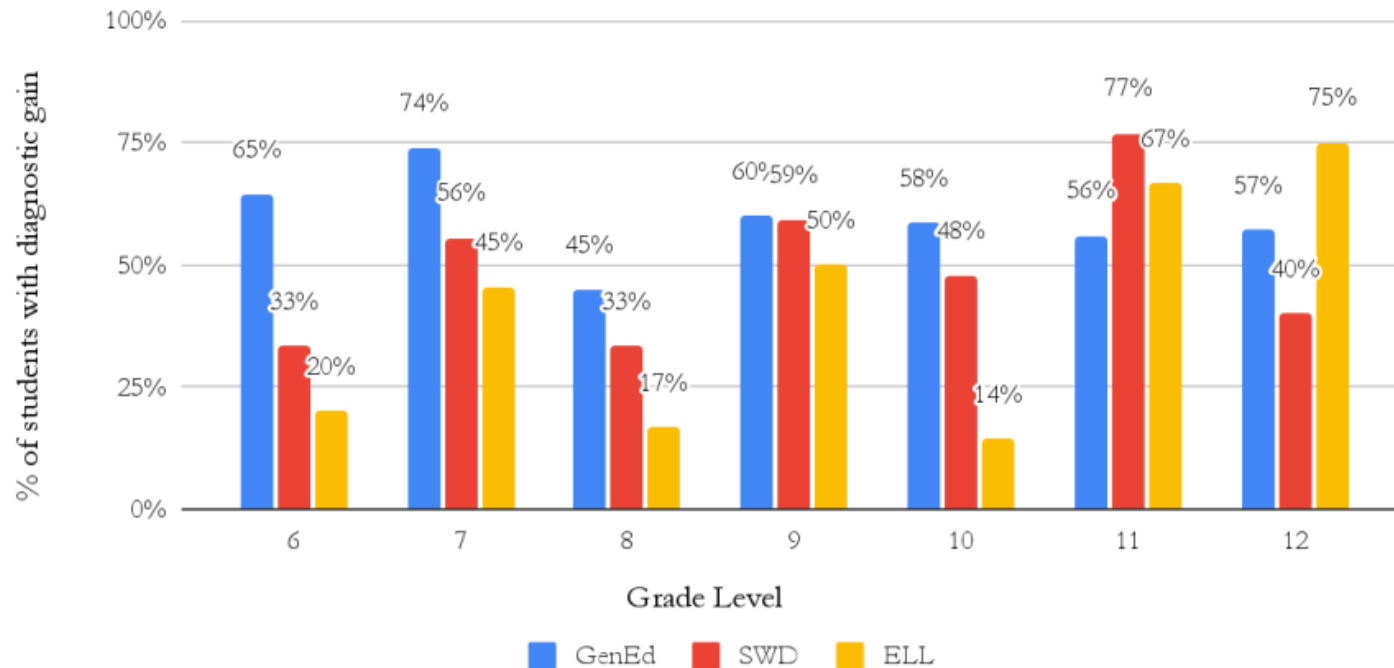
Note: Diagnostic Gain is the scale score point gain from the baseline test to the most recent test

| Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment |

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting (local): Friday September 12, 2025 at 11:00 AM

| Term | EOY |

The % of students reading at grade level remains low across the school, however, in 4 of the grade levels there was an increase in the % of students reading at grade level in Spring compared to Winter

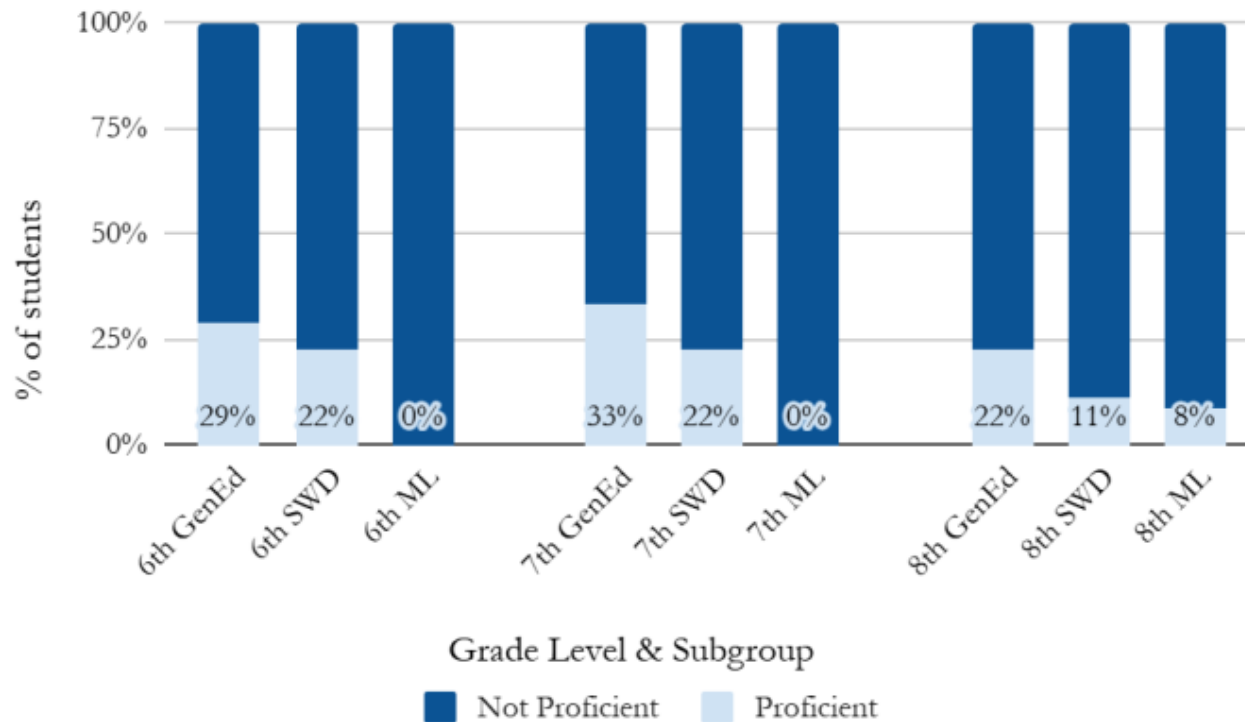### Student Cohorts Reading at Grade Level Over Time

% of students reading at or above grade level in cohorts; SY24-SY25

Legend: EOY SY24 | Fall SY25 | Winter SY25 | Spring SY25

X-axis: SY25 Grade Level (6, 7, 8, 9, 10, 11, 12)

Note: The SY25 6th graders are not included because they were not enrolled at Boston Prep in SY24

Term | EOY

22% of 6th SWD and 7th SWD are projected to be proficient in the ELA MCAS

SY25 Spring iReady Reading MCAS Proficiency Projection
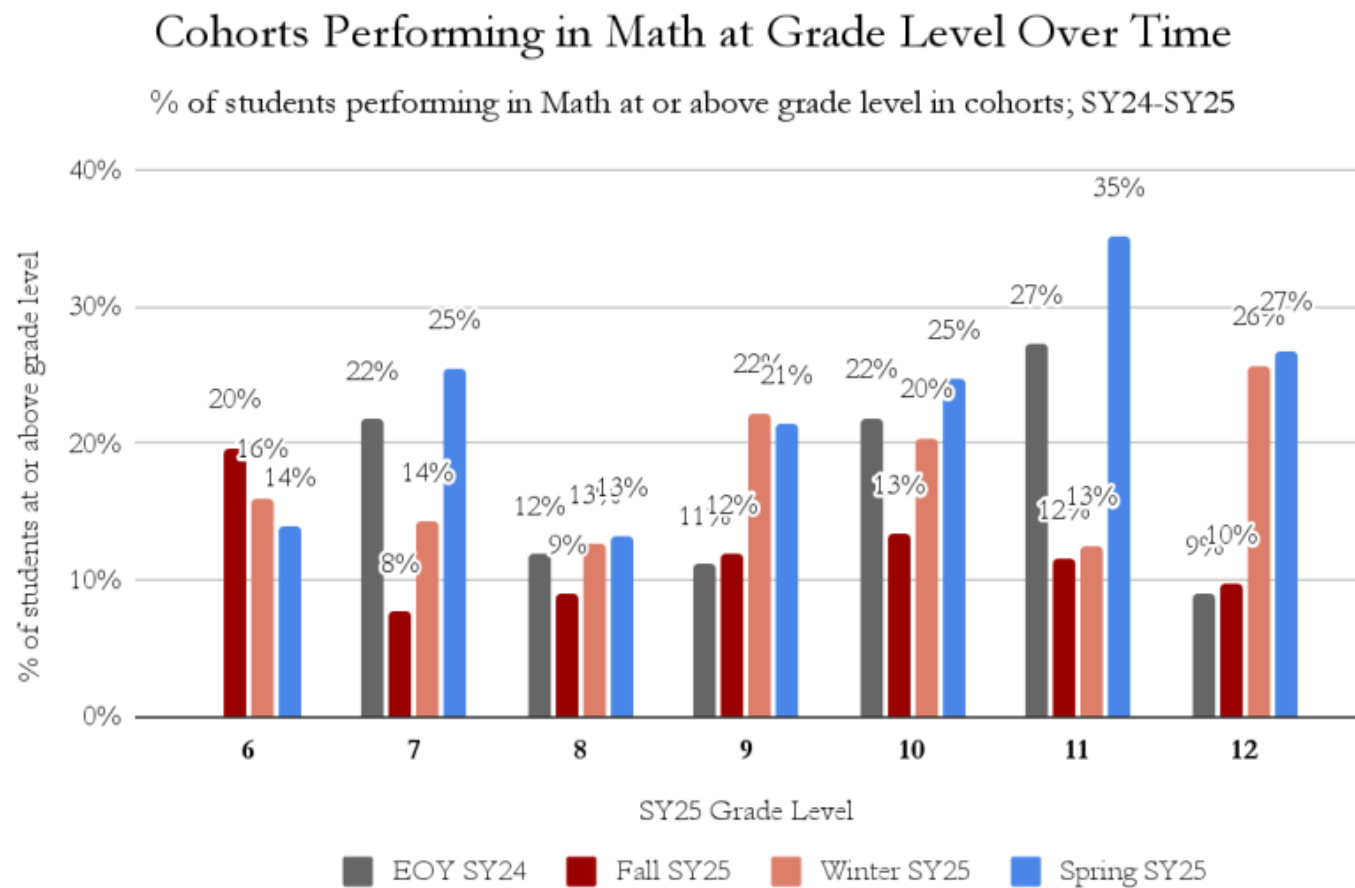
% of Students that are projected to be proficient

