



Application for Renewal of a Public School Charter

Dudley Street Neighborhood Charter School
6 Shirley Street
Roxbury, MA 02119

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Date approved by school's Board of Trustees
Date submitted to the Department

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Introduction to the School

Dudley Street Neighborhood Charter School

Mission Statement: *The Dudley Street Neighborhood Charter School has a three-part mission:*

- 1. To provide a world class education for all students, preparing them for long-term academic success and responsible civic engagement*
- 2. To serve as a driver of human and social capital development, preparing outstanding new teachers to drive excellent student outcomes throughout Boston, and*
- 3. To serve as a partner in catalyzing improvement of all schools in the Dudley area.*

<i>Dudley Street Neighborhood Charter School</i>			
Type of Charter	Horace Mann III	Location of School	Boston
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region	N/A
Year Opened	2012	Year(s) Renewed	2017, 2022
Maximum Enrollment	325	Projected Enrollment for 2026-27	288
Chartered Grade Span	Grades K1-5	Grade Span for 2026-27	Grades K1-5
# of Instructional Days for 26-27 School Year	180	# of Applications Reported in Initial Waitlist Report for 26-27	72
School Hours for 26-27 School Year	8:15 AM - 4:15 PM	Age of School (2026-27)	Fifteen years

Criterion 1: Mission and Key Design Elements

Mission

The Dudley Street Neighborhood Charter School (DSNCS) was founded in 2012 with a three-part mission:

- To provide a world-class education for all students, preparing them for long-term academic success and responsible civic engagement
- To serve as a driver of human and social capital development, preparing outstanding new teachers to drive excellent student outcomes throughout Boston, and
- To serve as a partner in catalyzing improvement of all schools in the Dudley area.

Over the course of the current charter term (2022–2026), DSNCS has remained deeply faithful to this three-part mission. The evidence is documented across all four annual reports submitted during the term and is summarized below.

Mission Element 1 — Academic Success for All Students.

DSNCS has consistently prioritized academic outcomes for a student population that is among the highest-need in Boston: approximately 78–82% low income, 56–62% Black or African American, roughly one-third Hispanic or Latino, and 31–36% English Learners. The school's academic trajectory over the charter term reflects real and sustained improvement. After entering the charter term with an overall accountability percentile of 10 in 2022, the school

rose to 21 by 2023 and maintained a percentile in the range of 16–21 through 2025 — placing it consistently among the top schools serving comparable Boston populations. The school has made particularly strong gains in Grade 5, where ELA and Math student growth percentiles averaged 53 and 64 respectively over the 2023–2025 period, and science scaled scores climbed to 494.2 in 2024, just one point below the statewide average. African-American fifth graders performed at the 92nd percentile in science in 2024, and English Learners performed at the 83rd percentile in ELA and 60th percentile in Math relative to EL subgroups statewide.

In foundational grades, DSNCS meaningfully accelerated early literacy development over the term. The proportion of Grade 1 students mastering foundational reading skills on MAP Fluency rose from 35% (SY22-23) to 38% (SY23-24) to 46% (SY24-25), and the proportion of Grade 2 students still working on foundational skills declined from 55% (SY22-23) to 32% (SY24-25) — following the school’s transition to science of reading-aligned curriculum and assessment. In SY24-25, 55% of K2–G2 students met expected growth on MAP Fluency foundational skills, and 50% of G3–5 students met projected growth on MAP Growth Reading. In math, students in the bottom two quintiles outpaced the overall school: 43% met projected growth versus 38% schoolwide.

Mission Element 2 — Embedded Teacher Preparation.

DSNCS serves as a teaching academy operated in partnership with the Boston Teacher Residency (BTR) and the Dudley Promise Corps (DPC). Throughout the charter term, BTR residents and DPC members have been embedded in classrooms, providing additional adult capacity and individualized student support while developing as teachers. Over this charter term, DSNCS hosted 20 BTR Residents who went on to serve as teachers-of-record in BPS.

Mission Element 3 — Partnering to Catalyze Improvement in the Dudley Area.

DSNCS has worked consistently to strengthen its role as a neighborhood anchor. Throughout the charter term, the school has maintained active partnerships with the Dudley Street Neighborhood Initiative (DSNI), Project Hope, The Food Project, Whittier Street Health Center, Children’s Services of Roxbury, and City Connects — providing wraparound services for students and families and connecting the school to the resources and civic life of the Dudley community. City Connects deepened its partnership in SY24-25, with a second full-time social worker on site providing clinical coordination and expanded community linkages. DSNCS also maintained the K–12 STEM pathway with Dearborn STEM Academy. DSNCS expanded its community enrichment partnerships to include the Community Music Center of Boston, YMCA of Greater Boston, and the Transformative Culture Project, offering students choir, visual arts, Beat Making, and other enrichment experiences embedded in the school day.

Key Design Elements

The three Key Design Elements (KDEs) in the school’s approved Accountability Plan define the distinctive features of DSNCS’s model. Each is described below along with evidence of implementation during the charter term.

KDE 1: A flexible and collaborative staffing model, with embedded teacher development, that effectively utilizes adults with various roles, experience levels, and expertise to meet student needs and advance student learning

DSNCS implements a flexible, multi-adult classroom model that strategically combines lead teachers, BTR residents, DPC members, paraprofessionals, reading specialists, math interventionists, and ESL and special education teachers to differentiate instruction and accelerate learning — particularly for students who start the year below grade level.

Evidence of implementation:

- Throughout the charter term, DSNCS maintained at least two adults in the vast majority of classrooms, enabling small-group instruction and individualized attention
- The school created a second full-time Reading Specialist position and a full-time Math Interventionist, significantly expanding Tier 2 support capacity across all grades.
- In SY24-25, among students starting the year in the bottom two MAP quintiles, 58% met projected growth targets in Reading (G3–5) and 43% met targets in Math (K2–G5) — both exceeding the overall school rates of 50% and 38% respectively.

**Accountability
Plan Results —
KDE 1**

Objective 1: School leadership will use human capital strategically to improve student learning outcomes for students, especially those who start the year below grade-level on benchmark assessments.

Measure 1: By the end of each year, 60% of students will make expected progress on NWEA MAP benchmark assessments.

SY22-23: Not Met (Reading: 49%; Math: 44%) | SY23-24: Not Met (Reading: 54%; Math: 38%) | SY24-25: Not Met (Reading G3–5: 50%; Math K2–G5: 38%)

Note: The 60% target is ambitious relative to national norms. The school has made consistent progress toward this goal, particularly in foundational grades where MAP Fluency data shows strong growth trends.

Measure 2: Each year, 100% of students who start the year in the bottom two quintiles (as measured by the NWEA MAP) will progress at rates at least as high as for the overall student population.

SY22-23: Met | SY23-24: Met | SY24-25: Met (Reading G3–5: 58% of bottom-quintile students met growth vs. 50% overall; Math K2–G5: 43% vs. 38% overall)

KDE 2: Partnership with and service to the Dudley Community through high levels of family engagement, close relationships with local organizations

DSNCS is designed as a neighborhood school with deep roots in the Dudley community. The school’s model requires sustained partnerships with local organizations, active family engagement, and responsiveness to the needs of the families it serves.

Evidence of implementation:

- The school has maintained active partnerships throughout the charter term with DSNi, Project Hope, The Food Project, Whittier Street Health Center, Children’s Services of Roxbury, and City Connects. City Connects provides a full-time on-site clinical coordinator who connects students and families to mental health, health, enrichment,

and human services. In SY24-25, a second City Connects social worker was added, expanding direct service capacity for students and families.

- DSNCS employs a full-time Family Liaison who leads the Family Council, organizes community events (potlucks, toy drives, phone-a-thons), coordinates open houses, and maintains communication with current and prospective families.
- In SY24-25, DSNCS expanded enrichment partnerships to include the YMCA of Greater Boston, the Community Music Center of Boston, and the Transformative Culture Project — adding choir, visual arts, Beat Making, and other community-rooted enrichment opportunities to the school day.
- Family engagement programming has included Back to School Night, trimester family conferences, Math Night, Literacy Night, publishing parties, the STEM Day, and the 5th Grade Step Up ceremony. The school also hosted a STEM Day open to the broader DSNCS community.
- The Panorama Family Survey has shown consistently high levels of family satisfaction throughout the charter term. In SY24-25, 85% of families reported DSNCS was a good fit for their child’s needs, 84% reported the school was physically and psychologically safe, and 92% reported that family–school communication was effective — all with a 66% response rate.
- DSNCS maintained student retention rates of 95–99% in every year of the charter term — well above the Boston district average — reflecting strong family loyalty. In SY24-25, the school retained 98.6% of enrolled students.

**Accountability
Plan Results —
KDE 2**

Objective 2: There will be high levels of parental satisfaction and engagement with DSNCS.

Measure: 80% of parents will report that DSNCS is a good “fit” for their child’s needs (Panorama Family Survey, 50%+ response rate).

SY22-23: Met (85%, 66% response) | SY23-24: Met (87%) | SY24-25: Met (85%, 66% response)

Measure: 80% of parents will report that DSNCS is physically and psychologically safe (Panorama Family Survey, 50%+ response rate).

SY22-23: Not Met (77%) | SY23-24: Met (86%) | SY24-25: Met (84%)

Measure: 85% of parents will report that family–school communication is effective (Panorama Family Survey, 50%+ response rate).

SY22-23: Met (88%) | SY23-24: Met (93%) | SY24-25: Met (92%)

KDE 3: A coherent instructional system with codified lesson structures and common practices

DSNCS is designed around the principle that all students deserve access to rigorous, coherent, and consistently delivered instruction. The school’s model requires a shared instructional framework, aligned common planning structures, and ongoing professional learning that drives coherence across classrooms and grade levels.

Evidence of implementation:

- In SY22-23, DSNCS completed a major curriculum transition — moving from Fountas & Pinnell to BPS Focus (K1–2) and Expeditionary Learning (3–5) in literacy, and adopting NWEA MAP Fluency and MAP Growth as universal screeners. This transition was explicitly driven by the science of reading and represented a significant alignment of the instructional system with current research.
- In SY23-24, the school transitioned to Illustrative Mathematics for grades 3–5. In SY24-25, K2–2 also adopted Illustrative Mathematics, completing full vertical math curriculum alignment for the first time across all grades K2–5. Science uses a vertically-aligned FOSS-based scope and sequence taught by two full-time science teachers. In SY24-25, the school also launched implementation of Second Step (K1–5) for social-emotional learning, establishing a shared language and structure for SEL across all grade levels.
- DSNCS has co-constructed High-Quality Teaching and Learning (HQTl) Indicators that define a common language and vision for instruction. In SY24-25, the school deepened this work by focusing professional learning on “High Expectations Teaching” — including strong content and language objectives, high depth-of-knowledge tasks, criteria for success, effective questioning, and academic conversations. These indicators govern planning, coaching cycles, and feedback.
- The school’s professional learning system is structured around a Learn–Plan–Act–Reflect cycle, with weekly common planning time by grade level and bi-weekly Professional Learning Team (PLT) meetings. In SY24-25 the PLT — composed of teachers, coaches, the Principal, and the BPE Instructional Systems Director — focused professional learning on K–5 high expectations teaching strategies, grounded in the new Illustrative Mathematics curriculum.
- The Internal Coherence Survey has been administered throughout the charter term. Scores on the “Team Shared Understanding of Effective Practice” category were 4.15 (SY22-23), 4.19 (SY23-24), and 3.9 (SY24-25) — meeting the 4.0 target in two of three years. The dip in SY24-25 coincided with four maternity leaves and significant staffing transitions; the school is treating this as a priority focus area for SY25-26. Professional Development scores rose consistently: 4.34, 4.70, and 4.79.
- In SY24-25, 89% of classroom observations during Leadership Learning Walks showed proficiency in the Teaching Academy Rubric Indicators of Focus, up from 85% in SY22-23 and 93% in SY23-24.
- The BPE Instructional Systems Director (ISD), hired in SY21-22, has continued to partner with DSNCS leadership throughout the charter term to build instructional coherence, guide improvement planning, and support professional learning.

Note on data use: The school’s codified instructional system is inseparable from its systematic use of student learning data. Grade-level data inquiry cycles, MAP-driven intervention targeting, Student Support Team processes, and triangulated use of observation, survey, and assessment data are all embedded features of the coherent instructional system described in KDE 3. This evidence is elaborated further in Criterion 6 (Program Delivery).

**Accountability
Plan Results —
KDE 3**

Objective 3: School will establish higher levels of internal coherence in teachers’ classroom practices, which translate into more coherent student experiences across the school.

	<p>Measure: Staff will report an average score of at least 4.0 on the “Team Shared Understanding of Effective Practice” category of the Internal Coherence Survey (80%+ response rate). SY22-23: Met (4.15, 93% response) SY23-24: Met (4.19, 92% response) SY24-25: Not Met (3.9, 97% response)</p> <p>Measure: By the end of the year, at least 80% of classroom observations during Leadership Learning Walks show proficiency in the Teaching Academy Rubric Indicators of Focus. SY22-23: Met (85%) SY23-24: Met (93%) SY24-25: Met (89%)</p> <p>Measure: 80% or more of students report favorably on the “Academic Press and Pedagogical Effectiveness” categories of the Student Panorama Survey (60%+ response rate). SY22-23: [data pending verification] SY23-24: [data pending verification] SY24-25: Not Met (70% Pedagogical Effectiveness; 71% Classroom Rigorous Expectations; 82% response rate) Note: The school’s SY24-25 student survey results reflect a meaningful gap relative to the 80% target. DSNCS’s SY25-26 professional learning focus on high expectations teaching is directly responsive to this finding.</p> <p>Measure: Staff will report an average of 4.0 or higher on the Professional Development category of the Internal Coherence Survey (80%+ response rate). SY22-23: Met (4.34) SY23-24: Met (4.70) SY24-25: Met (4.79)</p>
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Amendments to the Charter During the Current Term

No amendments to the DSNCS charter were requested or approved during the current charter term (July 2022–June 2026).

Amendment	Date Approved	Description
None	N/A	No amendments were requested or approved during the current charter term.

Criterion 2: Access and Equity

Dudley Street ensures that access and equity is prevalent in all our practices so that we can eliminate barriers for families to all of our school programming and that students throughout both our neighborhood and the city Boston have the opportunity to attend. Listed below are many of the efforts and data, that the school makes to ensure this access (including recruitment and retention strategies as well as diverse programming):

- School materials (promotional materials, our application for enrollment and the school website) are translated in prevalent languages represented by the school and across Boston
- Our Family Liaison who runs a family council that supports school activities and also plans open houses, potlucks and community-building events that support recruitment and retention of current and new families
- School promotional materials are sent citywide to newly-registered students in K1 and shared with early education schools and programs in surrounding neighborhoods
- The school addresses any identified disparities in enrollment, retention, and/or attrition through annual updates to its Recruitment and Retention Plan.
- Teachers consistently engage in data cycles so they can look at subgroups, analyze their experience and adjust instruction and interventions
- Families and students complete a survey on school culture and climate so that administrators can disaggregate the data and set goals to improve and sustain a positive and welcoming environment; these data are analyzed by gender, by students with IEPs and multilingual learners, as well as by grade level
- We partner with City Connects to build partnerships within the community in order to build inclusive wrap-around supports for all families
- The school runs an extended day to accommodate families' work schedules and to ensure we maximize instructional time for students, which supports diverse family schedules and attracts families to the school
- Staff analyze student discipline data annually, disaggregating by race/ethnicity, gender, and disability and multilingual learner status.

Implementation of the Recruitment and Retention Plan. DSNCS, which must use the charter school lottery admission process, has strived to enroll a sub-group population that is demographically comparable with the Boston Public Schools (BPS) as a whole. DSNCS partners closely with BPS in the enrollment process. DSNCS participates in district "Showcase" recruitment activities and is listed in all BPS enrollment applications and materials. DSNCS also carries out recruitment activities independently, as outlined in the Recruitment and Retention Plan. These efforts are led by our Family Liaison and our student recruitment team, and include visits to neighborhood early education centers and partnerships with local community organizations.

Through these recruitment efforts, DSNCS has been successful in enrolling a student population that is comparable to that of BPS. As a small school, the size of subgroups has tended to vary quite a bit from year to year, so while for most subgroups and in most years, the school has enrolled higher percentages of students than its comparison index, there are a couple of instances where it has fallen short.

Recruitment and Enrollment of Low-Income Students. From 2022 to 2025 years, DSNCS has served a high proportion of low-income students, and has exceeded its Comparison Index and the Boston average in every year

Low Income	2022	2023	2024	2025
<i>DSNCS</i>	82.9	78.4	78.1	78.5
Statewide Average	43.8	42.3	42.2	42.1

Boston (District)	71.2	69.9	69.8	70.1
Comparison Index	63.8	62.1	61.7	61.5

Recruitment and Enrollment of Students with Disabilities. DSNCS' percentage of students with disabilities has exceeded its comparison index in three out of four years. In 2024, it enrolled only 13.2% which was below the index value of 15.8%. In 2025, however, the proportion of students with disabilities increased considerably to 20.8%.

Students with Disabilities	2022	2023	2024	2025
<i>DSNCS</i>	14.0	16.6	13.2	20.8
Statewide Average	19.1	19.6	20.5	20.9
Boston (District)	22.0	21.6	23.2	23.3
Comparison Index	13.2	13.8	15.8	16.6

Recruitment and Enrollment of English Learners. Over the course of the past four years, DSNCS has served a high proportion of English Learners, and has exceeded its Comparison Index in every year

English Learners	2022	2023	2024	2025
<i>DSNCS</i>	36.4	30.9	32.6	35.5
Statewide Average	11.0	12.1	13.1	13.9
Boston (District)	30.4	31.9	33.7	34.7
Comparison Index	27.5	27.9	29.3	30.2

Recruitment and Enrollment of Students whose First Language is not English. DSNCS percentage of students with disabilities has exceeded its comparison index in two out of four years. In our experience, the data on First Language is often not as reliable as the data on English Learners, especially in the preschool and kindergarten grades (K1, K2), as these data are inconsistently captured in the enrollment process.