Grade Level & Subgroup	Proficient %
6th GenEd	29%
6th SWD	22%
6th ML	0%
7th GenEd	33%
7th SWD	22%
7th ML	0%
8th GenEd	22%
8th SWD	11%
8th ML	8%

Legend: Not Proficient | Proficient

Powered by BoardOnTrack

Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting at August Friday September 12, 2025 at 11:00 AM

Term | EOY

In the HS, students had higher growth from first test to Spring SY25 than Fall to Winter SY25.

SY25 iReady Math Growth

% of Students with Diagnostic Gain from first test (Fall or Winter) to Spring SY25 by Subgroup

Powered by BoardOnTrack
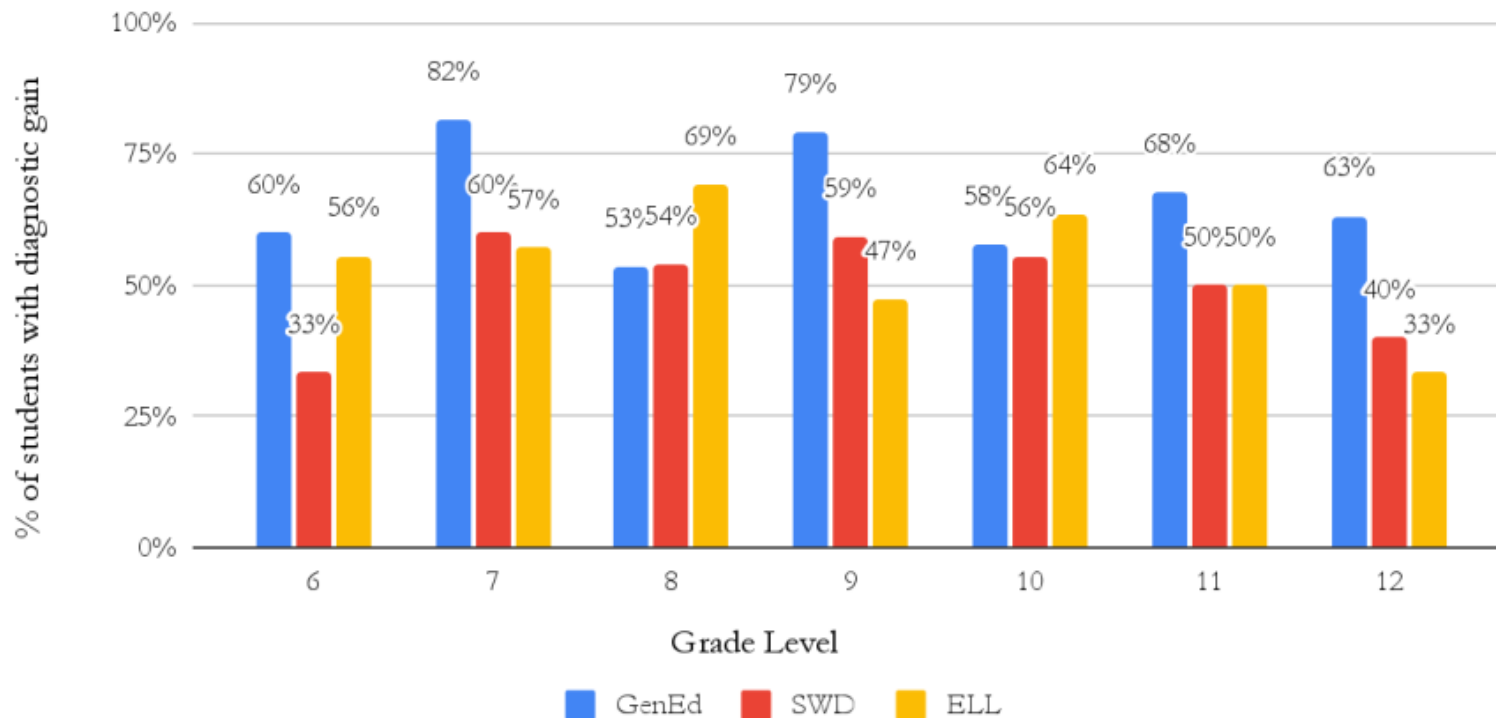
There was a big jump in the % of 11th graders performing in Math at grade level from Winter to Spring.

Cohorts Performing in Math at Grade Level Over Time

% of students performing in Math at or above grade level in cohorts; SY24-SY25

Legend: EOY SY24, Fall SY25, Winter SY25, Spring SY25

Note: The SY25 6th graders are not included in the EOY data because they were not enrolled at Boston Prep in SY24

The Middle School had a total of 77 suspensions

Middle School Suspensions Over Time by Month

# of suspensions by school year

Powered by BoardOnTrack

Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment

Term | EOY

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting Agenda - Friday September 12, 2025 at 11:00 AM
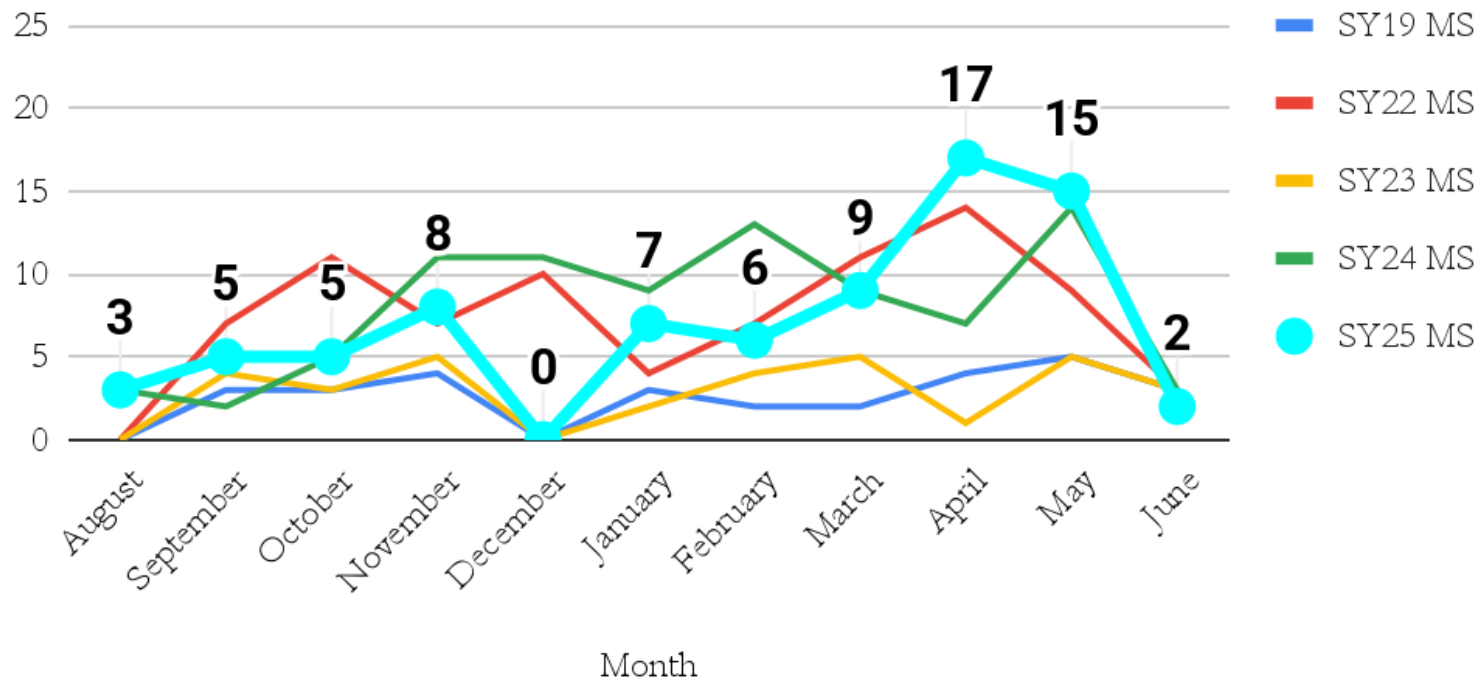
In Q3, month to month there has been a decrease in the amount of suspensions given to SWD and an increase given to GenEd students.

SY25 Middle School Suspensions Over Time by Month

of suspensions by Subgroup

Legend: GenEd (blue), SWD (red), ML (yellow)
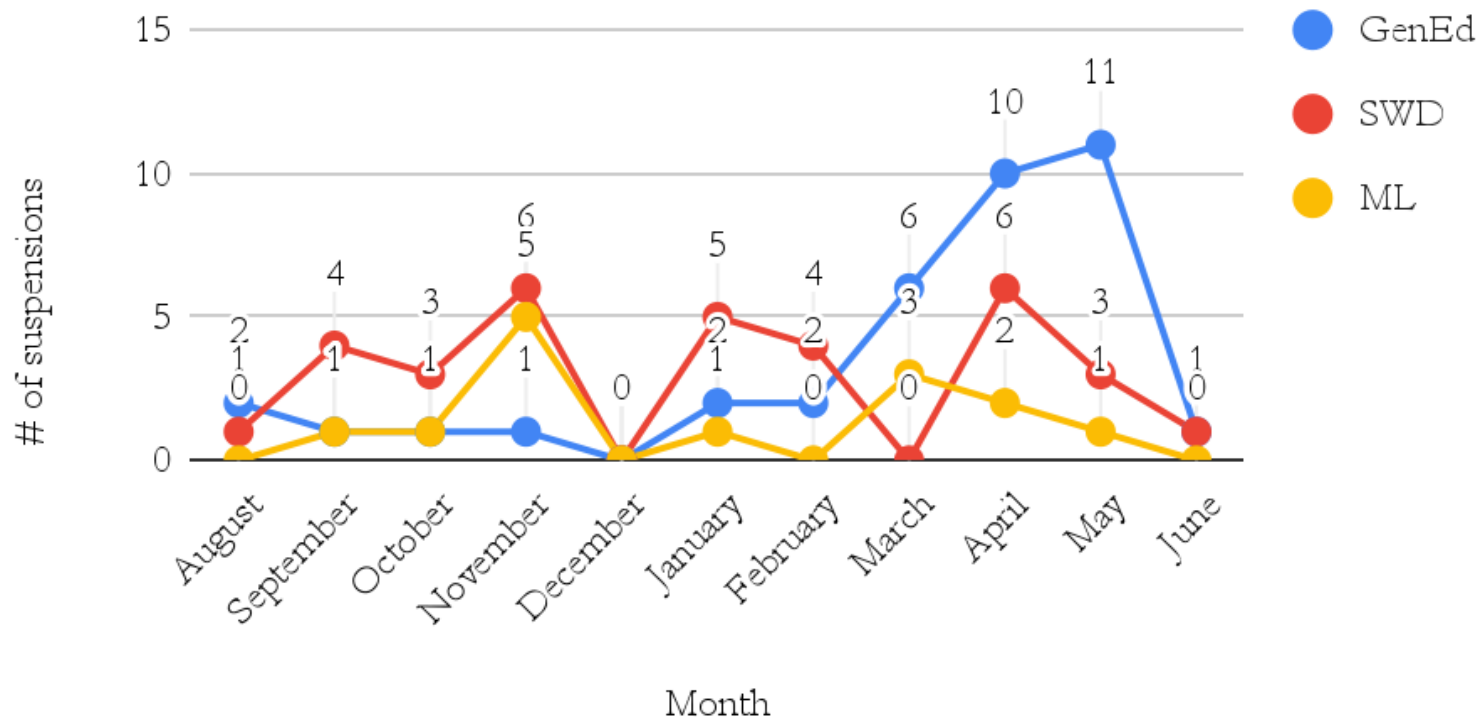
Month

The High School had a total of 77 suspensions

High School Suspensions Over Time by Month

# of suspensions by school year

Powered by BoardOnTrack
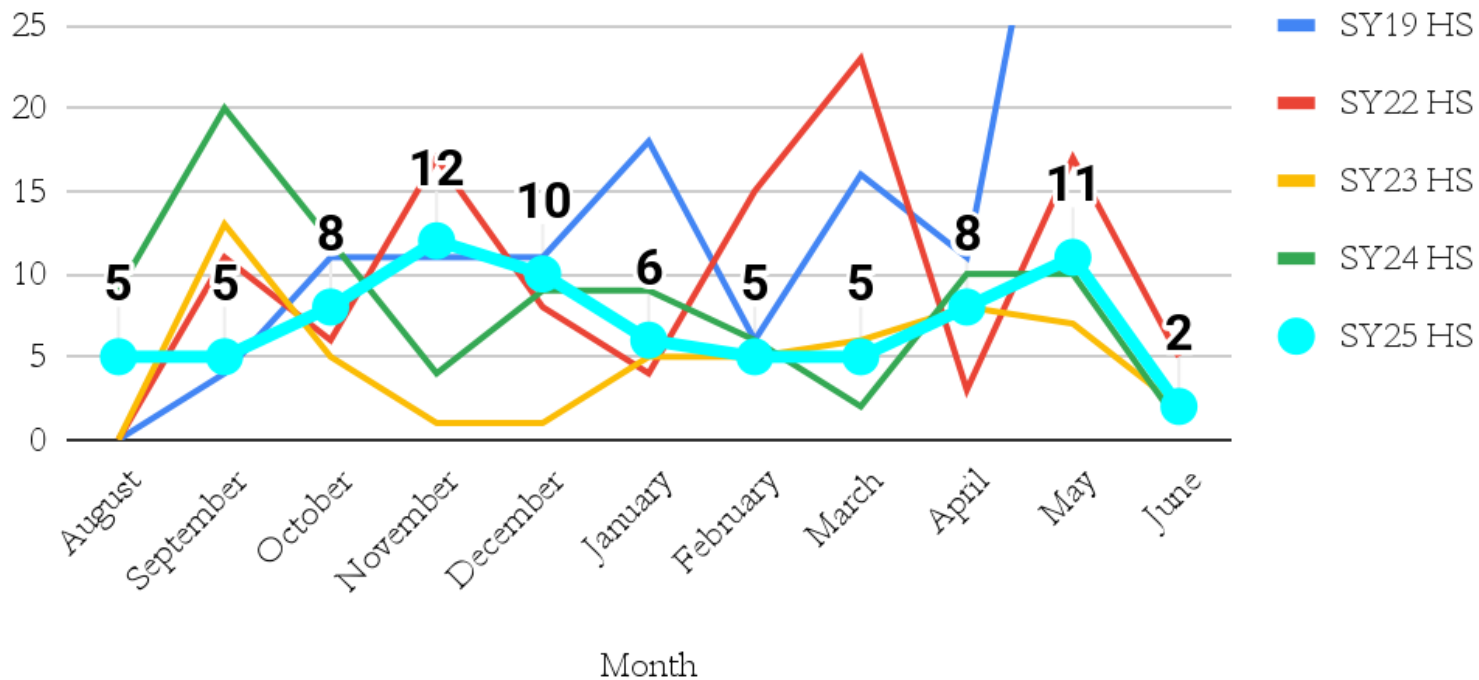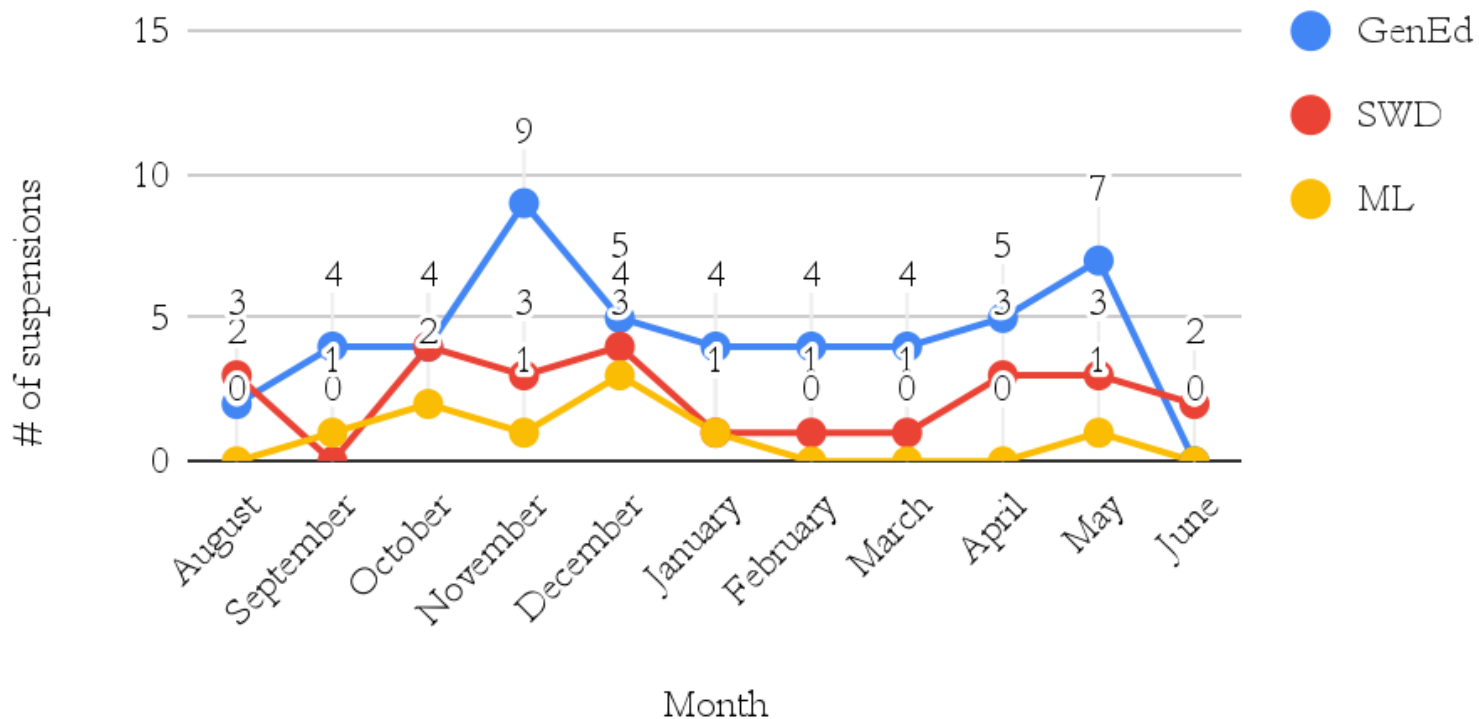
Across the year, GenEd students are consistently given suspensions more than SWD or ML.