First Language Not English	2022	2023	2024	2025
<i>DSNCS</i>	41.3	37.1	33.0	37.9
Statewide Average	23.9	25.0	26.0	27.3
Boston (District)	48.1	49.1	50.5	52.0
Comparison Index	36.2	36.7	37.6	39.0

Student Attrition. The attrition rates are listed below.

Student Attrition: All Students	2022	2023	2024	2025
<i>DSNCS</i>	17.90	12.90	11.90	14.00
Boston (District)	12.50	10.50	9.50	9.00
Comparison Region	14.70	14.00	13.20	12.50

DNSCS 1 Standard Deviation	23.09	23.23	21.63	21.46
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Student Attrition: High Needs	2022	2023	2024	2025
DSNCS	17.90	13.00	11.70	11.80
Boston (District)	12.30	10.40	9.50	9.00
Comparison Region	14.80	14.40	13.50	13.00
DNSCS 1 Standard Deviation	23.76	23.81	22.05	22.27

Stability Rates. Dudley's stability rates all students and for high need students have been higher than Boston's and the Comparison Region Rate in all years from 2022-2024.

Stability Rates: All	2022	2023	2024
DSNCS	96.20	96.10	96.50
Boston (District)	85.80	82.60	89.10
Comparison Region Rate	84.90	82.60	87.20
DNSCS 1 Standard Deviation	75.90	72.60	79.60

Stability: High Needs	2022	2023	2024
DSNCS	96.20	96.00	96.70
Boston (District)	84.00	80.60	88.20
Comparison Region Rate	83.10	80.60	86.20
DNSCS 1 Standard Deviation	74.35	70.84	78.91

In School Suspensions. Our suspension rate has been 0 across the charter term.

In School Suspensions.	2022	2023	2024
DSNCS	0.0	0.0	0.0
Boston (District)	0.1	0.1	0.1
Comparison Region Rate	0.3	0.3	0.2
DNSCS 1 Standard Deviation	1.5	1.2	1.0

Out of School Suspensions	2022	2023	2024
DSNCS	0.0	0.0	0.0
Boston (District)	0.6	0.5	0.5
Comparison Region Rate	1.0	1.1	0.9
DNSCS 1 Standard Deviation	4.1	6.1	4.7

Criterion 3: Compliance

DSNCS operates in substantial compliance with the terms of its charter and applicable federal and state laws and regulations. The school has no areas of current non-compliance to report. The sections below address: (1) compliance findings identified in the Summary of Review (SOR) produced by the Department at the end of the prior charter term (February 2022); (2) corrective actions taken during the current charter term (2022–2026); and (3) relevant compliance developments during the current term, including the revised Expulsion Policy being submitted to the Boston School Committee concurrent with this renewal application.

I. Findings from the 2022 Summary of Review and Actions Taken

The 2022 Summary of Review (February 2022) identified three compliance-related findings under Criterion 3. Each is addressed below.

A. Tiered Focused Monitoring (TFM) — Special Education and Civil Rights

The Department's Office of Public School Monitoring conducted a Tier 3 TFM review visit to DSNCS in May 2021. The visit resulted in six findings: five related to special education and one related to civil rights. The school submitted a Corrective Action Plan (CAP) to the Department on September 21, 2021.

During the current charter term, DSNCS worked systematically to address each finding in the CAP. Actions taken include:

- Strengthened IEP development and implementation processes, including revised protocols for timely IEP completion, prior written notice, and parent communication
- Expanded special education staffing, including the addition of a second special education teacher and clearer assignment of special educators to grade-level teams, enabling more consistent co-planning and co-teaching
- Enhanced the school's MTSS framework to strengthen the referral-to-evaluation pipeline and ensure that students with disabilities have equal access to the full instructional program
- Completed required civil rights compliance steps, including updated nondiscrimination notices and accessibility documentation.

DESE returned to complete a Special Education and Civil Rights Monitoring Report visit in December 2023, and issues a final report in February, 2024. The report (attached in Appendix C) concluded, "The Department is pleased to report that the school was found to be in compliance with all criteria reviewed; no corrective action is required at this time."

B. Tiered Focused Monitoring (TFM) — English Language Education

The Department's Office of Language Acquisition conducted a Tier 2 TFM review visit to DSNCS in May 2021. The visit resulted in one finding related to English language education. As required, the school implemented an approved Continuous Improvement and Monitoring Plan (CIMP) in response.

During the current charter term, DSNCS has continued to strengthen its English learner education program. Key actions include:

- Full implementation of the CIMP, which focused on program documentation, consistent delivery of English Language Development (ELD) instruction at appropriate proficiency levels, and data-informed instructional planning for ELs

- Alignment of all ELD instruction with WIDA standards, with SEI-endorsed classroom teachers and ESL-certified specialists providing coordinated support
- Integration of ACCESS results and WIDA growth data into the school's regular data inquiry cycles, including grade-level common planning time and Student Support Team meetings
- Completion of an updated formal ELE self-evaluation, as required by the Department.

C. Open Meeting Law (OML) Compliance

The 2022 SOR found that the DSNCS Board of Trustees was not fully in compliance with the Open Meeting Law, specifically because board meeting minutes did not include lists of all documents and exhibits used at meetings, as required by the OML.

The Board addressed this finding beginning in the 2021–22 school year. Board meeting minutes now routinely include a list of all materials presented and reviewed at each meeting, including reports, data presentations, financial documents, and policy materials. This practice has been consistently maintained throughout the current charter term. The board's OML compliance has been reviewed as part of BPE's ongoing governance support to the board.

II. Compliance Developments During the Current Charter Term (2022–2026)

A. Revised Expulsion Policy

During the current charter term, the Department requested that DSNCS revise its Expulsion Policy to bring it into full compliance with current state requirements under M.G.L. c. 71, §§ 37H and 37H½. DSNCS developed a revised policy in consultation with DESE and BPS. The revised Expulsion Policy is being submitted to the Boston School Committee for approval concurrent with this renewal application. Following School Committee approval, the policy will be submitted to the Commissioner as a charter amendment.

The revised policy strengthens student due process protections, clarifies grounds for expulsion and the applicable statutory provisions, codifies the right to appeal to the BPS Superintendent, and ensures that students subject to expulsion continue to have access to educational services. DSNCS has been transparent with the Department throughout this process and the revised policy is fully responsive to DESE's feedback.

B. Accountability Plan

The school's Accountability Plan for the current charter term was submitted in conjunction with the renewal application and was approved by the Commissioner of Elementary and Secondary Education on April 6, 2023. The Plan has remained in effect throughout the charter term without amendment. Annual progress against Accountability Plan objectives and measures is reported in Appendix A.

C. Enrollment and Charter Boundaries

DSNCS has remained within its chartered maximum enrollment of 325 students throughout the charter term and draws its student population exclusively from Boston, consistent with its non-regional charter. The school has not enrolled students from outside its chartered region and has therefore not approached the 20 percent threshold that would require a charter amendment.

D. Health, Safety, and Building Compliance

DSNCS operates at 6 Shirley Street, Roxbury, MA. The school maintains current and up-to-date certificates of occupancy, fire inspection, building safety inspection, health inspection, and insurance coverage as required by 603 CMR 1.04. Copies of all required documentation are included in Appendix C.

G. Student Discipline

DSNCS has maintained zero in-school suspensions and zero out-of-school suspensions in each year of the current charter term (2022, 2023, and 2024), well below district and statewide averages and consistent with the school's commitment to restorative and supportive discipline practices. The school is in full compliance with the Massachusetts student discipline regulations (603 CMR 53.00) and the relevant provisions of M.G.L. c. 71, §§ 37H, 37H½, and 37H¾. The revised Expulsion Policy described above further strengthens DSNCS's alignment with current state requirements.

Criterion 4: Dissemination

Over the course of the current charter term, Dudley Street Neighborhood Charter School has shared innovative models for replication and best practices with other public schools in Boston and with educators and organizations well beyond the district. Dissemination at DSNCS flows from two of its defining institutional commitments: its role as a BPE Teaching Academy — an embedded teacher preparation site operated in partnership with the Boston Teacher Residency — and its position as an anchor school on the Dudley Street corridor, where it actively advances a K–12 STEM pathway with Dearborn STEM Academy and, in SY24-25, extended that pathway toward higher education through collaboration with Olin College.

Dissemination activities during this charter term have included: hosting BPS principals for site visits and team observation; leading professional learning sessions for teachers and leaders in Boston and statewide; presenting at national conferences (WIDA); participating in multi-school design collaborations within BPS; mentoring aspiring and early-career educators; coaching BTR graduates teaching across the district; and contributing to BPS systemwide leadership through the School Leader Advisory Cabinet and the Cahn Fellows Program. The two tables below document these activities, organized by whether they took place within Boston or beyond the district.

Dissemination Activities to Public Schools (not charter schools) in the District Where the School Is Located

School Year	Best Practice Shared	Vehicle for Dissemination	Who at DSNCS Was Involved	With Whom	Result of Dissemination
22-23 , 23-24 , 24-25	K–12 STEM curriculum alignment and school-to-school	Cross-school collaborative planning sessions	DSNCS STEAM teacher; Science teacher	Teachers and instructional staff, Dearborn STEM Academy	Strengthened vertical STEM curricular strands and established more frequent, collaborative communication structures between

School Year	Best Practice Shared	Vehicle for Dissemination	Who at DSNCS Was Involved	With Whom	Result of Dissemination
, 25-26	ool partnerships			(BPS, grades 6–12), Boston	DSNCS and Dearborn, advancing the K–12 neighborhood STEM pathway.
22-23 , 23-24 , 24-25 , 25-26	Community engagement and family academic literacy: interpreting school and state assessment data (MAP, ACCESS)	School-hosted academic nights (Math Night, Literacy Night) open to BPS families	Principal; teachers; other key staff	Families and students at DSNCS and the broader Dudley/Boston community; BPS school district	The school hosted regular in-person sessions to inform families about their child's progress, share resources, and gather input on family and student needs. Families across the community built capacity to interpret and act on assessment data.
22-23 , 23-24 , 24-25 , 25-26	School design, curriculum, and instruction: one-pagers summarizing DSNCS's model, results, and programs	In-person and virtual meetings; materials distributed to all school visitors	Principal; teachers	Visiting educators, school leaders, and BPS central office leadership	BPE and DSNCS produced and updated various one-pagers summarizing the school, its results, and the programs supporting teachers and students. Materials shared with BPS leadership and visiting schools.
23-24 , 25-26	Collaborative team structures and internal coherence: how DSNCS organizes grade-level teams, leadership teams, and common planning time	School visit and observation of team meetings	Principal Elijah Heckstall; teachers; instructional leaders	Cohort of Boston Public Schools principals (multiple BPS district schools)	BPS principals observed DSNCS team structures in operation. Participants identified strategies to adapt DSNCS's grade-level and leadership teaming model for their own schools.

School Year	Best Practice Shared	Vehicle for Dissemination	Who at DSNCS Was Involved	With Whom	Result of Dissemination
24-25	Collaborative staffing and student support structures: redesigning staffing models with emphasis on strong relationships and high-quality instruction	Multi-school design team (Prism Grant application); cross-school planning	Principal; school leadership	Five BPS schools including charter and pilot schools, Boston	Though the Prism Grant was not awarded, the joint design process prompted DSNCS and partner BPS schools to collectively reimagine staffing models and student supports, producing shared frameworks that continue to inform practice.
22-23 , 23-24 , 24-25 , 25-26	School design, curriculum, and instruction: mentor teacher practices for supporting early-career teachers (BTR residency model)	District coaching; BTR mentor teacher cross-school professional learning	Multiple DSNCS mentor teachers	BTR graduates teaching in BPS schools across the district	DSNCS teachers served as BTR graduate coaches, working with early-career teachers in various schools across BPS. Strengthened the mentor teacher pipeline and improved instructional support for new teachers across the district.
24-25	Early literacy instruction: MTEL prep and curriculum planning for aspiring and current teachers	In-person classes and mentoring (summer and fall 2024)	Quayisha Clarke, Instructional Coach	Aspiring teachers and current teachers (Boston area)	A DSNCS instructional coach led early literacy MTEL prep and curriculum planning classes, supporting aspiring and practicing teachers in building foundational literacy instructional skills.
24-25	School leadership, organizational	In-person/virtual meetings; School	Elijah Heckstall, Principal	Several BPS principals and BPS central office	Principal Heckstall serves on the School Leader Advisory Cabinet for Boston

School Year	Best Practice Shared	Vehicle for Dissemination	Who at DSNCS Was Involved	With Whom	Result of Dissemination
	improvement , and advising the superintendent	Leader Advisory Cabinet		leadership, including the Superintendent's team	Public Schools, a group advising the Superintendent and her team on systemwide challenges and improvement priorities.

Dissemination Activities Beyond the District Where the School Is Located

School Year	Best Practice Shared	Vehicle for Dissemination	Who at DSNCS Was Involved	With Whom	Result of Dissemination
22-23 , 23-24 , 24-25 , 25-26	Boston Teacher Residency model: clinically-based, embedded teacher preparation; diverse teacher pipeline	Official demonstration site for the National Center for Teacher Residencies (NCTR)	Principal; teachers; instructional coaches	Teacher residency programs nationwide (NCTR member network)	DSNCS serves as a national model site informing teacher residency program design. Residency programs across the country have improved preparation practices through observation, consultation, and DSNCS site visit protocols.
22-23	Equitable mathematics pedagogy: curriculum and instruction strategies for elementary classrooms	Professional Network Learning Session (webinar)	Caitlin Fleck and Yasmin Yosouf, DSNCS teachers	Teachers and school leaders from Massachusetts elementary schools (Forum for Equity in Mathematics)	Two DSNCS teachers led a statewide professional learning session on equitable math instruction, sharing instructional strategies and student engagement approaches with MA educators.
23-24	School design, curriculum and instruction:	Year-long mentoring (Lynch Leadership Fellowship)	Principal Elijah Heckstall	Aspiring principal candidate (Lynch	Principal mentored a fellow on school operations, internal coherence building, and team structures.

School Year	Best Practice Shared	Vehicle for Dissemination	Who at DSNCS Was Involved	With Whom	Result of Dissemination
	internal coherence and team structures			Leadership Fellowship)	The fellow gained sustained, practice-based exposure to DSNCS's organizational and instructional systems.
24-25	Teaching writing to multilingual learners: instructional strategies and curriculum design	Presentation at WIDA Conference (national conference for multilingual education)	Alex Kinney, Katherine Barnes, and Alyssa Bazinet, DSNCS first-grade teachers	Teachers and school leaders from across the country (WIDA Conference)	DSNCS's first-grade team presented on their approach to teaching writing to multilingual learners, sharing instructional strategies with a national audience of educators serving English learner students.
24-25	School leadership development : best practices in school design, culture, and improvement	Cahn Fellows Program (national cohort of school leaders); in-person and virtual convenings	Elijah Heckstall, Principal; Samuel Campbell, Director of Student Culture and Climate	National cohort of school principals (Cahn Fellows Program, across the country)	Principal Heckstall and Director Campbell were Cahn Fellows in SY24-25. They shared best practices among their cohort of school leaders from across the country, and brought national peer learning back to DSNCS.
24-25	Collaborative staffing, STEM pathways, and K-College alignment	Cross-institutional curriculum planning sessions	DSNCS teachers; school leadership	Olin College of Engineering, Needham, MA; Dearborn STEM Academy (BPS), Boston	DSNCS participated in joint planning with Olin College and Dearborn STEM to advance alignment of a K-College STEM pathway, connecting elementary STEAM instruction with post-secondary engineering education.

In the next charter term, DSNCS will continue to prioritize dissemination through its ongoing role as a BTR Teaching Academy, its K-12 and K-College STEM pathway work, its participation

in BPS leadership structures, and emerging opportunities for cross-school collaboration within the district and with the broader field of urban elementary education.

Criterion 5: Student Performance

Accountability Metrics

Since its last charter term, Dudley Street Neighborhood Charter school has improved its overall performance on the Commonwealth's school accountability metrics. In 2021, the last year of the last charter term, the school's accountability percentile was 8. Since then, it grew to 10 and then has ranged from 16 to 21. In 2023 this meant the school had the 6th highest accountability percentile out of 35 comparable Boston public schools including charters (see Appendix D, Chart 2.2). [Comparable schools were defined as elementary and K-8 schools serving at least 75% African-American and Latino, 65% low income, and 80% high needs students in Roxbury, Dorchester, Hyde Park, Mattapan and South Boston, which are the neighborhoods where virtually all of the DSNCS students reside.] In 2024, the school once again had the 6th highest accountability percentile out of 34 comparable Boston schools (Appendix D, Chart 2.3). In 2025, Dudley's relative standing dropped to 13th out of 32 comparable Boston schools, which was due in part to staffing challenges that year, with an unusually high number of Dudley's teachers and administrators out on leave for significant parts of the year, and to other schools making greater progress than Dudley (Appendix D, Chart 2.4).

In 2023, Dudley met or exceeded its DESE improvement targets, earning 80% of possible points (see table below). The school made substantial progress in 2024 (51% of points) and moderate progress in 2025 (43% of points). Over this period, Dudley Street has done especially well in improving the performance of the lowest performing group of students.