SY25 High School Suspensions Over Time by Month

# of suspensions by Subgroup

While the HS has more suspensions in total, the % of suspensions that are from SWD is less than in the MS. In the MS, the % of SWD suspended is higher than Gen Ed or ML in all quarters. In the HS in Q2, ML were suspended at a higher rate than GenEs or ML at 11%.
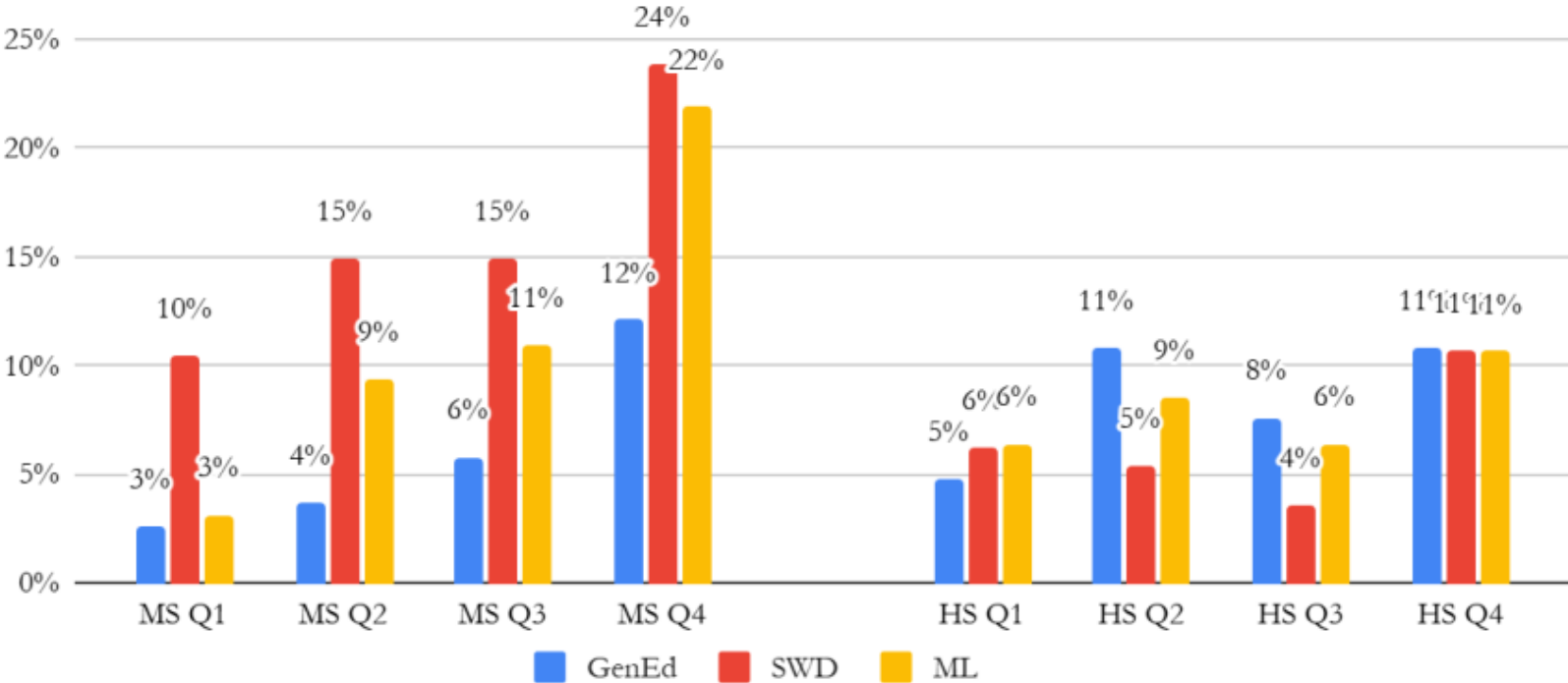

SY25 Suspensions rate in a subgroup
# of students with atleast 1 suspensions in a Subgroup
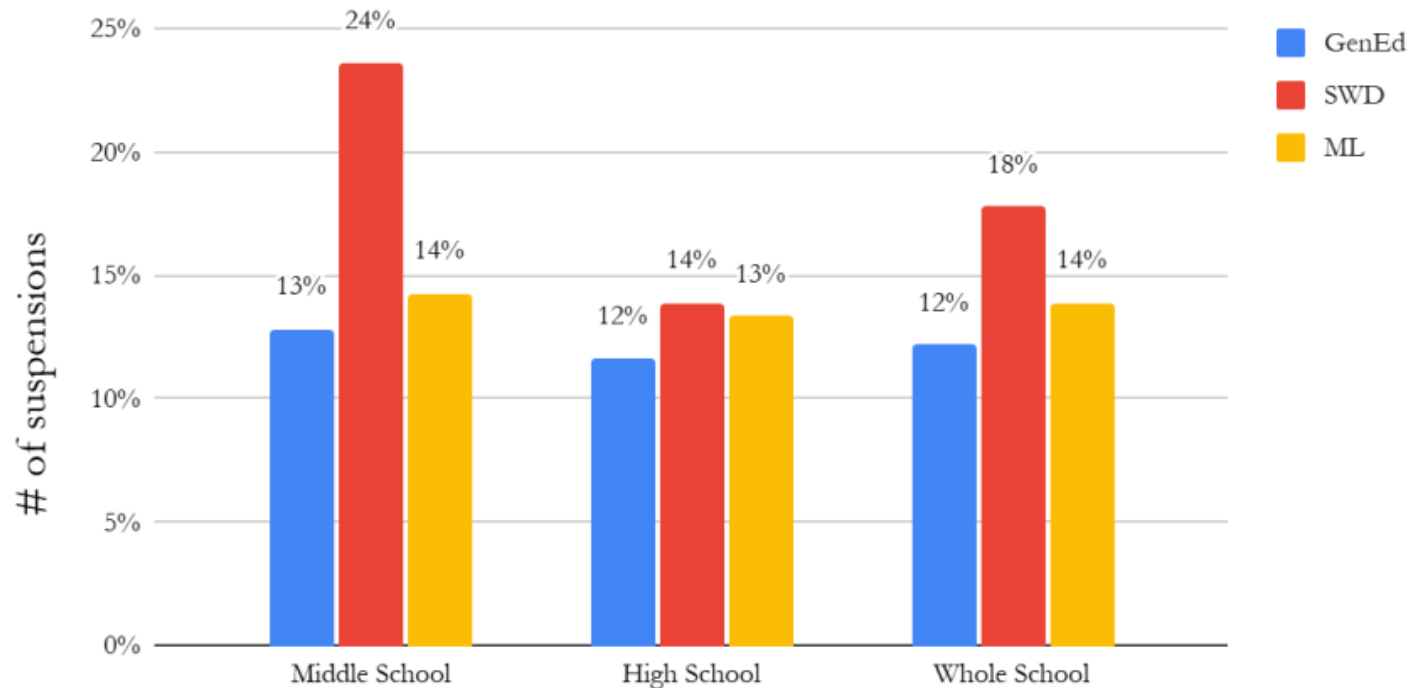
In the MS, the % of SWD suspended is higher than Gen Ed or ML in all quarters. In Q4, HS students were suspended at the same rate across subgroups.
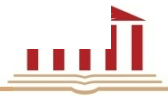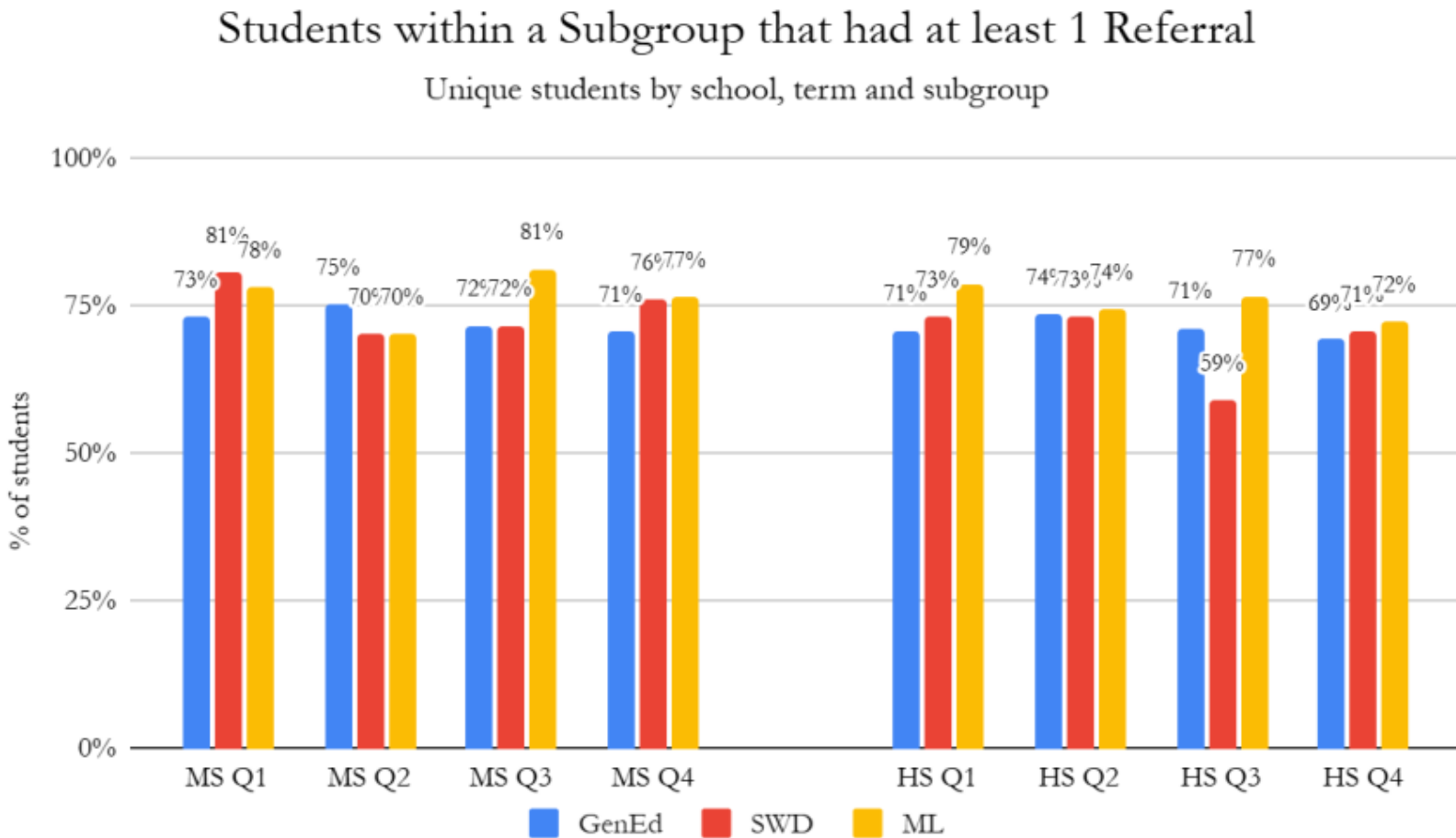
Students within a Subgroup that had at least 1 Suspension or Emergency Removal

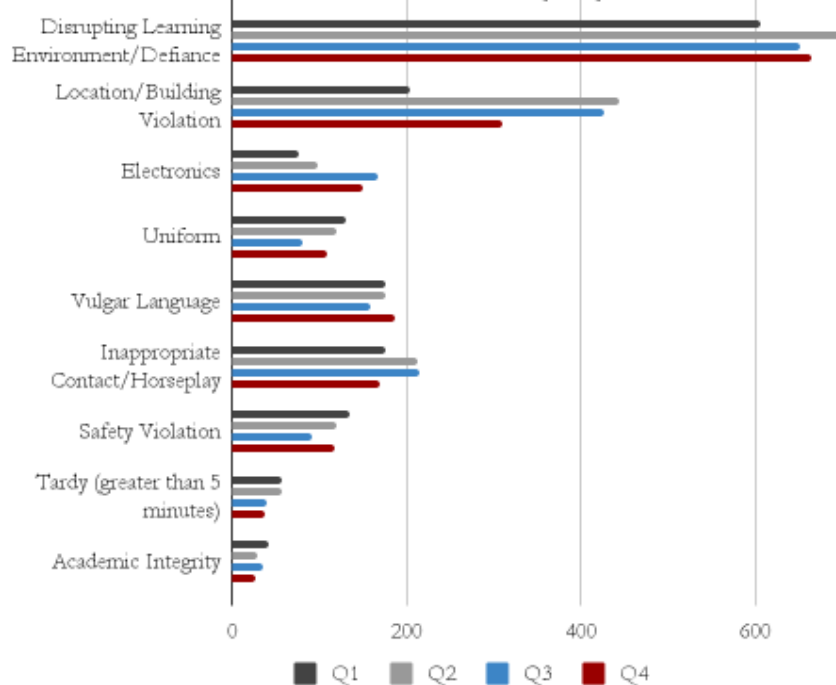### Unique students by school, term and subgroup

Legend: GenEd, SWD, ML

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Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting on Friday September 19, 2027 at 11:00 AM

In the HS, ML students were referred at a higher rate than SWD and GenEd in all quarters.

Students within a Subgroup that had at least 1 Referral

Unique students by school, term and subgroup

Powered by BoardOnTrack

| Data | | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment |

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting Agenda - Friday September 12, 2027 at 11:00 AM

| Term | | EOY |

Electronics was the referral category that was given the most in the High School in Q3 and Q4. Disrupting Learning Environment/Defiance was the referral category that was given the most in the Middle School across all quarters.
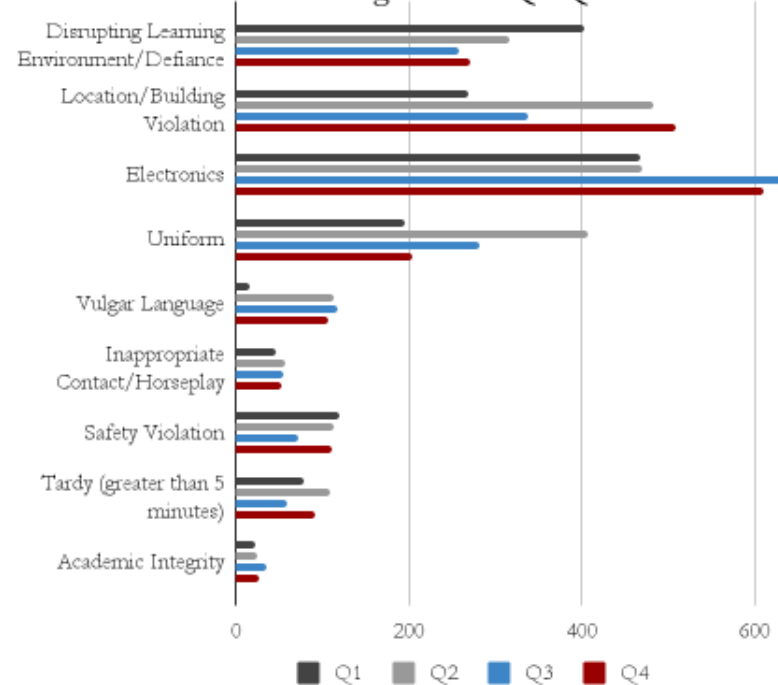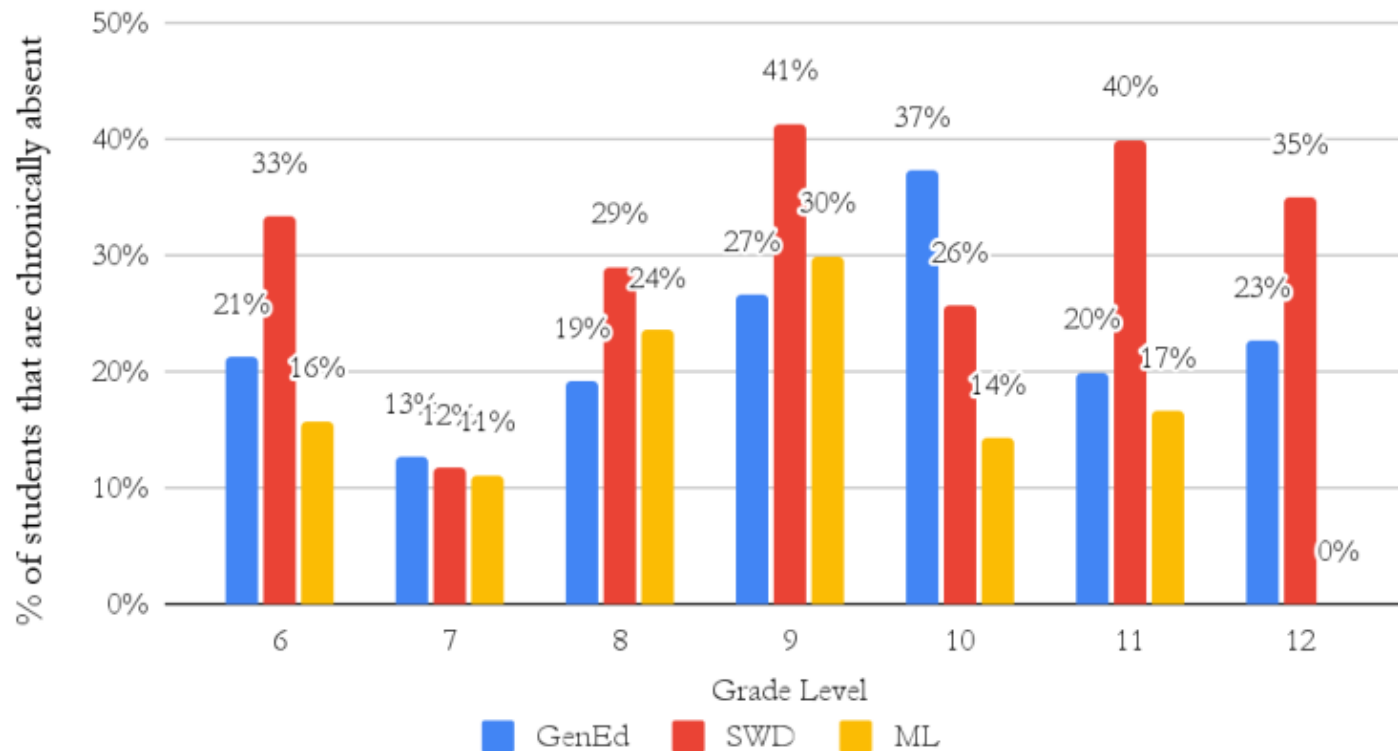