In 2023, the school earned 95% of possible points for this group, and in 2025, it earned 71% of possible points. In 2024, the school's lowest performing group was not big enough to meet the threshold for accountability metrics to be calculated. Given the school's consistent success in ensuring these students make progress (reflected not only in MCAS scores but in NWEA MAP scores), we suspect that not having metrics for the lowest performing group in 2024 may have had a negative impact on its criterion-based progress metrics in 2024 and 2025 (since those metrics are based on a two-year weighted average).

Overall School Accountability Metrics

	2022 (SY21-22)	2023 (SY22-23)	2024 (SY23-24)	2025 (SY24-25)
Overall Classification	N/A - None assigned post pandemic	Requiring assistance or intervention	Requiring assistance or intervention	Requiring assistance or intervention
Progress toward improvement	N/A - None assigned post pandemic	80% - Meeting or exceeding targets	51% - Substantial progress toward targets	43% - Moderate progress toward targets
Accountability				

Percentile	10	21	18	16
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Dudley's accountability percentiles for key subgroups have been consistently higher than the school's overall accountability percentile, and most have risen considerably since 2022 (see table below). The high needs students' group percentile was 13 in 2022 and 30 in 2025. For low-income students it was 18 in 2022 and 35 in 2025. For English learners and former ELs it rose from 20 to 49. For African Americans and Hispanic/Latino students, it roughly held steady around the 50th percentile for the former and in the 30's for the latter.

Subgroup Accountability Metrics

	2022 (SY21-22)		2023 (SY22-23)		2024 (SY23-24)		2025 (SY24-25)	
	%ile	Progres s toward targets	%ile	Progres s toward targets	%ile	Progres s toward targets	%ile	Progres s toward targets
High Needs	13	-	30	63%	31	49%	30	25%
Low income	18	-	31	55%	36	45%	35	30%
EL + Former EL	30	-	53	72%	55	39%	49	36%
Stud w/ IEPs	-	-	-	47%	-	65%	5	35%
African-American	50	-	53	57%	52	46%	50	29%
Hispanic	34	-	54	67%	36	34%	32	13%

Evidence from State Assessments (MCAS)

Between 2022 to 2025, DSNCS has demonstrated meaningful academic progress across multiple grade levels and subject areas on the Massachusetts Comprehensive Assessment System (MCAS). While results vary year to year, as is typical for a small charter school where individual cohort composition can influence scores, the overall trajectory shows a school that is strengthening its instructional program, particularly in its culminating grade, 5th grade. In the tables below, we use two ways of analyzing changes between 2022 and 2025. The first simply compares the 2025 value of each metric to the 2022 value (i.e. the two endpoints of the time period) and is labeled "4-year change." The second compares the three-year average across 2023-2025 to the 2022 baseline value ("3-year average minus base").

Overall ELA and Math MCAS results were weak in grade 3, mixed in grade 4, and strong in grade 5. Grade 3 results in both Math and ELA were disappointing though not surprising given the high level of teacher turnover in that grade level. Average scaled scores in ELA and Math, as well as the percentage of students Meeting/Exceeding Expectations, declined quite a bit in

Grade 3 between 2022 and 2025 (see Table below). In Grade 4, results improved in ELA but were not so great in math. Average G4 student growth percentiles over 2023 to 2025 were middling in ELA (44) and low in Math (28).

Grade 5's ELA and Math results were consistently strong, with substantial changes in percentages of students meeting or exceeding expectations and strong student growth percentiles:

- ELA % "Meeting/Exceeding Expectations" rose from 17% in 2022 to 24% in 2025, a 7-point gain, with the 3-year average (24%) also 7 percentage points above the 2022 base. Average scaled scores increased from 486 to 488.
- Math % "Meeting/Exceeding Expectation" increased from just 6% in 2022 to 15% in 2025, a 9-percentage point gain, with the 3-year average (20%) 14 points above the 2022 base. The 2024 cohort hit 30% proficiency, the school's strongest single-year math result over this period.
- Student Growth in Grade 5 was quite strong. Average ELA student growth percentiles have been consistently above 50 in three of four years, reaching 55 in both 2023 and 2025. Average Math SGP in Grade 5 is the school's top metric: 60 in 2022, rising to 64 in 2023, 67 in 2024, and 61 in 2025. The 3-year average SGP of 64 was 4 points above the already high 2022 baseline.

Dudley Street made great strides in Science between 2023 and 2025 and was a whisker under the state's average scaled score in 2024. In 2019, 19% of DSNCS 5th graders met or exceeded expectations on Science and Technology MCAS exam. Since then, an average of 33 percent of 5th graders have met or exceeded expectations, an increase of 14 percentage points from 2022. A high point in the science results was in 2024, when 40 percent of Dudley students met or exceeded expectations, and the average scaled score of 494 was at the 49th achievement percentile for Grade 5 science in the Commonwealth. Note that in 2019, the year before the pandemic, Dudley's average science MCAS score was only 472.5 and in the 2nd achievement percentile, and only 11% of fifth graders met or exceeded expectations.

Grade 3

% Meeting or Exceeding Expectations – G3

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	33	21	16	28	-5	22	-11
Mathematics	28	18	13	25	-3	19	-9

Average Scaled Score - G3

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	491	485	481	483	-8	483	-8

Mathematics	488	484	476	479	-9	480	-8
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Grade 4

% Meeting or Exceeding Expectations - G4

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	12	25	8	18	+6	17	+5
Mathematics	14	18	3	7	-7	9	-5

Average Scaled Score - G4

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	480	486	481	479	-1	482	+2
Mathematics	471	483	476	470	-1	476	+5

Average Student Growth Percentile (SGP) – G4

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	44	44	41	46	+2	44	0
Mathematics	33	32	21	32	-1	28	-5

Grade 5

% Meeting or Exceeding Expectations – G5

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	17	26	23	24	+7	24	+7
Mathematics	6	15	30	15	+9	20	+14
Science/Technology	19	32	40	26	+7	33	+14

Average Scaled Score - G5

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	486	487	488	488	+2	488	+2
Mathematics	483	482	492	484	+1	486	+3

Science/Technology	486	490	494	488	+2	491	+5
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Average Student Growth Percentile (SGP) - G5

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg minus Base
English Language Arts	54	55	49	55	+1	53	-1
Mathematics	60	64	67	61	+1	64	+4

Subgroup Performance on MCAS

Dudley Street Neighborhood Charter School's MCAS results from 2022–2025 reveal important patterns of progress across its key student subgroups (Low Income, English Learners, Students with Disabilities, Black or African American students, and Hispanic or Latino students), along with outcomes in need of improvement. Subgroup achievement percentiles provide useful context for interpreting the Dudley's MCAS, as they give a sense how the performance of each of Dudley's subgroups compares to that of the same subgroup in other schools across the state.

Low Income Students. Low-income students constitute roughly 80 percent of the school's enrollment and, thus, their performance largely tracks that of the overall school results and metrics. ELA Grade 5 is particularly encouraging: % Meeting/Exceeding Expectations climbed from 15% to 25% and the achievement percentile jumped from 33rd to 64th compared to low-income subgroups in other schools in MA, one of the strongest gains for any subgroup in any subject (see Appendix D, Table 5.3). Science results were a standout, with the percentage increasing from 18% (2022) to 33% (2025) and the achievement percentile rising from the 45th to the 77th, where it has held for two consecutive years (Appendix D, Table 7). Math remains an area of concern, with Grades 3–5 proficiency essentially flat at 13–14% and the achievement percentile declining from the 20th to the 13th over the four-year period (Appendix D, Table 6.4).

English Learners. English Learners make up 31-36 percent of Dudley's enrollment, and in recent years, the percentage has been at the higher end of that range. Not surprisingly, many ELs struggle to perform well on the ELA MCAS. The percentage of ELs Meeting/Exceeding Expectations in ELA declined from 11% (2022) to 3% (2025), and the average scaled score dropped from 479 to 473 (see Appendix D, Table 5.4). However, critical context is provided by the achievement percentile, which has remained comparatively high, ranging from the 69th to the 83rd percentile, even as absolute proficiency levels remain low. In Math, the percentage fell from 15% to 7% and the achievement percentile declined from the 66th to the 46th (Appendix D, Table 6.4).

Students with Disabilities. Students with Disabilities is the school's smallest regularly tested subgroup, with substantial data suppression across years due to group sizes frequently falling below the reporting threshold. Where data is available, the rates of Meeting/Exceeding Expectations are low, ranging from 0% to 5% in both ELA and Math across all four years. There are, however, signs of emerging progress: the ELA achievement percentile improved from the 18th (2023) to the 41st (2024) before returning to the 27th in 2025 (Appendix D, Table 5.4), and

in Math, the achievement percentile rose from 4th (2022) to 23rd (2023 and 2024) but then dropped back down to 4th in 2025 (Appendix D, Table 6.4). In 2025, the school reported its first SGP data for this subgroup—36 in ELA and 30 in Math—establishing a baseline for future growth measurement. The very low proficiency rates remain a major area of concern and a priority for the school to address in the next charter term. This is important as the percentage of students with disabilities has increased from 14.0 percent in 2022 to 20.8 in 2025. Most of this increase has happened recently.

Black / African-American Students. Black or African American students, the school's largest racial subgroup making up 56-62% of the population, demonstrate one of the clearest positive trajectories across all three subjects. In ELA Grades 3–5, Black students meeting/exceeding expectations rose from 18% in 2022 to 25% in 2025 (see Appendix D, Table 5.4), with Grade 3 showing a notable recovery from 17% in 2023 to 36% in 2025 (Appendix D, Table 5.1). Grade 3's achievement percentile for Black students recovered from a two-year dip (46th in 2023 and 28th in 2024) and recovered to the 67th in 2025. In Grade 5, ELA performance has been consistently solid, with the percentile sustained at 25–30% and the achievement percentile climbing from the 32nd in 2022 to the 69th in 2024 and 67th in 2025 (Appendix D, Table 5.3). In Math, Grades 3–5 proficiency improved from 13% to 18%, and Grade 5 Math growth was especially strong, with SGPs at or above 63 in two of the 3 years with SGP data, and the achievement percentile reaching the 80th in 2024 and the 65th in 2025. Science is the most impressive subject for this subgroup: the achievement percentile rose from the 60th (2022) to the 92nd (2024) and remained at the 79th in 2025 (See Appendix D, Chart 10). The primary area to monitor is the Grades 3–5 combined Math achievement percentile for Black students, which has drifted downward from the 35th to the 28th over the period.

Hispanic / Latino Students. Hispanic or Latino students make up roughly one third of Dudley students, and they are disproportionately English Learners. In 2025, 55% of Dudley's Latino students were ELs. The performance of Latino students in Dudley has been mixed. The strongest positive indicator has been ELA growth: the mean SGP for Latinos rose from 43 (2022) to 55 (2025), the highest ELA SGP among all major subgroups (see Appendix D, Table 5.4). In Science, this subgroup has maintained strong achievement percentiles in the 75th–82nd range and consistent proficiency around 36% in years with reportable data (Appendix D, Table 7). However, there are some areas of concern. The percentage Meeting/Exceeding Expectations in ELA for Latino students dipped to 7% in 2024 before recovering to 19% in 2025, and the achievement percentile has trended a bit downward from the 41st to the 34th. Math proficiency in grades 3–5 declined from 21% (2022) to 12% (2025) and the achievement percentile fell from the 36th to the 13th (see Appendix D, Table 6.4).

Evidence From Non-Statewide Data (NWEA MAP)

Main Assessment Tools at Dudley Street. DSNCS uses the NWEA MAP Growth and MAP Reading Fluency assessments as the school's universal screeners. These assessments are administered three times each year and allow the school to compare its performance to district and national averages.

- MAP Reading Fluency assesses four foundational reading skills three times a year: Listening Comprehension, Picture Vocabulary, Phonological Awareness, and Phonics/Word Recognition. It also assesses Oral Reading Rate, Reading Accuracy, and Literal Comprehension, and serves as a dyslexia screener. This assessment is strongly aligned with the science of reading knowledge base.

- MAP Growth Reading is administered in grades 3 to 5 and is an untimed, computer adaptive test. It measures growth over time, and scores are expressed on the RIT scale, which is independent of grade level and uses equal intervals.
- MAP Growth Math is administered in grades K2 to 5 and is also an untimed, computer adaptive test.

In the summer of 2025, NWEA released new norms for its MAP Growth Assessments, based on 116 million scores of 13.8 million students who took the test between Fall 2022 and Spring 2024. These “2025 norms” reflect a more recent (post-pandemic) national sample, making percentile comparisons more relevant to today’s students and providing updated context for interpreting student achievement and growth. NWEA warn that comparing results based on the 2025 norms with those based on the earlier 2020 norms should be done very cautiously if at all.

MAP Fluency Results. The MAP Fluency assessment provides important data in grades K2 to G2, which are not tested by MCAS and has helped the school progress monitor as it shifted from a balanced literacy approach to reading instruction to reading curriculum and instruction aligned with the science of reading. A key benchmark is that at end of Grade 1, students should have demonstrated mastery of the four foundational reading skills and moved on to being assessed on the Oral Reading Fluency component of MAP Reading Fluency.

Over the past 4 years, DSNCS has gradually increased the number of percentages of K2 and G1 students meeting or exceeding expectations in key foundational reading skills, and reduced the number of students in G2 and G3 who are struggling to meet grade level benchmarks. The charts and tables in Appendix D, Section 11 show that in K2 the percentage of students meeting or exceeding expectations in Phonological Awareness have increased from 54% in Winter 22-23 to 83% in Winter 25-26 (see Appendix D, Chart 11.1). Note: Using Winter data allows to include an additional year of data. In Grade 1, while the % of students meeting or exceeding expectations in phonological awareness has fluctuated between 65% to 82%, the school has greatly reduced the percentage of students testing Below Expectations from a high of 24% in 23-24 to a low of 3% in SY24-25. In SY25-26, this percentage has stayed low (6%). Meanwhile, an increasing number and percentage of students are meeting the end of Grade 1 benchmark ahead of time. The last two winters almost one quarter of Grade 1 students “flipped over” to the Oral Reading Fluency section of the assessment—i.e. at least half a year ahead of schedule.

When the school first starting administering MAP Fluency in 2022-23, we found over half of second graders (55%) were still working on foundational reading skills and unable to meet all the benchmarks necessary to advance to the Oral Reading Fluency component of the assessment. In SY25-26, only 31% of second graders were still working on foundational skills in the winter, which is 23 percentage points better in SY22-23 (Appendix D, Chart 11.2).

MAP Growth. In general, the data in MAP Growth show patterns that are not too dissimilar from what we find from MCAS. The percentage of students scoring in the High-Average, and High-performance bands roughly mirror the percentage Meeting/Exceeding expectations on MCAS. The main advantage is that, especially in Math, we have data in every grade from K2 to G5, which we don’t have with MCAS, and we get the data three times a year, which helps inform classroom instruction, intervention work, and overall improvement efforts.

Because MAP Growth does not show a dramatically different story from the MCAS data, we do not provide a detail analysis of the data it generated. Also, in 2025, NWEA published new norms for MAP Growth, and NWEA warn that comparing results based on the 2025 norms with those based on the earlier 2020 norms should be done very cautiously.

In Appendix D, Section 12, we do provide a few sample charts based on SY24-25 MAP Growth data (reflecting the new 2025 norms). Chart 12.1 shows that in two out of the three grades that are assessed with MAP Growth Reading, students' average RIT scores at the end of the year were above the Boston Public School averages (Grades 3 and 5). Chart 12.2 shows that Grades 3 and 4 exceeded their projected growth by a little bit. Grade 5 did not meet its projected growth target but nevertheless still ended the year above the BPS average. This may be because the students started the year with a quite high average RIT score.

Charts 12.3 and 12.4 in Appendix D show that, in general, Dudley's Math RIT scores in the early grades (K2-2) compare favorably to the Boston Public Schools averages. Grades 3 and 4's average scores are below the BPS averages, what Grade 5's average is above. The school still has a considerable gap from the national averages, however. Growth in math was uneven.

MAP Data and the Accountability Plan Objective 1. MAP Fluency and MAP Growth data were used to determine whether DSNCS met the targets for each of the two measures under Objective 1 of its accountability plan. Dudley Street set ambitious targets for this objective. In each of the first three years of its current term, Dudley fell short of meeting its target for Objective 1, Measure 1 ("By the end of each year, 60% of students will make expected progress on NWEA MAP benchmark assessments"). However, in each of these years it did meet its target for Objective 1, Measure 2, ensuring that students who started the year in the bottom two quintiles on MAP met their growth targets at rates at least as high as the overall student population (See Appendix A). This provides evidence (along with Dudley's scores for the lowest performing student group in the DESE Accountability framework) that Dudley has done a good job of advancing the learning growth of the students who most need support.

Criterion 6: Program Delivery

Key Indicator 6.1: Curriculum

Literacy Curriculum. DSNCS implements the Boston Public Schools' Focus curriculum in Grades K1, K2, 1st, and 2nd. In grades 3-5 the curriculum is Expeditionary Learning (EL) (Rated Overall Meets on DESE CURATE). In addition, the school is implementing Foundations (K2-3) and Heggerty (K1-K2). The decision to use these curricula was made to ensure stronger standards-alignment, increase student engagement with complex texts, and ensure the incorporation of the science of reading. DSNCS students engage in four major blocks of text-based literacy. This approach provides all students with research-backed instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. The four instructional blocks of the DSNCS Literacy program are: 1. Whole group, grade-level reading instruction, 2. Small group, differentiated instruction, 3. Phonics and phonemic awareness instruction using Foundations and Heggerty curricula, and 4. Systemic Functional Linguistics (SFL), a writing genre-based approach- connected to core literacy curriculum. Students in grades K1-5 study and write in all three major text types: narrative, expository, and persuasive. DSNCS educators intentionally plan and revise curriculum through repeatedly reviewing unit plans and lesson plans and adjusting based on the learner perspectives and cultures represented in the school.