Referral Reasons — Middle School Q1-Q4

Referral Reasons — High School Q1-Q4

Data Grades Assessments Behavior Attendance Faculty Enrollment

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting #1 - Agenda - Friday September 12, 2025 at 11:00 AM

Term EOY

EOY 24% of students are chronically absent. Of those, 34% are SWD. Within the SWD subgroup, 31% are chronically absent. These numbers have been consistent throughout the year

Chronic Absenteeism
% of students that are absent more than 10% of the days they are enrolled YTD
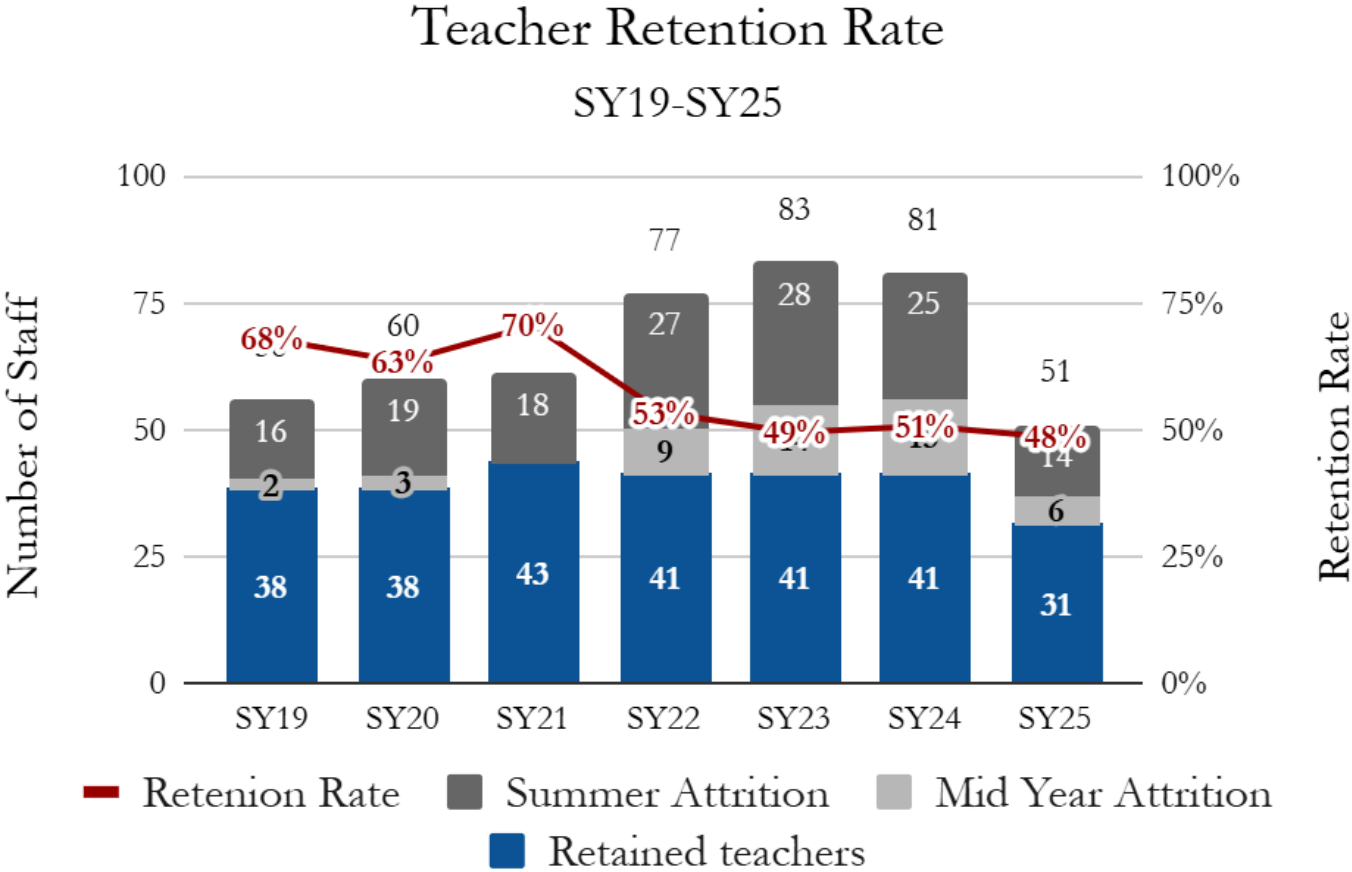

Grade Level

GenEd ■ SWD ■ ML ■

| Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment |

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting #1 - Agenda - Friday September 19, 2025 at 11:00 AM

| Term | EOY |

A much higher number of students lost class credit in Q2 and Q3 due to attendance and IA scores compared to Q1 and Q4.

Class Attendance
### Students that had 4+ absences or 8+ tardy in atleast 1 class
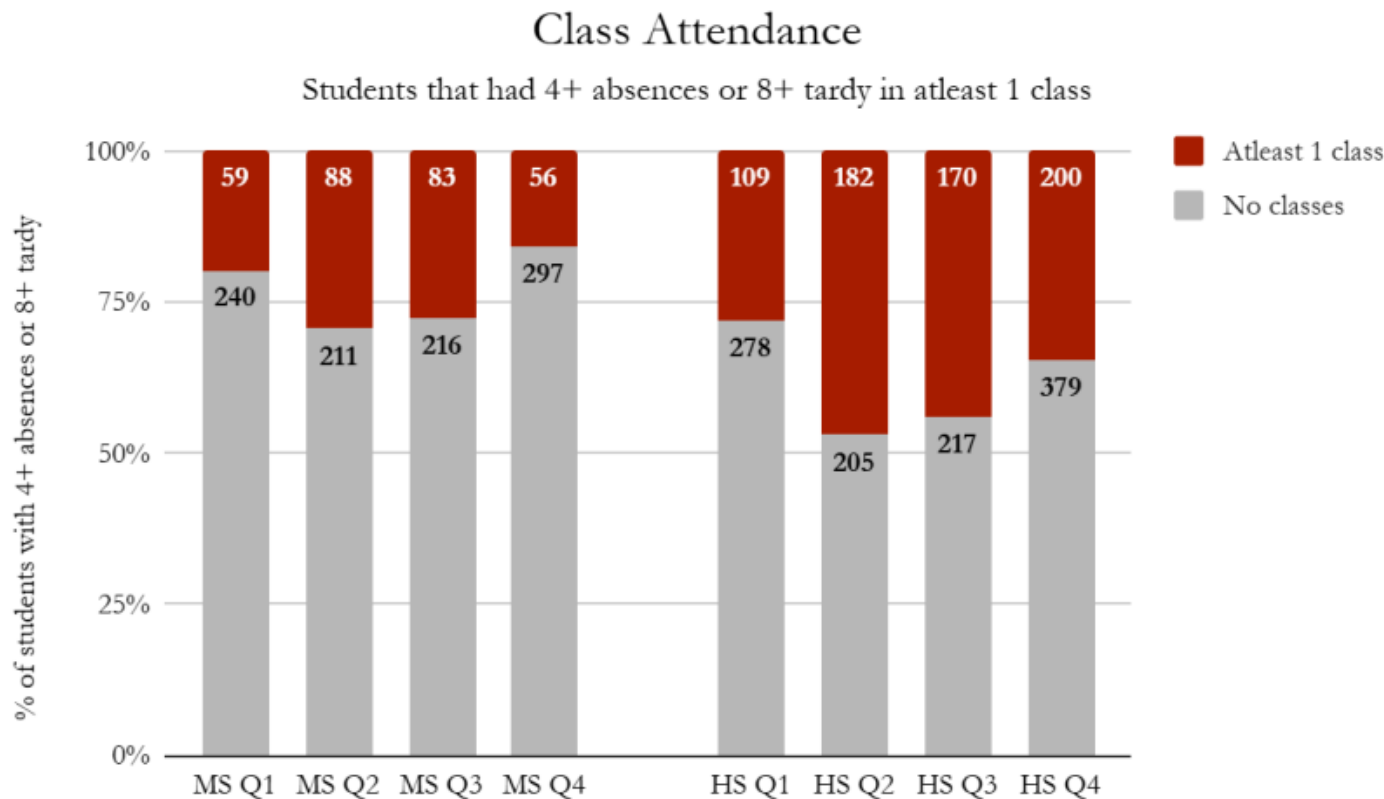
| Number of students that lost credit due to attendance and their IA scores | 12 | 29 | 28 | 17 | | 28 | 51 | 59 | 58 |

Powered by BoardOnTrack

| Term | EOY |

The SY25 attrition rate will rise over the summer.

Teacher Retention Rate
SY19-SY25

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting at August - Friday September 12 2025 at 11:00 AM

All staff have a high retention rate in SY25, however, it will go down over the summer as it always does.