In addition, staff plan for small group instruction connected to data and appropriate scaffolding for students while maintaining rigor. We have continued to improve our systematic implementation of Lexia Core 5 to support students in literacy.

Math Curriculum. The main curriculum for K1 is Building Blocks, supplemented with Number Talks to build students' number sense and academic discourse skills. K2-5th grade uses the Illustrative Mathematics curriculum (EdReports Rated: Meets Expectations). The school transitioned to Illustrative Mathematics across all grades during the SY24-25 year, providing our students in K2-5th grade with the experience of a vertically aligned math curriculum. Other programmatic supplements include eSpark for targeted math support and practice in grades K2 and 1, Reflex Math for development of fact fluency in grades 1-5, and LEAP (Learning Algebra Through an Early Learning Progression) to support development of algebraic thinking and understanding in grades 3-5. At all grade levels, we follow the BPS scope and sequence to ensure focus and coherence. In SY25-26, we added ST Math, providing all students K1-5th grade with personalized journeys of online math problem-solving by using their MAP Universal Screener math assessment data to target, supplement and support students with varying conceptual and procedural skills.

Science/STEAM Curriculum. DSNCS employs two full-time science teachers to ensure that all students across PreK-5 have deep and regular access to science learning. The team has crafted a vertically-aligned scope and sequence so that students are engaged with science content connected to the appropriate and relevant grade level standards. The curriculum is based on FOSS and includes explicit connections to the Focus literacy curriculum units. The team continues to integrate coding instruction and continues to grow this component. In addition, our Grade 5 teacher implements newly released science kits for the fifth-grade curriculum and further engages our grade 5 students in Science five days a week for an hour each day, as a core block of our instructional programming.

Social Emotional Learning. DSNCS implements Second Step for K1-5th grade, to support the social emotional learning opportunities for all students. Second Step enables teachers to provide students with direct instruction and practice of social emotional skills. This creates a shared language, structure, and expectation as we continue to work to further improve school culture, climate, and well-being.

Curriculum Review and Revision. Curriculum is regularly reviewed through collaborative planning structures and leadership team analysis of student support data for improvement of rigor and relevance and MA standards-alignment. Our Understanding By Design (or backwards planning) Unit Planning process is completed and revisited for every unit every year to improve and revise. We have added specific prompts beyond the Understanding by Design (UbD) Framework that require teachers to reflect on the students within the classroom and use the following prompts:

- *Rationale: Describe the rationale for this unit and the big ideas students will explore. Explain how students will demonstrate their learning. In the rationale, describe connections you will make to your students' identities, including their cultural identities. Who are the students who will be taught in this unit? Also explain how you're planning for "student spark." How will you get students excited and engaged in this learning?*
- *Identities: How will this unit help students learn something about themselves and/or others? How are the knowledge and skills relevant to the lives of students right now?*

How will the knowledge and skills help students to be the people they want to be in the future?

- *Criticality: How will you engage your students in thinking about power, equity, and anti-oppression in the content, in society and in the world? What enduring understandings will students have as a result of this unit?*
- *Safe Learning Environment and Growth Mindset: Does the unit offer students the opportunity to revise or redo their work based on actionable feedback?*

Key Indicator 6.2: Instruction

DSNCS ensures that all students are provided with high-quality instruction through a clearly defined, shared understanding of effective teaching and learning, supported by aligned instructional practices and a coherent professional learning system. The school has co-constructed a set of High-Quality Teaching and Learning (HQTL) Indicators that establish a common language and vision for instruction across all classrooms. These indicators guide planning, instruction, observation, and feedback, ensuring both horizontal and vertical alignment across grade levels and content areas.

Instructional practices at DSNCS are grounded in high expectations for all students and are designed to promote rigorous, standards-aligned learning. Teachers consistently implement key components of high-quality instruction, including clear content and language objectives, high depth of knowledge tasks, defined criteria for success, strategic questioning, and structured academic conversations. These practices are embedded within the school's core curricula in mathematics, ELA, and science, and are reinforced through ongoing professional learning. The school has also prioritized strengthening content-based writing across disciplines, utilizing principles of functional linguistics to support students in accessing and producing complex academic language.

To ensure instructional consistency and continuous improvement, DSNCS implements a comprehensive professional learning system grounded in a Learn–Plan–Act–Reflect cycle. Teachers engage in collaborative planning, implement targeted instructional strategies, and reflect on their practice using multiple forms of evidence, including classroom video, student work, and formative and summative assessment data. This cycle is supported through weekly common planning time, peer observations, coaching, and structured professional learning sessions. The Teaching and Learning Team (TLT), including the coach, school leadership, and Instructional Systems Director meets regularly to design and refine professional learning based on staff feedback and student outcomes.

Instructional leadership plays a critical role in maintaining coherence and alignment. The Instructional Systems Director (ISD), in partnership with school leadership, uses qualitative and quantitative data—including learning walks, observational feedback, and student performance data—to identify priority areas for improvement and guide instructional focus. The Instructional Leadership Team (ILT) ensures that professional learning and common planning time are aligned to these priorities and to the HQTL Indicators, reinforcing consistent implementation of high-quality instructional practices across classrooms. HQTL implementation across classrooms is monitored and supported through learning walks, observation cycles, and feedback systems along with teacher self-reflection and identification of strengths and areas for growth directly connected to the HQTL indicators, allowing for instructional supports to be tailored to needs.

DSNCS fosters culturally responsive and inclusive instructional practices that reflect a commitment to equity and cultural proficiency. Teachers build on students' backgrounds, experiences, and identities to make learning relevant and accessible, while maintaining high expectations for all learners. Instruction is designed to actively engage students through collaborative structures, discourse-rich learning environments, and opportunities for student voice and agency.

Classroom environments at DSNCS are structured to support learning, engagement, and a strong sense of community. Clear routines, expectations, and instructional norms contribute to productive and focused learning environments, while practices such as Morning Meeting and Closing Circle support students' social-emotional development and sense of belonging.

DSNCS has co-constructed shared indicators for both safe and collaborative learning environments.

Through a shared vision of high-quality instruction, aligned systems of professional learning and leadership, and a sustained focus on high expectations and student engagement, DSNCS ensures that instructional practices consistently meet expectations and support all students in achieving rigorous academic outcomes.

Key Indicator 6.3: Assessment and Program Evaluation

DSNCS has developed and refined a comprehensive balanced assessment system over the past five years, resulting in a coherent, schoolwide approach to collecting, analyzing, and responding to multiple sources of student learning data. DSNCS uses both quantitative data and qualitative data including student work, classroom observations, and instructional artifacts, to inform decision-making. This system reflects a strong commitment to building educator data literacy and ensuring that instructional decisions are consistently informed by evidence aligned to Massachusetts curriculum frameworks and standards.

The assessment system includes a range of formative, summative, and cumulative measures designed to provide a comprehensive view of student performance and growth. DSNCS utilizes NWEA MAP Growth and MAP Fluency as universal screeners in Literacy and Mathematics. MAP Fluency (K2–2) provides diagnostic insight into foundational literacy skills, including phonemic awareness, phonics, vocabulary, listening comprehension, and oral reading. MAP Growth provides standards-aligned performance and growth data across grade levels, enabling mid-year and end-of-year progress monitoring. In addition, early childhood grades administer DIBELS Oral Reading Fluency at multiple points throughout the year, with increased frequency for students requiring additional support. These universal and diagnostic assessments are complemented by pre-, mid-, and post-unit assessments, as well as embedded curricular assessments and exit tickets that provide ongoing, real-time evidence of student understanding.

Educators engage in structured and ongoing data inquiry cycles to analyze and act on this data. Weekly grade-level common planning time and scheduled grade-level planning days provide dedicated opportunities for teachers to collaboratively examine student work, assessment results, and trends over time. Curriculum-aligned data trackers support the systematic analysis and disaggregation of data by subgroup, ensuring equitable attention to the needs of all learners. Teachers also triangulate multiple data sources, including Lexia and ST Math, to deepen their understanding of student performance and instructional impact.

The school has strengthened its multi-tiered system of support through the addition of a second Reading Specialist (SY23), enabling more precise diagnostic assessment and targeted Tier 2 interventions across grade levels. Interventionists and classroom teachers use ongoing progress monitoring data to adjust supports and ensure that instructional responses are responsive and effective.

Data use and instructional decision-making are embedded across the school's professional structures, including Instructional Leadership Team (ILT) meetings, School Leadership Team meetings, Grade Level Team meetings, Student Support Team meetings, and Attendance meetings. Within these structures, educators engage in continuous cycles of inquiry that include identifying trends, setting goals, implementing instructional strategies, and monitoring impact on student outcomes.

In addition to informing instruction, DSNCS uses disaggregated student data to evaluate the effectiveness of academic programs and intervention structures. Through conversations at common planning times, professional learning sessions, and leadership team meetings using student data, observational data, and educator feedback, DSNCS leadership uses this analysis to make targeted adjustments to academic programs, intervention models, and professional learning priorities in response to identified trends and areas of weakness.

Through this coherent and collaborative system, DSNCS strives to ensure that multiple sources of student and educator data are used to set goals, inform professional learning, and refine instructional practice. DSNCS intentionally plans for sustained, job-embedded, and data-driven professional learning that is directly connected to improving student achievement and advancing equitable outcomes for all learners.

Key Indicator 6.4: Supports for All Learners

DSNCS implements a proactive, data-driven Multi-Tiered System of Supports (MTSS) to identify and address the academic, behavioral, and social-emotional strengths and needs of all learners, including students with disabilities and English learners. Universal screening measures are administered to all students to ensure early identification and equitable access to support. Academic screening includes NWEA MAP Growth and MAP Fluency assessments, as well as early literacy measures such as DIBELS Oral Reading Fluency in the primary grades. In addition, the school utilizes ongoing formative assessments, including curriculum-embedded assessments and exit tickets, to monitor student learning. Social-emotional and behavioral needs are identified through ongoing observation, structured support team processes, and collaboration with counseling and support staff.

Within this MTSS framework, all students receive access to high-quality Tier 1 instruction in inclusive classroom settings. Instruction is differentiated through flexible groupings, small group instruction, and the support of additional staff, including Reading and Math Interventionists, paraprofessionals, Boston Teacher Residents, and Dudley Promise Corps members. English learners and students with disabilities are supported through co-planning and co-teaching models, ensuring access to grade-level content aligned to Massachusetts curriculum frameworks. All classroom teachers are SEI-endorsed and implement sheltered English instruction strategies, while ESL-certified teachers provide targeted English Language Development (ELD) instruction aligned to WIDA standards. Students' IEPs are used to inform

daily lesson planning, ensuring accommodations and modifications are consistently implemented in the least restrictive environment.

Students identified through screening and ongoing data analysis as needing additional support receive Tier 2 and Tier 3 interventions tailored to their specific needs. DSNCS implements a structured, cyclical Student Support Team (SST) process to ensure timely and responsive intervention planning. When a student is identified as needing additional support, staff start with a grade-level SST meeting where grade-level teams meet with a multidisciplinary group of support staff—including interventionists, social workers, special education teachers, and ESL teachers—to review student data, identify needs, and develop targeted intervention plans. These plans include clearly defined strategies, documentation of supports, and progress monitoring measures. If students require additional support beyond the grade-level SST, they are elevated to a schoolwide Student Support Team, where more intensive or specialized interventions are designed and implemented.

Tier 2 supports include targeted small group instruction in literacy and mathematics, supported by Reading Specialists and intervention staff across grade levels. Tier 3 supports provide more intensive, individualized intervention, including specialized math and literacy instruction, as well as related services such as occupational therapy, physical therapy, and Applied Behavior Analysis (ABA) when appropriate. English learners receive ELD instruction based on proficiency level in compliance with DESE guidelines, and progress in language acquisition is monitored annually through WIDA ACCESS assessments.

Progress monitoring is embedded within the school's instructional systems to ensure that interventions are effective and responsive. Teachers and specialists regularly review student data during weekly grade-level common planning time, SST meetings, and other data inquiry structures. Curriculum-aligned data trackers enable teams to analyze student performance, monitor progress over time, and disaggregate data by subgroup, including students with disabilities and English learners. These data are used to adjust instruction, refine interventions, and ensure that all students have equitable access to the supports and resources necessary for success. Progress monitoring occurs at regular intervals and is used to determine whether students should continue, modify, intensify, or exit the intervention.

DSNCS continuously evaluates the effectiveness of its support programming through ongoing cycles of inquiry. School-based teams, including the Instructional Leadership Team and Student Support Team, regularly analyze trends in student performance and the school is committed to refine its support systems and intervention models in response to student needs.

In addition to academic support, behavioral and social-emotional supports are also implemented through a tiered system, with Tier 1 universal supports, Tier 2 interventions, and Tier 3 individualized services. DSNCS prioritizes students' social-emotional development through Tier 1 learning experiences through Second Step instruction, Morning Meeting and Closing Circle, and instruction connected to the six Habits of Mind that include Creativity, Independence, Self-Determination, Collaboration, Problem Solving, and Perseverance. The school also provides access to counseling services and other responsive behavioral supports. Our City Connects helps students and families connect to local services related to student needs, human services, mental health, physical health, and student enrichment. These structures and supports contribute to a positive and inclusive school climate that supports all learners.

DSNCS school wide and various teaming structures' focus on disaggregation of many forms of data across student subgroups ensures that we act on any disparities to ensure that all students across and within all subgroups have equitable access to high-quality instruction, targeted interventions, and the resources necessary to grow.

Criterion 7: School Climate and Family Engagement

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

Safe and Supportive Environment:

Every student deserves the opportunity to learn in a school community that is engaging and structured in a way where all members of the community are respected and feel safe. It is the responsibility of each member of the school community – students, teachers, teaching residents, AmeriCorps members, administrators, families and support staff to work collaboratively to ensure that a respectful and safe environment is maintained at all times. At DSNCS we believe that the academic and the social/emotional growth of each student is the foundation for the success in school. We use the Responsive Classroom approach to management, discipline, engagement and rigor. Our teaching and learning experiences integrate the academic and the social growth of each student in order to:

- Build joyful and productive classroom and school communities
- Fulfill the need to belong, to contribute, to be heard, and be affirmed/recognized
- Teach responsibility and accountability
- Consistently and fairly hold all students accountable
- Ensure that everyone feels safe, respected, and valued.

At DSNCS, we believe that:

- Discipline leads to learning
- Discipline can be taught
- Discipline is proactive and
- Teacher language is key in teaching discipline.

Each classroom develops classroom agreements, which specify the expectation for behavior so that everyone has the opportunity to learn. Students are expected to follow the classroom agreements. Additionally, DSNCS scholars must adhere to the rules outlined in the Boston Public Schools Code of Conduct. Responsibilities are not a substitute for rules that are included in the Code of Conduct. However, students have the responsibility to:

- Respect the rights of others.
- Respect the diversity of staff and students.
- Contribute to a safe and supportive educational environment.
- Apply their abilities and interests to improve their education and advocate for positive change.
- Exercise the highest degree of self-agency, to the best of their ability, in following the Code of Conduct while meaningfully and positively participating in building the school community.

DSNCS uses many methods to ensure that we support the social and emotional

development of students. We utilize the Second Step Curriculum to teach these skills as it also allows students opportunities to practice both scenarios with classmates and apply those skills day to day. It gives the school a common language to use so that students understand expectations but also develop skills to express themselves and share their needs. All classrooms also utilize Responsive Classroom as a pedagogical approach. Staff are trained in it and must use the structures in order to support a welcoming environment.

Each year, students in grades 3-5 and families are given a survey that measures sense of belonging, school climate, and school satisfaction metrics. Staff and our School Culture team analyze this data, improvements from winter to spring and between years annually to make decisions about actions that will improve the outcomes of those metrics.

Family Engagement

Family engagement is key to our work with and for scholar success in school. There are multiple opportunities for families to participate and be engaged in the education of their child(ren). We understand and respect that each family is different, has different needs and knows the importance of having a strong and respectful relationship with all members of the DSNCS community. We value the participation and engagement of every parent/guardian. Our goal for every school wide event is 100% parent participation.

The DSNCS Core Beliefs around family engagement are:

1. All families have hopes and dreams for their children and want the best for them
2. All families have the ability to support their children's learning
3. The relationship between families and school should be as equal partners
4. It is the responsibility of teachers and school staff to initiate relationship building with families.

Parents/guardians can engage and participate in the DSNCS community in a number of ways, including:

- Attend the "Back To School" Night in Fall
- Participate in Family Conferences at the end of each trimester
- Participate in school wide events such as publishing parties, Math Night, Literacy Night, the Scholastic Book Fair, Step Up Day (our promotion ceremony), Family Seminars, and the Fifth Grade Graduation
- Share their "Hopes and Dreams" with their scholar and their teacher at the beginning of the school year during our Back to School Night
- Volunteer at Family Council Potluck, Dance Performance Team shows, and the annual STEM Day, as well as at other school events.
- Participate on the Family Council or in citywide leadership roles within Boston Public Schools
- Chaperone on any scheduled field trips
- Shadow scholars throughout the day.

Organizational Viability

Criterion 8: Capacity

Key Indicator 8.1 The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff.

School Systems & Leadership-

DSNCS has created a staffing structure to provide clear delineation of roles, and to support academic programming and operations. Our mission at DSNCS is to provide a world-class education for all scholars, preparing them for long-term academic success and responsible civic engagement. We aim to serve as a driver of human and social capital development, preparing outstanding new teachers to drive excellent scholar outcomes throughout Boston and to serve as a partner in catalyzing improvement of schools in the Dudley neighborhood area. There are a number of structures that ensure that we move towards or set goals and fulfill our mission.

DSNCS, as a Horace Mann Charter, collaborates with our district partner Boston Public Schools, our governing Board, our educational management organization The Boston Plan for Excellence, and our communities, families and constituents. Internally we have to make sure we are consistently aligned around roles in order to fulfill all of our responsibilities to our various constituents. Our internal school leadership team consists of a principal who acts as the primary decision maker and instructional leader within the school. The principal reports to the Board of Trustees roughly every six weeks to share progress against goals in the school's accountability plan and against the charter. The Board engages with the principal, provides feedback, and ensures accountability. Additionally, the principal is primarily in charge of staffing (recruitment and hiring), oversees day-to-day operations and the finances of the school, serves as the primary point person on issues of culture and community-building, and is responsible for managing student supports within the school.

DSNCS has a Director of Operations whose primary functions are to serve as the state-required test coordinator, support the management of finance processes and budgeting, and manage our recruitment and enrollment for our student lottery. DSNCS has a Director of Culture & Climate/Dean of Students who manages student discipline and teacher training to support building a safe learning environment. In addition we have a school social worker who leads our students support team. There is a substantial team of support staff who work with students and families to ensure they have the services they need to maintain a focus on learning. Our instructional coach supports teacher training, curriculum development and leads professional learning for teachers and staff at the school.

Teams. The principal ensures that teams drive the work of the school collaboratively. Each team is tasked with developing goals annually - based on student and family survey data as well as student learning and well-being data, including state accountability metrics.

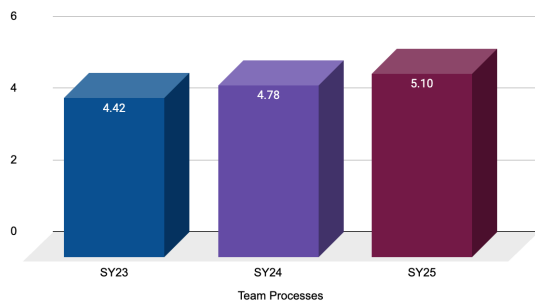
The purpose of the *Instructional Leadership Team* is to drive high quality instructional work and curriculum of the school in order to achieve positive student outcomes. To this end, they are responsible for: Looking at student data; Critically looking at curriculum; Driving curriculum and instruction; Vertical Alignment K-5; Monitoring & advising instructional priorities for the school; Defining effective instruction; Advising professional learning.

The purpose of the *Family & Community Engagement Team* is to increase family and community engagement across the school. Through parent leadership, increased home school communication practices, family learning opportunities and providing health and wellness opportunities to staff, students, and families. To this end, they are responsible for: Increasing parent leadership; Increasing home school communication practices; Increasing family learning opportunities; Providing health and wellness opportunities to staff, students, and families.

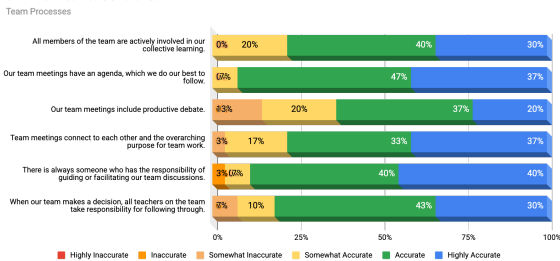
The purpose of the *Student Support Team* is to support students' success and progress by connecting them to multi-tiered systems of support. To this end, they are responsible for: Supporting capacity building on grade level teams to collect, interpret, and act upon data sources to: Identify and understand academic or behavioral challenges, Share resources to support student needs within and beyond Tier 1 instruction, Develop plans for school-based interventions with concrete goals, Monitor the progress of students who are receiving interventions and adjusting plans as necessary, Ensure and support the fidelity of intervention implementation; Coordinate support and services between families and community services; Creating timely meetings and interventions.

The clear staff roles and responsibilities and participation of all staff members on different teams increases our capacity to meet our mission. In order to build capacity and efficacy of teams, we use an internal coherence survey across the school. Teaching staff complete this survey and the instructional leadership team uses that data to inform direction PD, improvement of teacher collaborative structures, and influence on decision making, collective efficacy, and shared understanding of practices. The instructional leadership team uses this data to evaluate how we are doing and prioritize ways to improve these areas. Data tables that reflect year to year progress are shown below in some of the indicators:

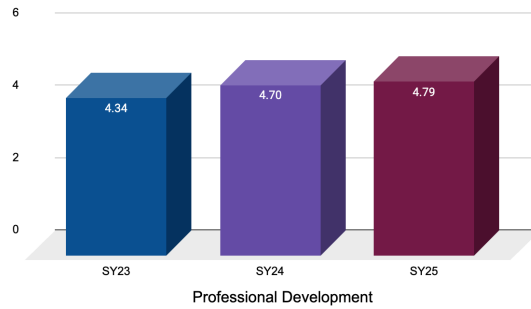
SY2425: YTY Internal Coherence



SY2425: Internal Coherence

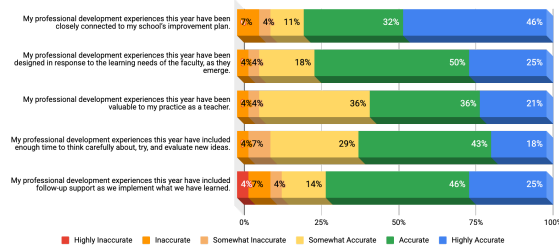


SY2425: YTY Internal Coherence

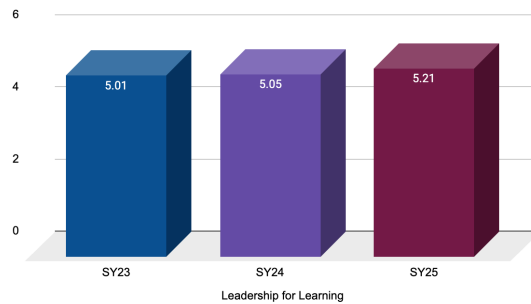


SY2425: Internal Coherence

Professional Development

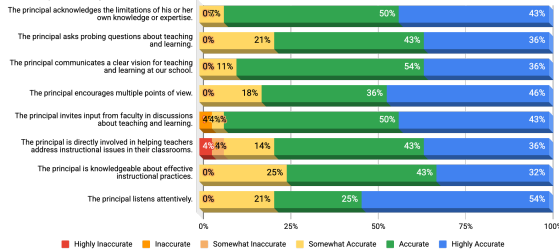


SY2425: YTY Internal Coherence



SY2425: Internal Coherence

Leadership for Learning



Key Indicator 8.2 Professional Climate and Standards for Performance:

At DSNCS we use research-based practices to lead our professional learning. All teacher collaborative time is rooted in curriculum and student data so that discussions of pedagogy are aligned with what is being taught at each grade level. Each grade level team has weekly collaborative meetings that include the special education and ESL teachers that support their students. Professional development is embedded in the school day.

DSNCS has utilized data from our internal coherence survey to build a shared understanding of high-quality teaching and learning at DSNCS. We've codified this understanding in a rubric that

we reference in all professional learning. This effort supports our staff to align expectations on the instructional practices we use throughout lessons and specifically on culturally and linguistically sustaining practices. In order to build the capacity of teachers we coach around our professional development focus areas. We also have a professional learning team that includes teacher leaders to support the planning, development, and implementation of our professional learning. This structure allows staff to build capacity around adult learning principles and to develop their colleagues from within and foster an environment for improvement.

DSNCS follows the Massachusetts Educator Evaluation framework to assess teachers. Teachers provide evidence of indicators within each standard to justify their ratings. Depending on teacher proficiency and experience, each teacher has an educator plan spanning one or two years. We utilize the steps of the evaluation cycle: a self-assessment, goal setting/plan development, implementation of the plan, formative assessment, evaluation, and a summative assessment.

Key Indicator 8.3 Contractual Relationships:

DSNCS, as a Horace Mann Charter, collaborates with our district partner Boston Public Schools, our governing Board, Boston Plan for Excellence, and our community constituents. We establish a memorandum of understanding (MOU) that articulates the relationship between DSNCS and the Boston Public Schools, as well as an MOA with the Boston Plan for Excellence (to serve as an educational management organization). These memoranda are created by the Board of Trustees in collaboration with the principal.

The principal meets with the Board every six weeks throughout the school year as well as the educational management organization to ensure DSCNS is meeting its mission. The Board ensures that all portions of the memoranda are implemented appropriately.

Criterion 9: Governance

Members of the board of trustees meet their responsibilities under Massachusetts law and act as responsible public agents, providing competent and appropriate governance that ensures the success and sustainability of the school.

Key Indicator 9.1: Legal and Fiduciary Responsibilities

The DSNCS Board of Trustees fulfills its legal and fiduciary responsibilities as a public body under Massachusetts law and in accordance with 603 CMR 1.00. The Board governs DSNCS as a Horace Mann charter school, operating under a Memorandum of Understanding (MOU) with the Boston Public Schools and in close partnership with Boston Plan for Excellence (BPE), which serves as the school's educational management organization.

The Board is composed of seven members as of April 1, 2026, consistent with the approved bylaws (which require a minimum of 7 and permit a maximum of 15 members). Members are elected to three-year terms and serve on standing committees including Governance, Finance, Academics, and Development. The Board meets at least six times per school year and holds separate committee meetings as necessary.

Current Board Composition (SY25-26):

Name	Role	Committee	Terms	Term Dates
Joceline Fidalgo	Chair	Governance	4	3 yrs, elected 8/24, exp. 8/27
Kathryn Frett	Vice-Chair	Governance	1	3 yrs, elected 3/24, exp. 3/27
Keith Henderson	Treasurer	Finance	2	3 yrs, elected 11/23, exp. 11/26
Saundra Coaxum	Member	Academics	1	3 yrs, elected 11/24, exp 11/27
Jamila Mitchell	Member	Development	2	3 yrs, elected 11/23, exp. 11/26
Michael Pollio	Member	Development	1	3 yrs, elected 10/24, exp. 9/27
Joia Spooner-Fleming	Member	Development	1	3 yrs, elected 10/24, exp. 9/27

The Board has maintained stable leadership through the charter term. Joceline Fidalgo, a four-term board member, serves as Chair. The Governance Committee, which meets six times annually, ensures that board membership, elections, bylaw compliance, and officer succession are managed according to established procedures. No board member has served beyond term limits during this charter term.

The Board exercises its fiduciary duty through regular review of financial statements, approval of the annual budget, and oversight of the annual independent audit process. The Board provides detailed financial oversight and ensures that DSNCS's financial management practices comply with generally accepted accounting principles. The Board approved the FY26 budget at its June 2, 2025, meeting.

The Board receives annual reports on school performance, reviews accountability plan progress, and receives updates on conditions and any corrective action required by DESE. No official complaints were filed with the Board during this charter term.

Key Indicator 9.2: Culture of Collaboration

The DSNCS Board of Trustees has developed clear decision-making structures and communication processes that foster informed, deliberate governance. Regular board meetings follow a structured agenda and include reports from the Principal and key members of the educational management organization team: the Director of Instructional Systems, Chief Improvement Officer and Chief Finance and Administrative Officer. Board meetings are open to the public and are accessible via video conferencing to ensure broad participation.

The Board's SY25-26 meeting schedule is publicly available and reflects a consistent cadence designed to maintain active governance throughout the school year.

The Board uses an annual calendar of key governance activities to ensure that required actions—budget approval, audit review, renewal application review, and policy updates—occur on schedule.

The relationship between the Board, school leadership, and BPE is governed by clear roles and responsibilities articulated in the memorandum. Principal Elijah Heckstall reports to the BPE Executive Director and attends all Board meetings in a non-voting leadership role. This structure enables the Board to maintain appropriate oversight while delegating day-to-day management authority to school and BPE leadership.

Key Indicator 9.3: Focus on Improvement

The DSNCS Board is actively engaged in strategic planning and continuous improvement. The Board regularly reviews progress against the school's Accountability Plan, receives updates on MCAS and MAP assessment results, and examines Panorama survey data on family and student satisfaction. These data reviews drive board-level conversations about priorities for investment, staffing, and program improvement.

During this charter term, the Board has engaged in sustained attention to the following strategic priorities:

- Academic improvement, particularly in mathematics and foundational literacy — supporting school leadership's adoption of Illustrative Mathematics, additional reading and math specialist capacity, and expanded summer programming.
- Physical space constraints — the Board and leadership have identified the school's facility at 6 Shirley Street as a constraint on program expansion and have engaged in active planning conversations regarding capital needs.
- Teacher development and pipeline — the Board has supported ongoing investment in the BTR Teaching Academy model, understanding that DSNCS's role as a clinical teacher preparation site is central to its mission and its long-term staffing sustainability.
- Financial sustainability — the Board has carefully monitored the school's budget position, including the structural pressures affecting the overall BPS budget.
- DESE condition — in response to the academic improvement condition placed on the school at its last renewal, the Board actively monitored school progress against the condition and supported the school's successful demonstration of significant and sustained academic improvement.

The Governance Committee conducts an annual board self-assessment and uses the results to identify areas for board capacity development. Board members bring relevant professional expertise in education, organizational development and community development, providing a range of perspectives in Board deliberations.

Criterion 10: Finance

The school maintains sound and stable finances and operates in a financially sound and publicly accountable manner.

Key Indicator 10.1: Financial Condition and Stability

DSNCS maintains a stable, albeit lean, financial position. As a Horace Mann charter school, the school is highly dependent on per-pupil tuition from Boston Public Schools, which constitutes the majority of annual revenue. The school's financial condition reflects responsible stewardship of limited public resources while sustaining a comprehensive academic and support program for a high-needs student population. As can be seen in the Massachusetts Charter School Financial Dashboard screenshot below, the school is in the "low risk" categories during this charter term except in the categories of "% of program paid by tuition" and "unrestricted days cash," where the dashboard shows "moderate risk." These ratings come as a result of the facts that: 1. DSNCS receives Title funds directly, separate from its tuition payments, and 2. Much of what would be counted as unrestricted cash sits with the district, until it is spent.

Financial Indicators

The metrics below measure potential financial risk, using the following indicators:

● Low Risk ▲ Moderate Risk ◆ High Risk

Metric	2020	2021	2022	2023	2024	5 Year Avg	FY24 MA Avg
Current Ratio	2.7 ●	22.8 ●	3.5 ●	4.4 ●	3.0 ●	7.3 ●	4.5 ●
Unrestricted Days Cash	2 ◆	26 ◆	49.1 ▲	46.5 ▲	46.8 ▲	34 ▲	113.2 ●
% of Program Paid by Tuition	92% ●	95% ●	89% ▲	85% ▲	80% ▲	88% ▲	88% ▲
% of Program Paid by Tuition & Federal Grants	97% ●	100% ●	100% ●	100% ●	97% ●	99% ●	96% ●
% of Total Revenue Expended on Facilities	6% ●	6% ●	5% ●	5% ●	5% ●	5% ●	12% ●
% Change in Net Assets	1.3% ●	4.2% ●	3.5% ●	2.9% ●	-2.7% ◆	1.8% ●	5.2% ●
Debt to Asset Ratio	0.37 ●	0.04 ●	0.29 ●	0.23 ●	0.33 ●	0.25 ●	0.49 ●

Key Indicators 10.2,3 and 4: Budget Development, Oversight and Controls

DSNCS follows a disciplined annual budget development process. BPE's Chief Finance and Administrative Officer works closely with DSNCS leadership to develop a budget grounded in enrollment projections, known contractual obligations, and programmatic priorities. The draft budget is ultimately presented to the full Board for discussion and approval.

The FY26 budget was approved by the Board at its June 2, 2025, meeting. The budget is aligned to the school's instructional priorities, including:

- Sustaining the school's full instructional staffing model, including two full-time science teachers, a reading specialist, a math interventionist, ESL teachers, and special education staff
- Maintaining partnerships with City Connects, the YMCA, and other community organizations that provide wraparound student and family supports
- Investing in professional learning.

Budget variances are monitored regularly by the Director of Operations and reported BPE's finance team on a monthly basis. DSNCS uses an accounting system maintained by BPE's finance team, with segregation of duties and internal controls consistent with generally accepted accounting principles.

Key Indicator 10.5: Audit and Financial Compliance

DSNCS engages an independent auditor to conduct an annual financial audit in accordance with generally accepted auditing standards and Government Auditing Standards. DSNCS has consistently received unqualified (clean) audit opinions throughout this charter term. The Board's Finance Committee reviews the audit findings and management letter each year and ensures that any identified findings are addressed promptly through management's corrective action responses.

DSNCS maintains written fiscal policies and procedures, including policies governing purchasing, expense authorization, payroll, and grant management. These policies are reviewed annually by BPE's finance team and updated as needed to reflect changes in regulatory requirements or internal practices.

As a Horace Mann charter school, DSNCS is subject to BPS financial oversight in addition to DESE accountability. DSNCS complies with BPS's requirements for annual financial reporting, and BPE's finance team ensures that all required reports are submitted on time.

DSNCS has not had any findings related to fraud, misappropriation, or significant internal control weaknesses during this charter term. The school has no outstanding loans or debt obligations outside of normal accounts payable.

Plans for Next Five Years

The Board and leadership of DSNCS have engaged in strategic planning in preparation for the next charter term. The priorities that follow reflect both the school's ongoing commitment to its founding mission and an honest assessment of where DSNCS must grow to better serve its students and families.

Academics

DSNCS will place literacy at the center of its academic agenda for the next five years. The school is committed to ensuring that every student reaches grade-level reading, and will align its approach with Boston Public Schools district priorities in order to build achievement levels and strengthen the school's relationship with the broader BPS ecosystem. Alongside this focus on literacy, the school will pursue intentional, sustained work to close persistent achievement gaps in both literacy and mathematics among students with disabilities. This will include building staff capacity to support the school's highest-needs learners — through professional development, coaching, and strategic hiring — so that every student has access to high-quality, appropriately differentiated instruction.