All Staff Retention Rate
SY19-SY25
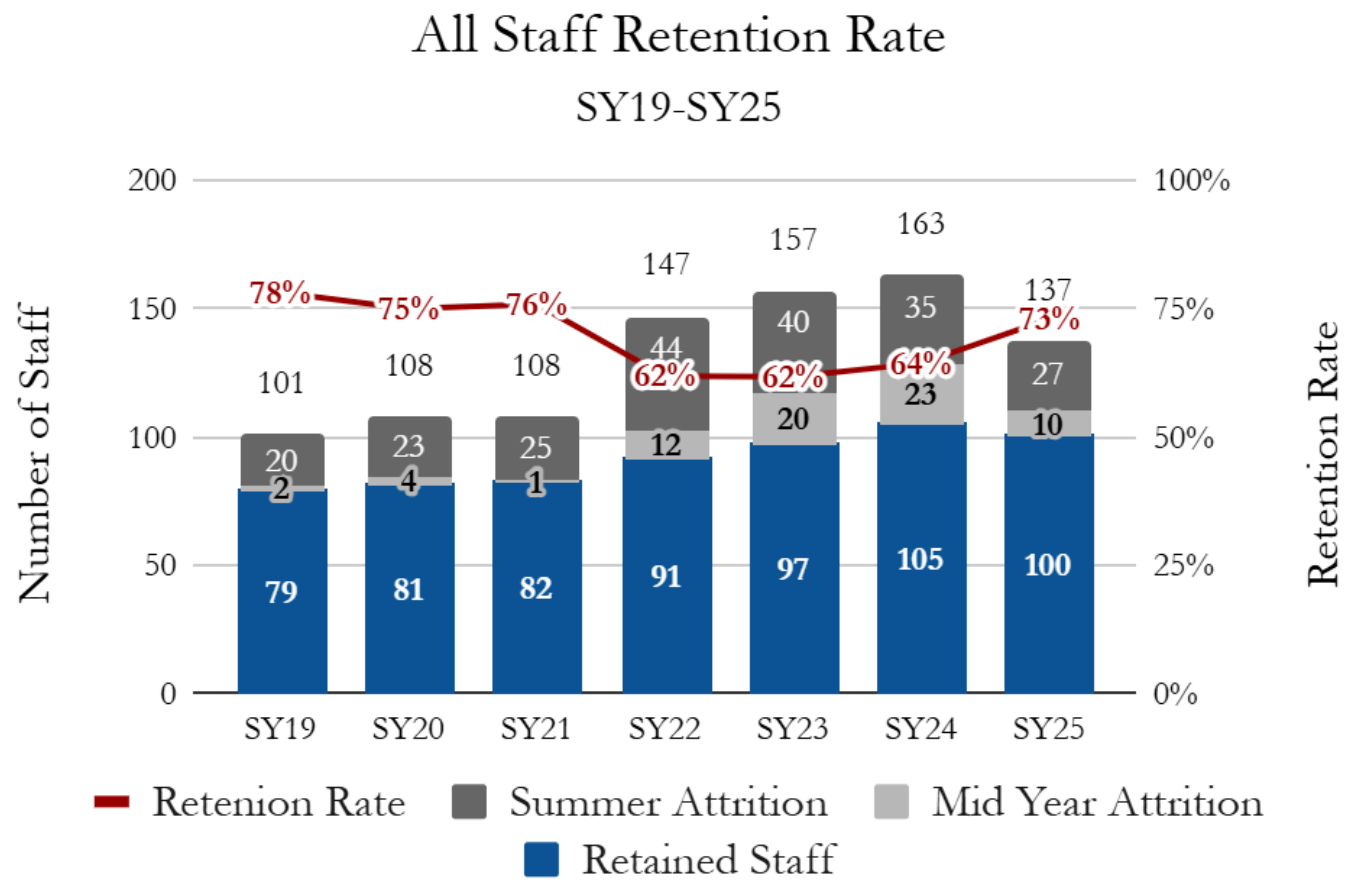
As of the end of Q4, 58% of MS observations and 42% of HS observations are complete for the school year.

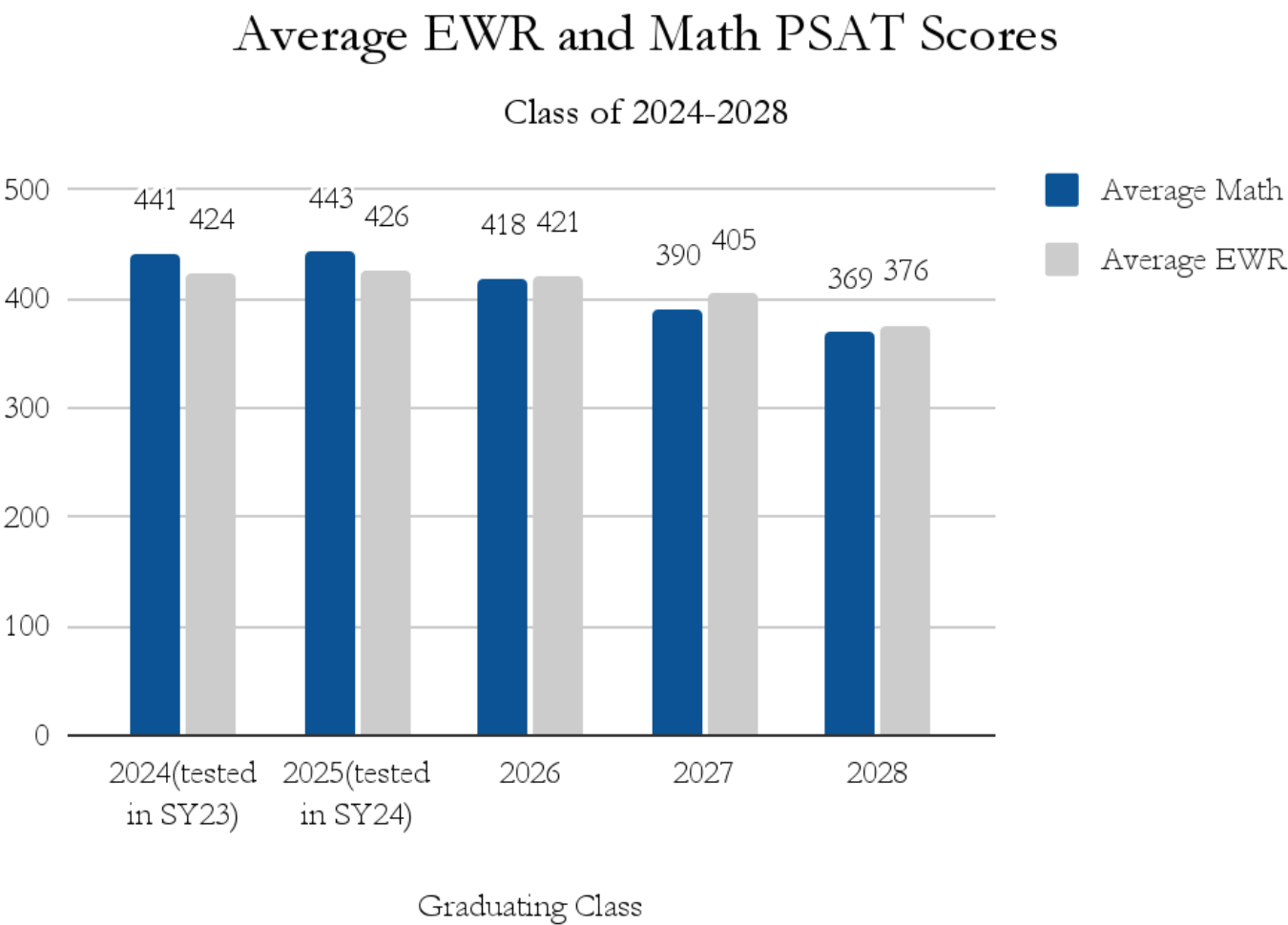Classroom Observations
Middle School and High School
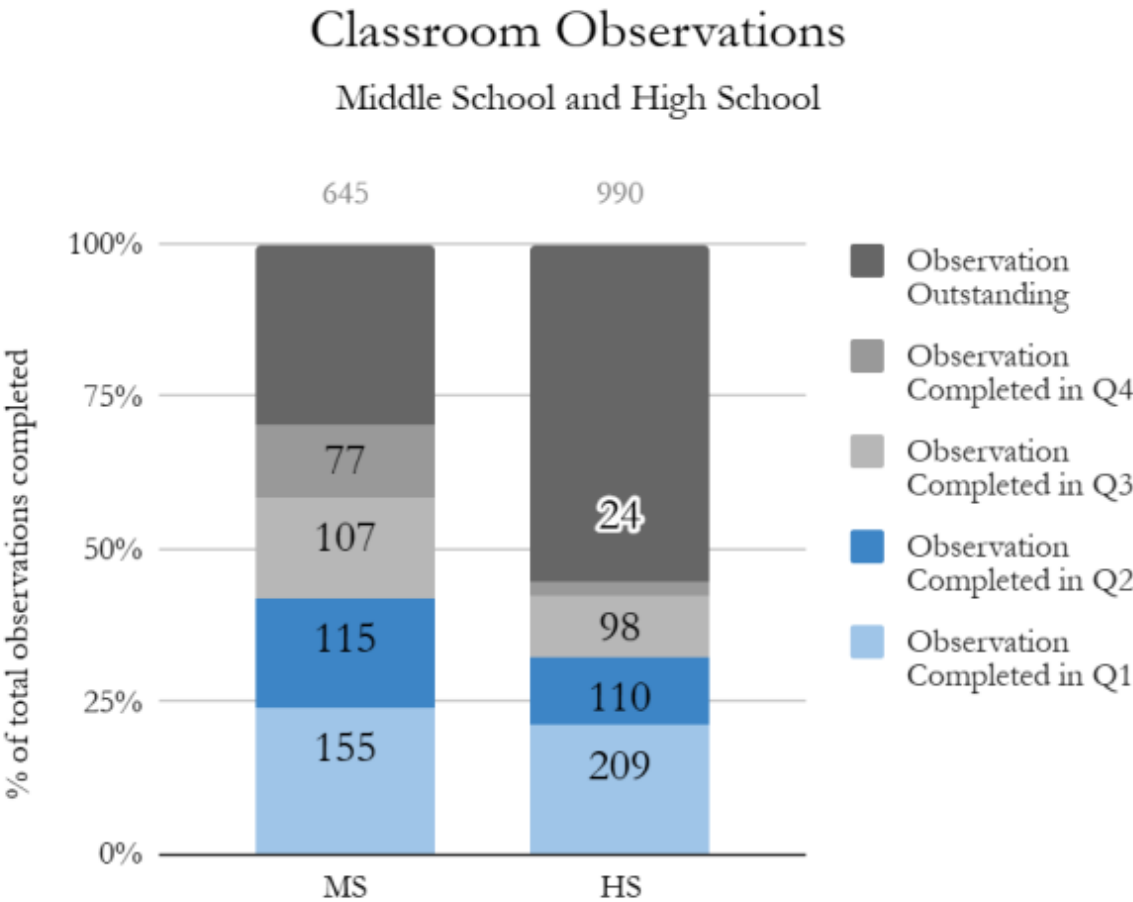
We ended the year with 679 students, having lost the most in the 9th grade mid year