Facilities

DSNCS currently operates as a K-5 school and faces meaningful space constraints that limit what the school can offer its students. Over the next charter term, the school intends to pursue solutions to its most pressing facility needs, including dedicated space for a library and gymnasium. The school also sees an important opportunity to add a sixth grade. With Dearborn STEM Academy now a 7-12 school, a gap was created in the Dudley Street neighborhood's K-12 continuum: students completing fifth grade at DSNCS have no natural next step within the community before entering seventh grade elsewhere. Adding a sixth grade would close that gap, better serve DSNCS families, and strengthen the school's role as an

anchor institution in the neighborhood. The school will pursue any grade span change through the appropriate amendment process.

Student and Family Support

The school is committed to meaningful improvement in student attendance over the next charter term. Chronic absenteeism remains a challenge — as it does across urban schools nationally in the post-pandemic period — and DSNCS will invest in the relationships, systems, and supports necessary to keep students in school and engaged. The school also intends to expand supplementary offerings, giving students and families greater access to additional programming and after-school support. The goal is to make DSNCS a more complete resource for the families it serves — not simply a school day, but a broader ecosystem of opportunity.

Appendix A:

Accountability Plan Performance Faithfulness to Charter

	Charter Term Performance M (Met) NM (Not Met)				Evidence
	2022-23	2023-24	2024-25	2025-26	
Objective 1 (for KDE 1): <i>School leadership will use human capital strategically to improve student learning outcomes for students, especially those who start the year below grade-level on benchmark assessments.</i>					
Measure: By the end of each year, 60% of students will make expected progress on NWEA MAP benchmark assessments.	NM for Reading M for Math	NM	NM	TBD	2022-23: Reading - 37% of students made expected progress on the NWEA MAP reading assessments (MAP Fluency in K2-G2, MAP Growth in G3-G5). Math - 65% of students in K2-G5 made expected progress on MAP Growth. 2023-24: Reading - 53% of students made expected progress on the NWEA MAP reading assessments. Math - 39% of students in K2-G5 made expected progress on MAP Growth. 2024-25: Reading - 50% of students made expected progress on the NWEA MAP reading assessments. Math - 38% of students in K2-G5 made expected progress on MAP Growth. 2025-26: TBD
Measure: Each year, 100% of students who start the year in the bottom two quintiles (as measured by the NWEA MAP) will progress at rates at least as high as the overall student population.	M	M	M	TBD	2022-23: Reading - 42% of students who started the year in the bottom two quintiles made expected progress on NWEA MAP Growth vs 37% overall. [Note: The MAP Reading Fluency assessment administered in K2-G2 does not provide national quintile information on students, so they are not included in this calculation]. Math - 65% of students who started in the bottom two quintiles made expected progress on MAP Growth, which was the same rate as the overall student population.

					<p>2023-24: Reading - 48% of students who started the year in the bottom two quintiles made expected progress on NWEA MAP Growth vs 43% overall. Math - 44% of students who started in the bottom two quintiles made expected progress vs 39% overall.</p> <p>2024-25: Reading - 58% of students who started the year in the bottom two quintiles made expected progress on NWEA MAP Growth vs 50% overall. Math - 43% of students who started in the bottom two quintiles made expected progress vs 38% overall.</p> <p>2025-26: TBD</p>
Objective 2 (for KDE2): <i>There will be high levels of parental satisfaction and engagement with DSNCS.</i>					
Measure: 80% of parents will report that DSNCS is a good "fit" for their child's needs on the Panorama Family Survey, with at least a 50% percent response rate.	M	M	M	TBD	<p>2022-23: 85% of parents responded positively to questions related to school fit in the Spring 2023 administration of the Panorama Family Survey (51.2% response rate).</p> <p>2023-24: 87% of parents responded positively to questions about school fit in the Spring 2024 administration of the Panorama Family Survey (55% response rate).</p> <p>2024-25: 85% of parents responded positively to questions about school fit in the Spring 2025 administration of the Panorama Family Survey (66% response rate).</p> <p>2025-26: TBD</p>

Measure: 80% of parents will report that DSNCS is a physically and psychologically safe on the Panorama Family Survey, with at least a 50% percent response rate.	NM	M	M	TBD	<p>2022-23: 77% of parents responded positively to the questions related to school safety on the Spring Panorama Family survey (51.2% response rate)..</p> <p>2023-24: 86% of parents responded positively to the questions about school safety (55% response rate).</p> <p>2024-25: 84% of parents responded positively to the questions about school safety (66% response rate)</p> <p>2025-26: TBD</p>
Measure: 85% of parents will report that family-school communication is effective on the Panorama Family Survey, with at least a 50 percent response rate.	M	M	M	TBD	<p>2022-23: 88% of parents responded positively to questions related to family-school communication (51.2% response rate).</p> <p>2023-24: 93% of parents responded positively to questions related to family-school communication (55% response rate)</p> <p>2024-25: 92% of parents responded positively to questions related to family-school communication (66% response rate)</p> <p>2025-26: TBD</p>
Objective 3 (for KDE3): <i>DSNCS will establish higher levels of internal coherence in teachers' classroom practices, which translate into more coherent student experiences across the school.</i>					
Measure: Staff will report an average score of at least 4.0 on the "Team Shared Understanding of Effective Practice" category of the Internal Coherence Survey, with at least an 80% teacher response rate.	M	M	NM	TBD	<p>2022-23: The average score among DSNCS staff was 4.15 on the "Team Shared Understanding of Effective Practice" category of the Internal Coherence Survey, with a 93% response rate.</p> <p>2023-24: The average score among DSNCS staff was 4.19 on the "Team Shared Understanding of Effective Practice" category of the Internal Coherence Survey (92% response rate)</p>

					<p>2024-25: The average score among DSNCS staff was 3.9 on the "Team Shared Understanding of Effective Practice" category of the Internal Coherence Survey (97% response rate)</p> <p>2025-26: TBD</p>
<p>Measure: By the end of the year, at least 80% of classroom observations during Leadership Learning Walks show proficiency in the Teaching Academy Rubric Indicators of Focus.</p>	M	M	M	TBD	<p>2022-23: 85% of classrooms observed during Leadership Learning Walks were rated proficient in the Teaching Academy Rubric Indicators of Focus.</p> <p>2023-24: 93% of classrooms observed during Leadership Learning Walks were rated proficient in the Teaching Academy Rubric Indicators of Focus.</p> <p>2024-25: 89% of classrooms observed during Leadership Learning Walks were rated proficient in the Teaching Academy Rubric Indicators of Focus.</p> <p>2025-26: TBD</p>
<p>Measure: 80% or more of students report favorably on the "Academic Press and Pedagogical Effectiveness" categories of the Student Panorama Survey, with at least 60 percent response rate.</p>	NM	NM	NM	TBD	<p>2022-23: 78% of students rated DSNCS favorably in "Pedagogical Effectiveness" on the Student Panorama Survey (68% response rate). 75% of students rated DSNCS favorably in "Classroom Rigorous Expectations" (new name for the Academic Press construct).</p> <p>2023-24: 72% of students rated DSNCS favorably in "Pedagogical Effectiveness" on the Student Panorama Survey (82% response rate). 78% of students rated DSNCS favorably in "Classroom Rigorous Expectation."</p> <p>2024-25: 70% of students rated DSNCS favorably in "Pedagogical Effectiveness" on the Student Panorama Survey (71% response rate). 71% of students rated DSNCS favorably in "Classroom Rigorous Expectations."</p> <p>2025-26: TBD</p>

Measure: Staff will report an average of 4.0 or higher on the Professional Development category of the Internal Coherence Survey, with at least an 80% teacher response rate.	M	M	M	TBD	<p>2022-23: The average score among DSNCS staff was 4.34 on the "Professional Development" category of the Internal Coherence Survey (93% response rate)</p> <p>2023-24: The average score among DSNCS staff was 4.70 on the "Professional Development" category of the Internal Coherence Survey (92% response rate)</p> <p>2024-25: The average score among DSNCS staff was 4.79 on the "Professional Development" category of the Internal Coherence Survey (97% response rate)</p> <p>2025-26: TBD</p>
Objective: <i>DSNCS will share the programmatic design and evaluation results of its model in service of collaboration with other schools to improve outcomes for students, families, and educators.</i>					
Measure: Annually, DSNCS faculty and staff will collaborate with faculty and staff from other neighborhood public schools to exchange best practices in the areas of collaborative staffing models, elementary-middle school transitions, building vertical STEM curricular strands, working with community organizations to support students and families.	M	M	M	M	<p>2022-23: DSNCS STEAM and science teachers worked closely with DSA this year to strengthen our vertical STEM curricular strands and to create more frequent and collaborative communication structures between the schools. In addition to this, DSNCS hosted various academic nights throughout the year for families focused on explaining & interpreting school & state assessments results (e.g., NWEA MAP, ACCESS) and what families can do at home to support their student's academic growth.</p> <p>2023-24: Two DSNCS teachers led a Professional Network Learning Session for the Forum for Equity in Mathematics. A cohort of Boston Public Schools principals visited the school in September to learn about DSNCS team structures and observe team meetings.</p>

					<p>2024-25: Collaborative staffing models: (a) DSNCS hosts multiple teachers-in-training through the Boston Teacher Residency (BTR). Our mentor teachers collaborated with other BTR mentor teachers across the district around best practices for developing novice teachers. (b)DSNCS applied for the Prism Grant alongside five BPS schools, including both charter and pilot schools. Although we did not win this grant, the preparation pushed our multi-school design team to reimagine staffing models and student supports, with an emphasis on strong relationships and high-quality instruction. (c) Our collaborative staffing practices were also shaped through leadership engagement at the district and national levels. The DSNCS principal partnered with the Superintendent’s Cabinet to address systemwide challenges and participated in the Cahn Fellows Program, a national cohort of school leaders working collectively to improve practice and impact. Building vertical STEM curricular strands and Elementary-Middle school transitions: DSNCS K–2 and 3–5 teachers met regularly to revise curriculum units, address learning gaps, and expand STEAM offerings. Staff also contributed to district-wide efforts, including STEM Day, and engaged in cross-school planning with DSNCS (K-5), Dearborn STEM Academy (6-12), and Olin College to align K–College STEM pathways. Working with community organizations to support students and families: Our City Connects partnership has continued to strengthen wraparound supports for students and families by linking them to community-based services, including mental health counseling, enrichment programs, and family supports.</p> <p>2025-26: TBD</p>
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Appendix C:



Dudley Street Neighborhood Charter School

SPECIAL EDUCATION & CIVIL RIGHTS MONITORING REPORT For Group B Universal Standards

Dates of Onsite Visit: December 12-13, 2023

Date of Draft Report: January 22, 2024

Date of Final Report: February 7, 2024

**Department of Elementary and Secondary Education Onsite Chairperson:
Dee Wyatt**



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SPECIAL EDUCATION & CIVIL RIGHTS MONITORING REPORT**

Dudley Street Neighborhood Charter School

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF PUBLIC SCHOOL MONITORING
SPECIAL EDUCATION & CIVIL RIGHTS MONITORING REPORT**

During the 2023-2024 school year, Dudley Street Neighborhood Charter School participated in a Special Education & Civil Rights Monitoring Review (Monitoring Review) conducted by the Department's Office of Public School Monitoring (PSM). The purpose of the Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. **The Department is pleased to report that the school was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

Components of the Monitoring Review

Each school district, charter school, vocational school, and virtual school undergoes a Monitoring Review every three years. The statewide monitoring cycle is posted at <https://www.doe.mass.edu/psm/tfm/6yrcycle.html>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq* and accompanying regulations at 34 CFR Part 300.
- Massachusetts General Law Chapter 71B, and the Massachusetts Special Education regulations (603 CMR 28.00).

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Specific federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together with select state requirements under M.G.L. c. 76, § 5 and M.G.L. c. 269 §§ 17 through 19.
- Specific requirements from the Massachusetts Physical Restraint regulations (603 CMR 46.00).
- Specific requirements from the Massachusetts Student Learning Time regulations (603 CMR 27.00).
- Specific requirements from the Massachusetts Student Records regulations (603 CMR 23.00).
- Various requirements under other federal and state laws and regulations.

PSM Team:

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

Report for Monitoring Reviews

At the end of the onsite visit, the PSM team holds an informal exit meeting with the superintendent or charter school leader to summarize the review. Within 45 business days, draft comments for special education and civil rights are provided to the district/school on-line through the Web-based Monitoring System (WBMS). Within 10 business days of receipt of the draft comments, the district/charter school reviews and comments on factual accuracy before the publication of a final Monitoring Report with ratings and findings. The final Monitoring Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department's website at

< <https://www.doe.mass.edu/psm/tfm/reports/>>.

Ratings: In the final Monitoring Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," and "Not Applicable."

The onsite team includes a comment in the final Monitoring Report for each criterion that it rates "Commendable," "Partially Implemented," "Not Implemented," or "Implementation in Progress," explaining the basis for the rating.

Corrective Action: Where criteria are found "Partially Implemented" or "Not Implemented," the district or charter school must propose a corrective action plan (CAP) to bring those areas into compliance with the relevant statutes and regulations. The CAP is due to the Department within 20 business days after the issuance of the final Monitoring Report and is subject to the

Department's review and approval. Department staff provide support and assistance to districts and charter schools on the development of an approvable CAP.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Monitoring Report.**

For more information regarding the Monitoring Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

SPECIAL EDUCATION & CIVIL RIGHTS MONITORING REPORT

Dudley Street Neighborhood Charter School

The Massachusetts Department of Elementary and Secondary Education conducted a monitoring review at Dudley Street Neighborhood Charter School during the week of December 11, 2023, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the school.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the school's programs, together with information gathered by means of the following Department program review methods:

Self-Assessment Phase:

- School review of special education and civil rights documentation for required elements including document uploads.
- Upon completion of the self-assessment, the school submitted the data to the Department for review.

On-site Phase:

- Interviews of administrative and instructional staff consistent with those criteria selected for onsite verification.
- Interview of parent advisory council (PAC) representative.
- Review of additional documents for special education and civil rights.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the school's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

The school conducted a self-assessment and the Department reviewed all of the criteria in the specific program areas. The Final Report typically includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as for criteria receiving a rating of "Partially Implemented," "Not Implemented," or "Implementation in Progress." (Refer to the "Definition of Compliance Ratings" section of the report.) Final Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." **Therefore, the school will not be receiving a report that includes ratings and findings, as the team found the school to be in compliance with all criteria reviewed.**

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

Dudley Street Neighborhood Charter School

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 8, CR 10A, CR 10B, CR 10C, CR 12A, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25
PARTIALLY IMPLEMENTED	None	
NOT IMPLEMENTED	None	
NOT APPLICABLE		CR 7C, CR 16

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at <
<https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

This Special Education and Civil Rights Final Report is also available at:
<https://www.doe.mass.edu/psm/tfm/reports/>.
 Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at
<http://profiles.doe.mass.edu/>.

WBMS Final Report 2024

File Name: Dudley Street Neighborhood Charter School TFM Final Report 2024
 Last Revised on: January 30, 2024
 Prepared by: DW/AM/AP

Appendix D:

Additional Information

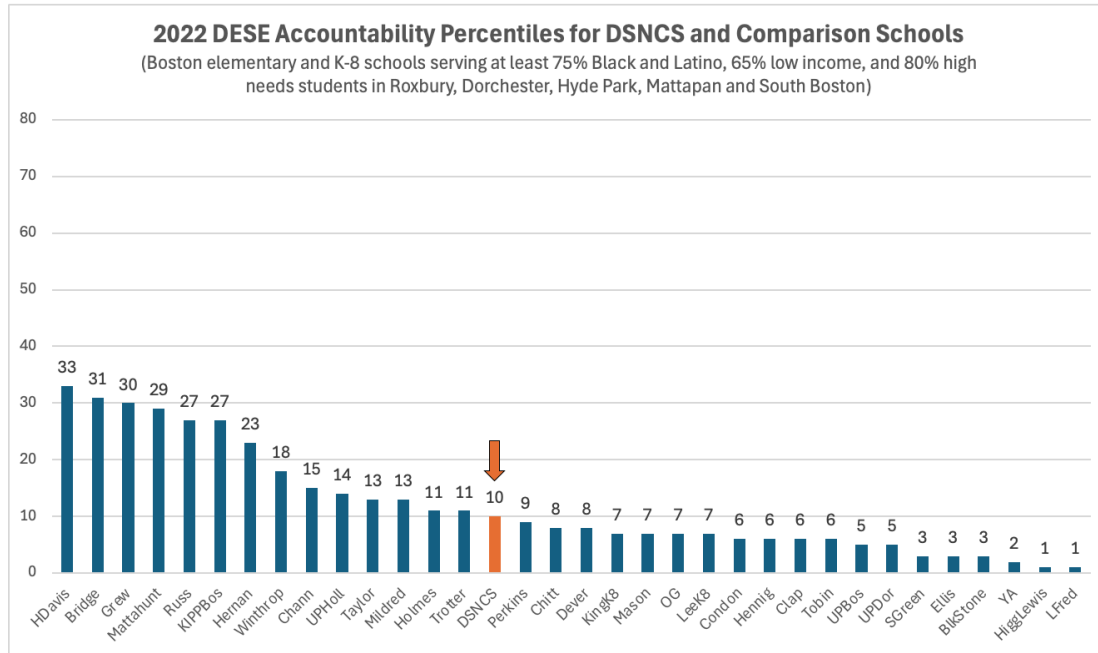
Board of Trustees Turnover

School Year	Total Membership	Number of Members Joining	Number of Members Departing
2022-23	9	2	1
2023-24	9	2	2
2024-25	8	0	1
2025-26	7	0	1

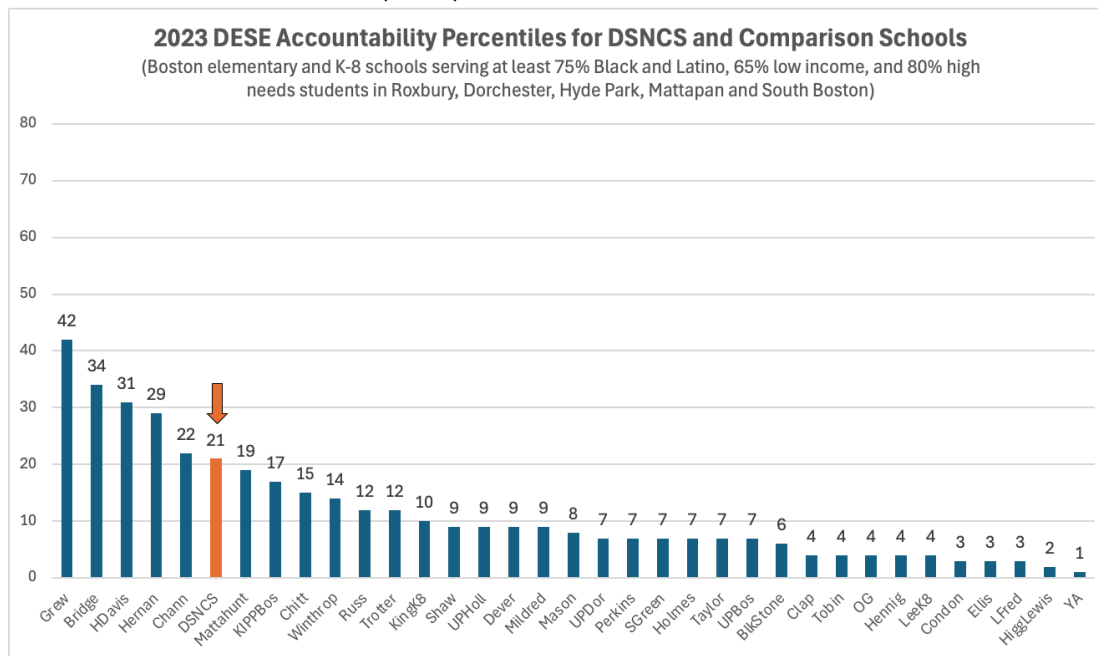
Academic Performance Data

2. DSNCS Accountability Percentiles in Context of Comparable Boston Schools

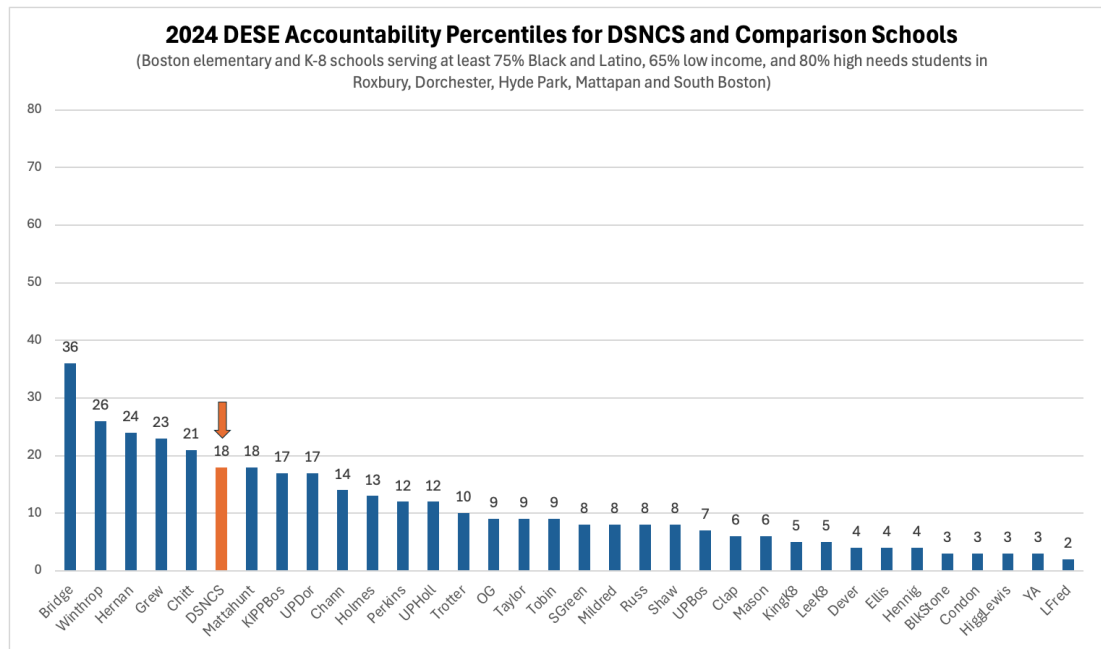
2.1 - 2021-2022 School Year (2022)



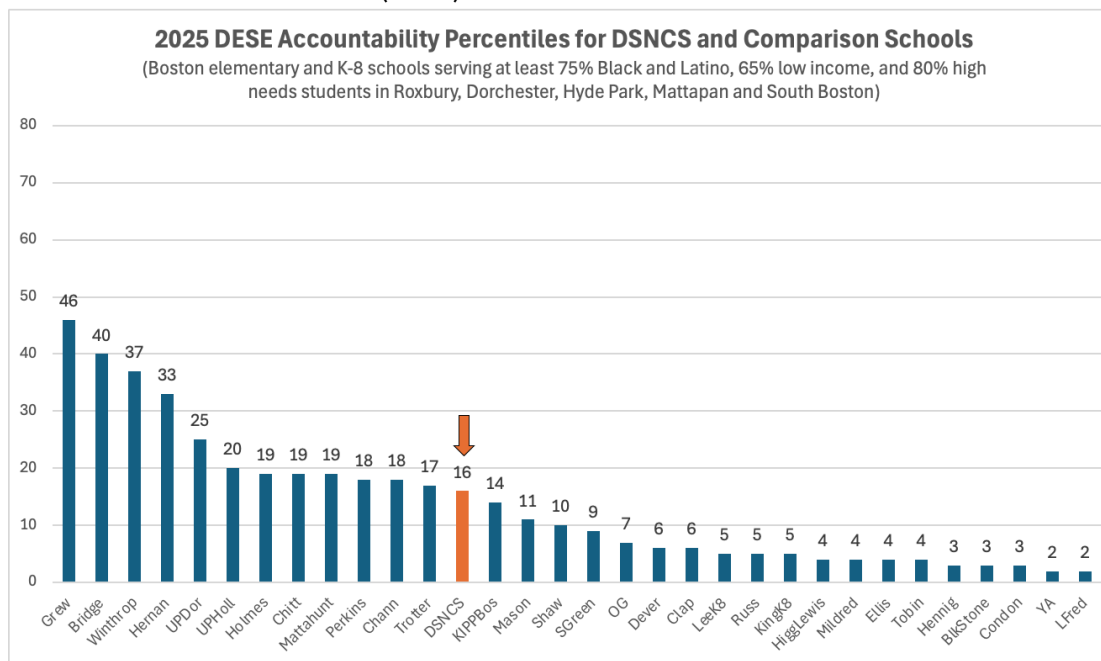
2.2 - 2022-2023 School Year (2023)



2.3 - 2023-2024 School Year (2024)



2.4 - 2024-2025 School Year (2025)



3. DSNCS Aggregate MCAS Results, 2022-2025

All Grades

% Meeting or Exceeding Expectations (All Grades)

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	21 (n=112)	24 (n=117)	15 (n=115)	23 (n=115)	+2	21	0
Mathematics	17 (n=113)	17 (n=117)	14 (n=115)	15 (n=115)	-2	15	-2
Science/Technology	19 (n=31)	32 (n=38)	40 (n=30)	26 (n=115)	+7	33	+14

Average Scaled Score (All Grades)

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	485 (n=112)	486 (n=117)	483 (n=115)	483 (n=115)	-2	484	-1
Mathematics	480 (n=113)	483 (n=117)	480 (n=115)	477 (n=115)	-3	480	0
Science/Technology	486 (n=31)	490 (n=38)	494 (n=30)	488 (n=115)	+2	491	+5

Average Student Growth Percentile (SGP) (All Grades)

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	48 (n=64)	49 (n=76)	44 (n=69)	50 (n=79)	+2	48	0
Mathematics	45 (n=66)	49 (n=76)	41 (n=68)	45 (n=79)	0	45	0

4. DSNCS Grade-Level MCAS Results, 2022-2025

4.1 - Grade 3

% Meeting or Exceeding Expectations - G3

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	33	21	16	28	-5	22	-11
Mathematics	28	18	13	25	-3	19	-9

Average Scaled Score - G3

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	491	485	481	483	-8	483	-8
Mathematics	488	484	476	479	-9	480	-8

4.2 - Grade 4

% Meeting or Exceeding Expectations - G4

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	12	25	8	18	+6	17	+5
Mathematics	14	18	3	7	-7	9	-5

Average Scaled Score - G4

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	480	486	481	479	-1	482	+2
Mathematics	471	483	476	470	-1	476	+5

Average Student Growth Percentile (SGP) - G4

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
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English Language Arts	44	44	41	46	+2	44	0
Mathematics	33	32	21	32	-1	28	-5

4.3 - Grade 5

% Meeting or Exceeding Expectations - G5

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	17	26	23	24	+7	24	+7
Mathematics	6	15	30	15	+9	20	+14
Science/Technology	19	32	40	26	+7	33	+14

Average Scaled Score - G5

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	486	487	488	488	+2	488	+2
Mathematics	483	482	492	484	+1	486	+3
Science/Technology	486	490	494	488	+2	491	+5

Average Student Growth Percentile (SGP) - G5

Subject	2022	2023	2024	2025	4-Year Change	2023-2025 Avg	3-Year Avg - Base
English Language Arts	54	55	49	55	+1	53	-1
Mathematics	60	64	67	61	+1	64	+4

5. Dudley Street Neighborhood Charter School - English Language Arts MCAS Results, by Subgroup (2022-2025)

5.1 - Grade 3 ELA																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile
All Students	33	491	39	N/A	32	21	485	39	N/A	19	16	481	45	N/A	11	28	483	36	N/A	17
Low Income	29	489	35	N/A	59	24	486	29	N/A	50	10	479	39	N/A	18	25	483	32	N/A	42
English Learners	14	480	14	N/A	78	27	482	11	N/A	83	13	481	16	N/A	76	0	475	11	N/A	60
Students with Disabilities	-	-	5	N/A	-	-	-	5	N/A	-	0	472	14	N/A	24	-	-	9	N/A	-
Black or African American	33	491	24	N/A	70	17	485	24	N/A	46	19	481	21	N/A	28	36	488	25	N/A	67
Hispanic or Latino	29	488	14	N/A	73	29	486	14	N/A	69	11	481	19	N/A	41	10	474	10	N/A	14
5.2 - Grade 4 ELA																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile

	Expect .					Expect .					Expect .					Expect .				
All Students	12	480	43	44	11	25	486	40	44	23	8	481	40	41	15	18	479	45	46	11
Low Income	3	476	34	40	10	25	486	36	46	55	11	484	28	45	51	13	478	40	46	21
English Learners	14	475	14	-	61	8	473	13	-	53	-	-	8	-	-	7	472	14	-	65
Students with Disabilities	0	467	10	-	13	-	-	6	-	-	-	-	5	-	-	0	468	17	-	22
Black or African American	12	482	25	48	40	24	486	25	45	57	9	482	23	42	45	14	478	22	43	25
Hispanic or Latino	7	476	14	-	19	21	485	14	-	68	6	482	16	-	60	21	481	19	-	48

Dudley Street Neighborhood Charter School - English Language Arts MCAS Results, by Subgroup (2022-2025), continued

5.3 - Grade 5 ELA																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile
All Students	17	486	30	54	20	26	487	38	55	23	23	488	30	49	33	24	488	34	55	30
Low Income	15	485	27	53	33	17	482	29	52	24	20	486	25	50	53	25	488	24	56	64
English Learners	-	-	9	-	-	-	-	6	-	-	-	-	9	-	-	-	-	4	-	-
Students with Disabilities	-	-	7	-	-	0	467	10	-	15	-	-	5	-	-	-	-	5	-	-
Black or African American	5	484	19	-	32	30	487	23	53	54	30	489	20	50	69	25	488	20	54	67
Hispanic or Latino	30	490	10	-	72	18	488	11	-	66	-	-	9	-	-	21	487	14	-	68
5.4 - Grades 3–5 ELA																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile

All Students	21	485	112	48	21	24	486	117	49	25	15	483	115	44	19	23	483	115	50	19
Low Income	16	483	96	46	28	22	485	94	49	41	13	482	92	47	33	20	482	96	50	32
English Learners	11	479	37	40	77	13	477	30	-	75	6	479	33	-	83	3	473	29	-	69
Students with Disabilities	0	471	22	-	27	5	466	21	-	18	0	473	24	-	41	3	469	31	36	27
Black or African American	18	486	68	49	45	24	486	72	49	50	19	484	64	45	42	25	485	67	48	48
Hispanic or Latino	21	484	38	43	41	23	486	39	51	52	7	482	44	40	39	19	481	43	55	34

6. Dudley Street Neighborhood Charter School - Math MCAS Results, by Subgroup (2022-2025)

6.1 - Grade 3 Math																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile
All Students	28	488	39	N/A	35	18	484	39	N/A	22	13	476	45	N/A	9	25	479	36	N/A	12
Low Income	26	487	35	N/A	67	21	487	29	N/A	61	13	474	39	N/A	15	22	479	32	N/A	25
English Learners	14	479	14	N/A	63	9	480	11	N/A	66	6	478	16	N/A	57	9	474	11	N/A	40
Students with Disabilities	-	-	5	N/A	-	-	-	5	N/A	-	0	467	14	N/A	21	-	-	9	N/A	-
Black or African American	25	490	24	N/A	76	25	486	24	N/A	67	5	474	21	N/A	24	28	482	25	N/A	44
Hispanic or Latino	29	483	14	N/A	66	7	483	14	N/A	61	26	477	19	N/A	34	20	475	10	N/A	23
6.2 - Grade 4 Math																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceed	Avg Scaled	N Students	Mean SGP	Achieve Percentile	% Meet or Exceed	Avg Scaled	N Students	Mean SGP	Achieve Percentile	% Meet or Exceed	Avg Scaled	N Students	Mean SGP	Achieve Percentile	% Meet or Exceed	Avg Scaled	N Students	Mean SGP	Achieve Percentile

	d Expec t.	Scor e	Include d			d Expec t.	Scor e	Include d			d Expec t.	Scor e	Include d			d Expec t.	Scor e	Include d		
All Students	14	471	43	33	5	18	483	39	32	17	3	476	40	21	7	7	470	45	32	3
Low Income	9	467	35	29	5	17	482	35	32	30	4	476	28	20	13	5	470	40	34	5
English Learners	13	473	15	-	46	8	474	13	-	47	-	-	8	-	-	7	470	14	-	31
Students with Disabilities	0	448	10	-	1	-	-	5	-	-	-	-	5	-	-	0	456	17	-	3
Black or African American	8	468	25	36	11	8	483	24	27	52	4	478	23	21	26	5	469	22	31	8
Hispanic or Latino	21	476	14	-	29	29	481	14	-	44	0	474	16	-	16	11	471	19	-	11

Dudley Street Neighborhood Charter School - Math MCAS Results, by Subgroup (2022-2025), continued

6.3 - Grade 5 Math

Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile
All Students	6	483	31	60	23	15	482	39	64	13	30	492	30	67	40	15	484	34	61	23
Low Income	7	482	28	60	39	7	477	30	60	11	24	489	25	67	60	13	482	24	58	38
English Learners	20	485	10	-	96	-	-	6	-	-	-	-	9	-	-	-	-	4	-	-
Students with Disabilities	-	-	7	-	-	0	466	11	-	8	-	-	5	-	-	-	-	5	-	-
Black or African American	5	482	19	-	47	8	480	24	63	27	25	491	20	-	80	20	487	20	65	65
Hispanic or Latino	9	484	11	-	63	27	488	11	-	66	-	-	9	-	-	7	481	14	-	44