SY25 Mid Year Transfers; Promotion Status

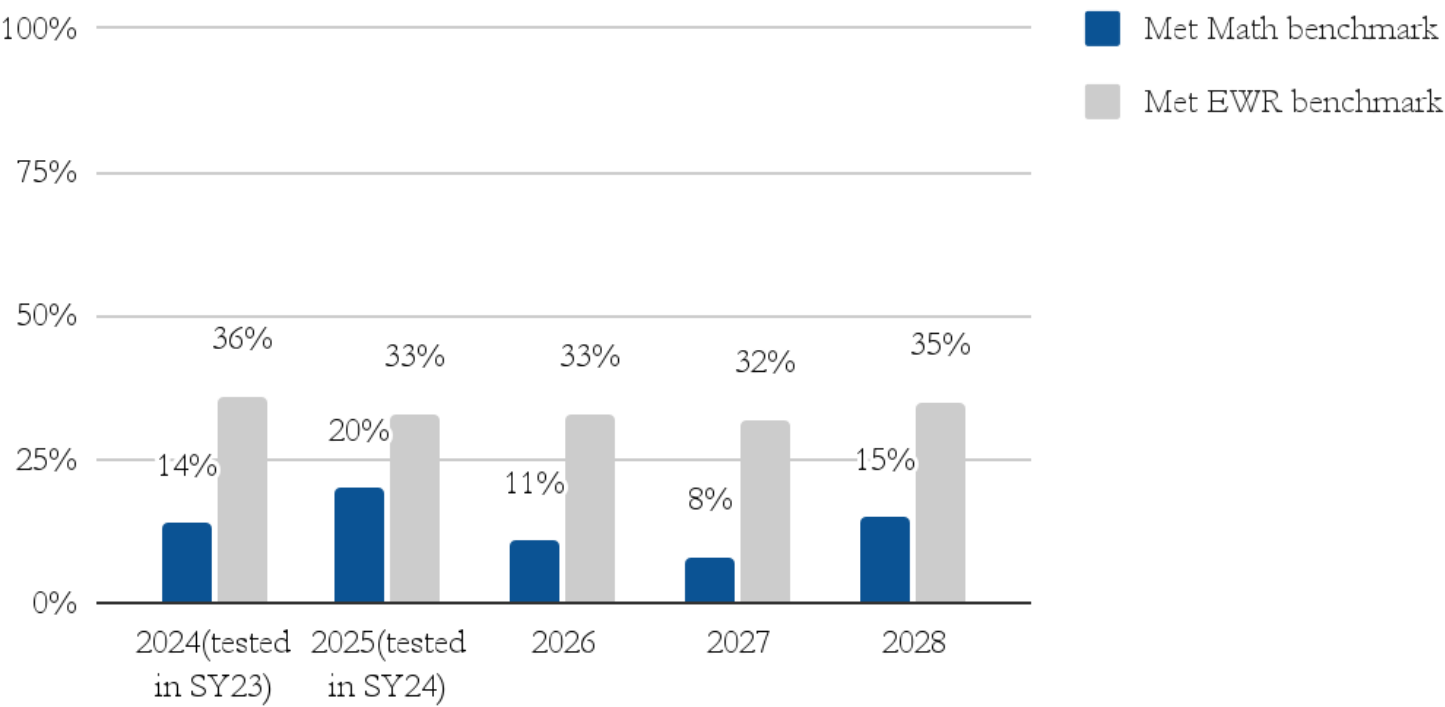Students that transferred between 10/1/24 and 6/23/25

Total : 37

SY25 PSAT

Average EWR and Math PSAT Scores

Class of 2024-2028

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting Agenda - Friday, September 26, 2025 at 11:00 AM
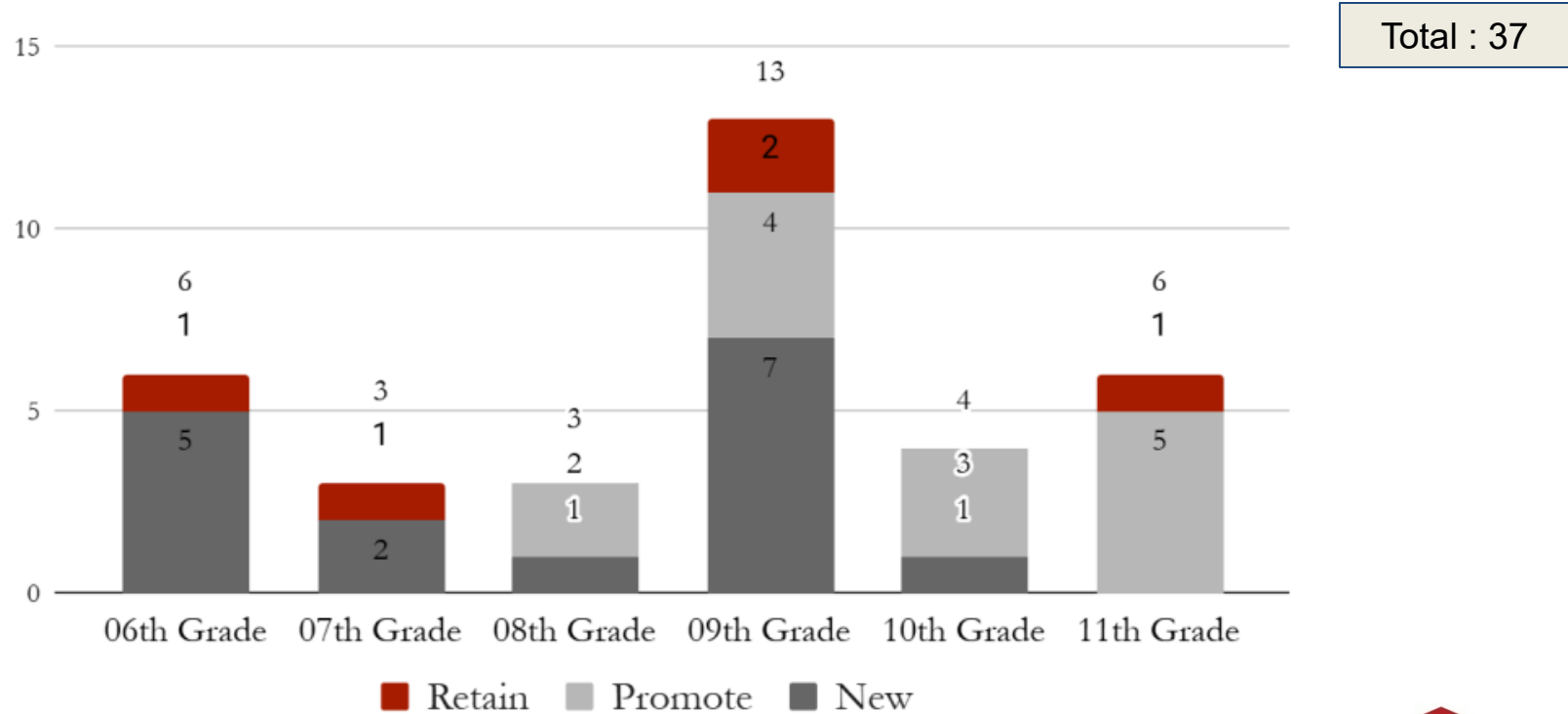
SY25 PSAT

PSAT EWR and Math Benchmarks
Class of 2024-2028

Graduating Class

- Met Math benchmark
- Met EWR benchmark

Graduating Class	Met Math benchmark	Met EWR benchmark
2024 (tested in SY23)	14%	36%
2025 (tested in SY24)	20%	33%
2026	11%	33%
2027	8%	32%
2028	15%	35%

| Data | Grades | Assessments | Behavior | Attendance | Faculty | Enrollment |

Boston Preparatory Charter Public School - SY26 Outcomes Committee Meeting - Agenda - Friday September 12, 2025 at 11:00 AM

| Term | Q1 | Q2 | Q3 | Q4 |

Advanced Placement Assessment Performance

Peer Analysis: % of students that scored 3-5 on any AP test

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Advanced Placement Assessment Performance

% of students that scored 3-5 on ELA, Language and History SY21-SY25

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Advanced Placement Assessment Performance

% of students that scored 3-5 on ELA, Language and History SY21-SY25

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