6.4 - Grades 3–5 Mathematics

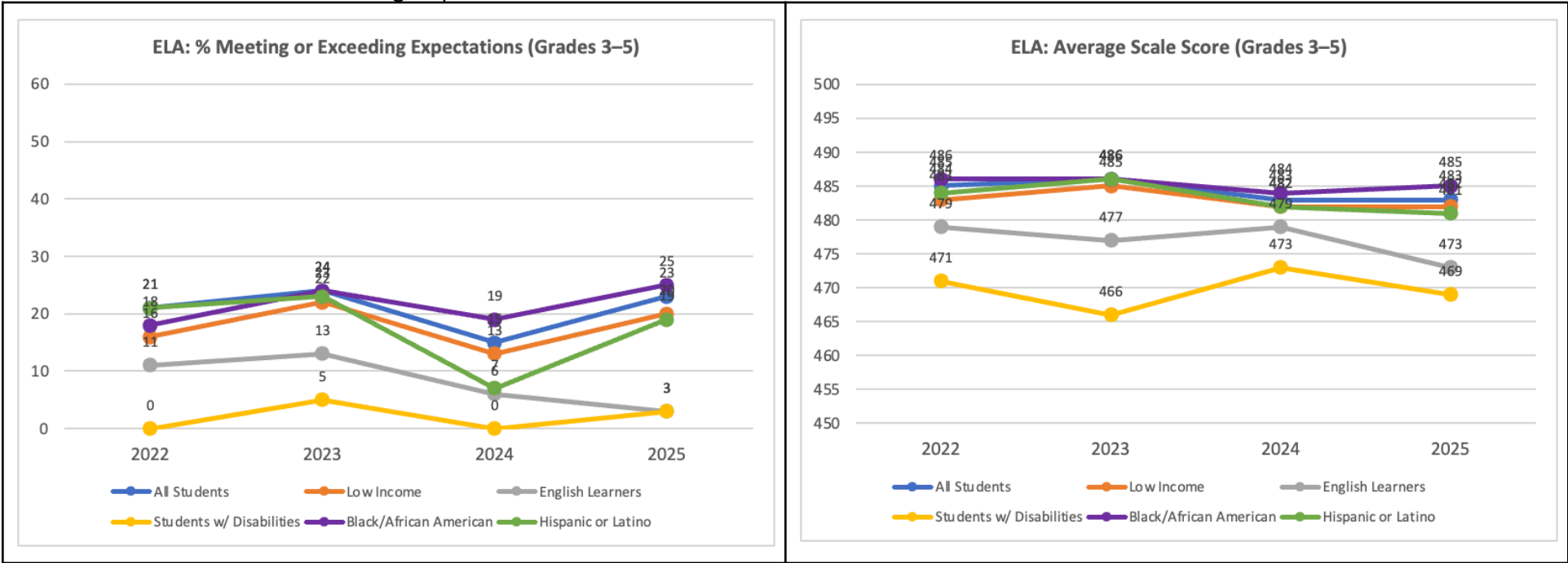
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile

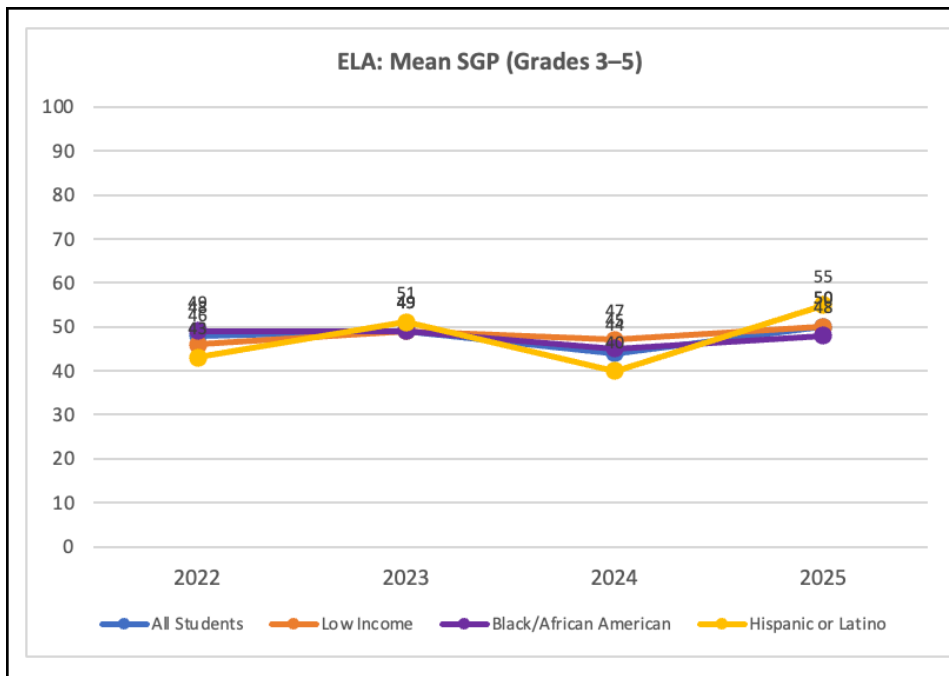
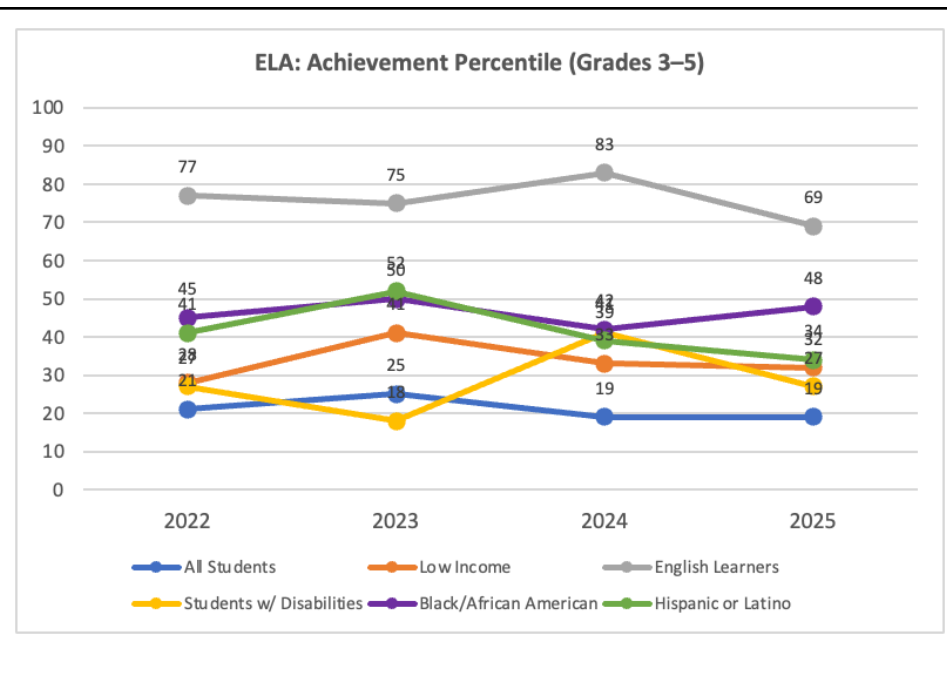
	Expec t.					Expec t.					Expec t.					Expec t.				
All Students	17	480	113	45	15	17	483	117	49	19	14	480	115	41	13	15	477	115	45	10
Low Income	14	479	98	43	20	15	482	94	46	30	13	479	92	42	19	13	476	96	43	13
English Learners	15	478	39	43	66	7	477	30	-	61	3	478	33	-	60	7	473	29	-	46
Students with Disabilities	5	461	22	-	4	0	469	21	-	23	0	470	24	-	23	3	461	31	30	4
Black or African American	13	480	68	47	35	14	483	72	46	47	11	481	64	43	32	18	479	67	47	28
Hispanic or Latino	21	481	39	41	36	21	484	39	53	45	18	479	44	38	23	12	475	43	43	13

7. Dudley Street Neighborhood Charter School - Science & Technology MCAS Results, by Subgroup (2022-2025)

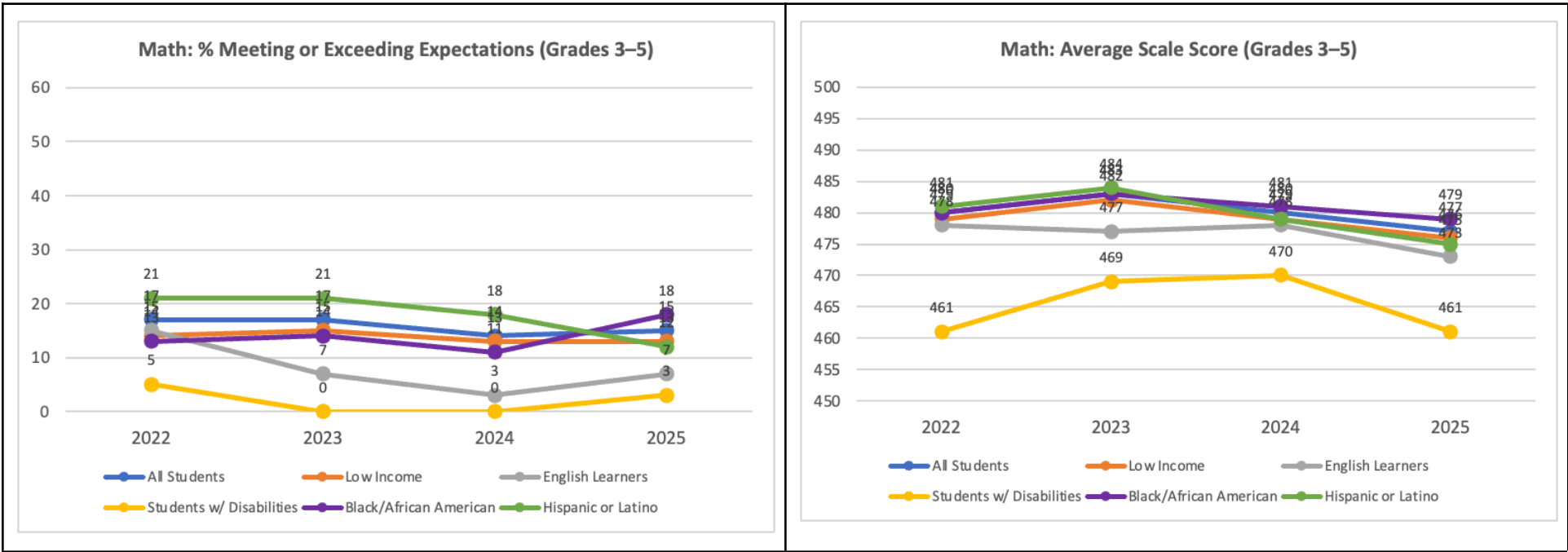
7 - Grade 5 Science																				
Subgroup	2022					2023					2024					2025				
	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile	% Meet or Exceeded Expect.	Avg Scaled Score	N Students Included	Mean SGP	Achieve Percentile
All Students	19	486	31		27	32	490	38		38	40	494	30		47	26	488	34		31
Low Income	18	485	28		45	21	484	29		47	36	492	25		77	33	491	24		77
English Learners	10	483	10		-	-	-	6		-	-	-	9		-	-	-	4		-
Students with Disabilities	-	-	7		-	0	466	10		20	-	-	5		-	-	-	5		-
Black or African American	21	484	19		60	26	489	23		76	40	495	20		92	20	488	20		79
Hispanic or Latino	18	489	11		77	36	490	11		82	-	-	9		-	36	488	14		75

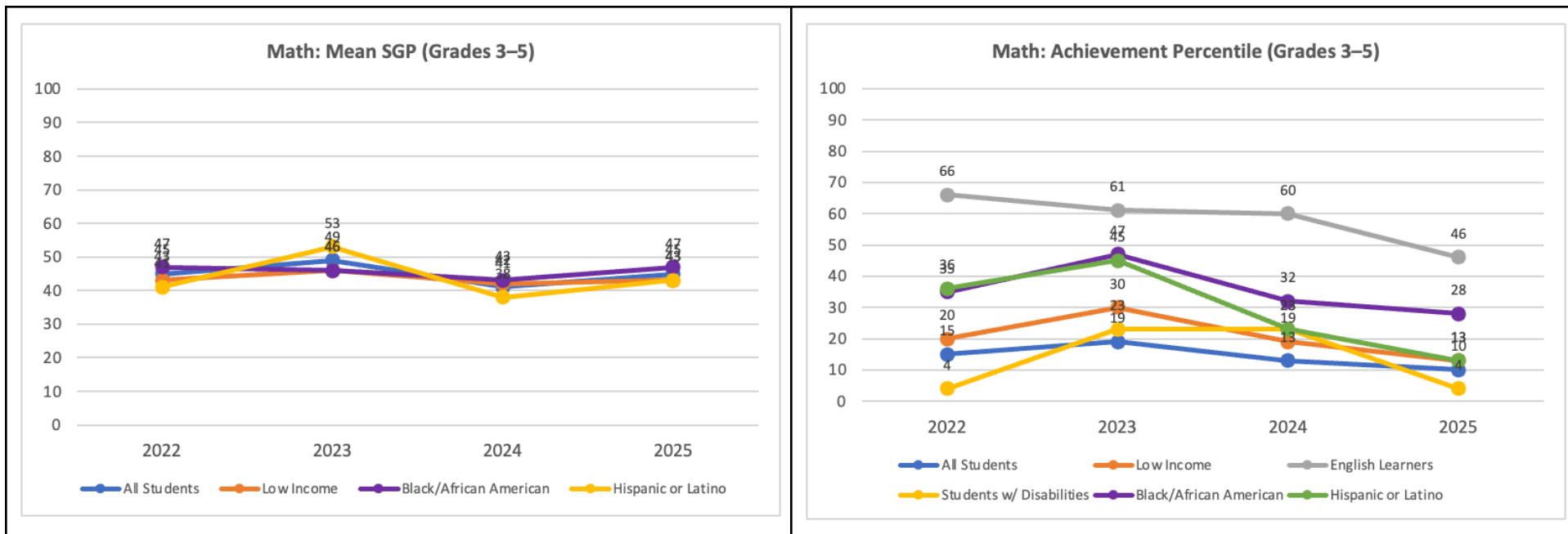
8. ELA MCAS: Charts of DSNCS Subgroup Metrics over Time, 2002-2025



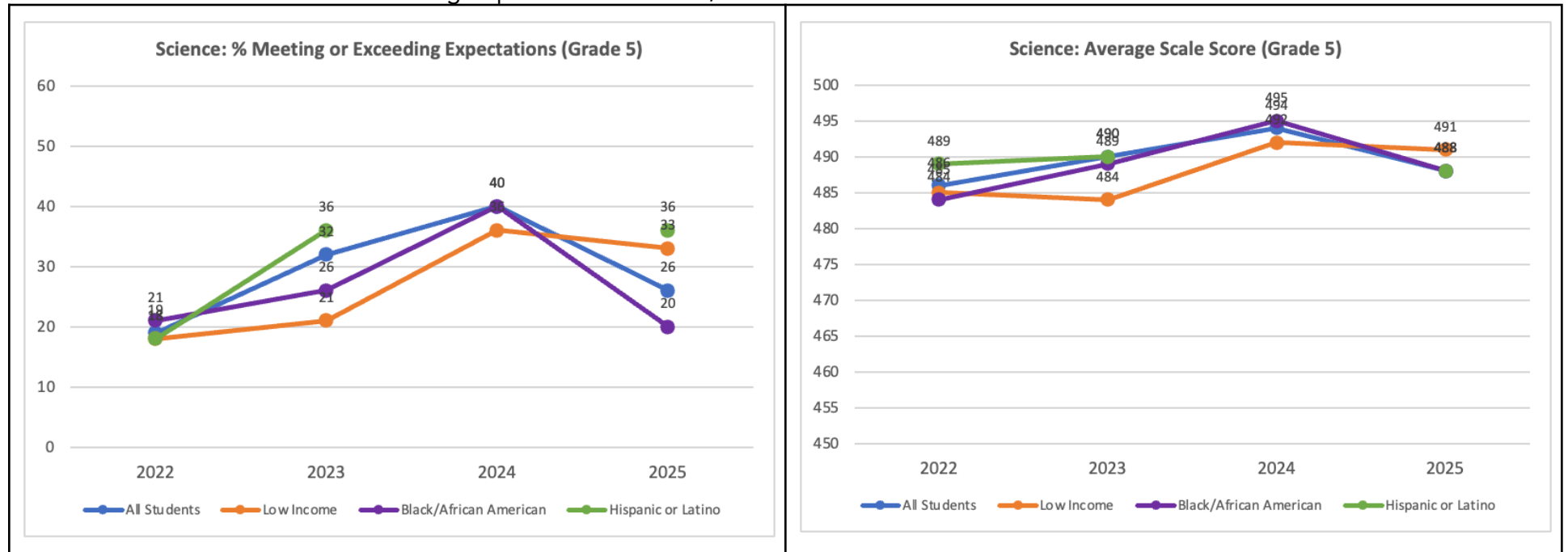


9. Math MCAS: Charts of DSNCS Subgroup Metrics over Time, 2002-2025

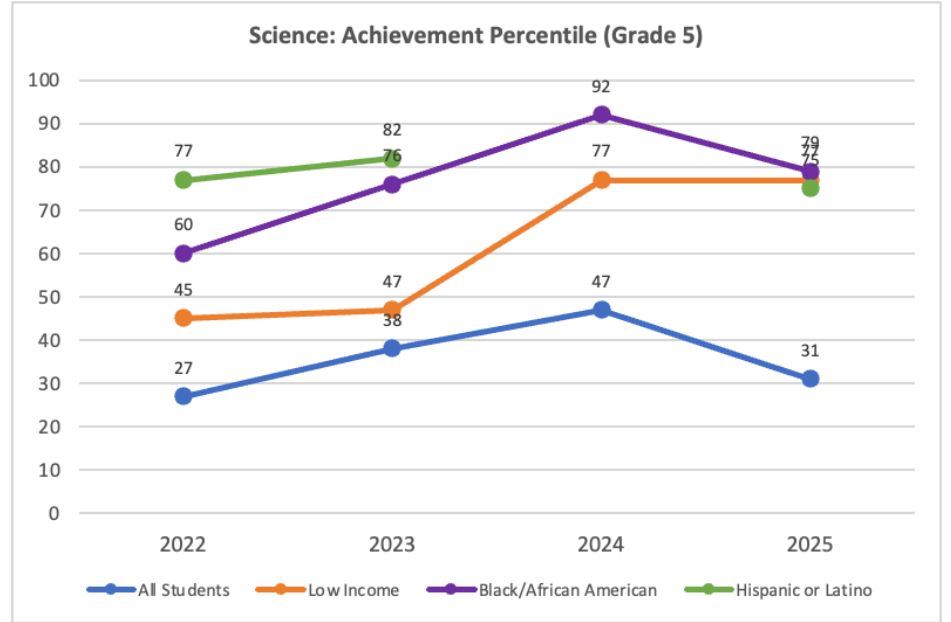




10. Science MCAS: Charts of DSNCS Subgroup Metrics over Time, 2002-2025



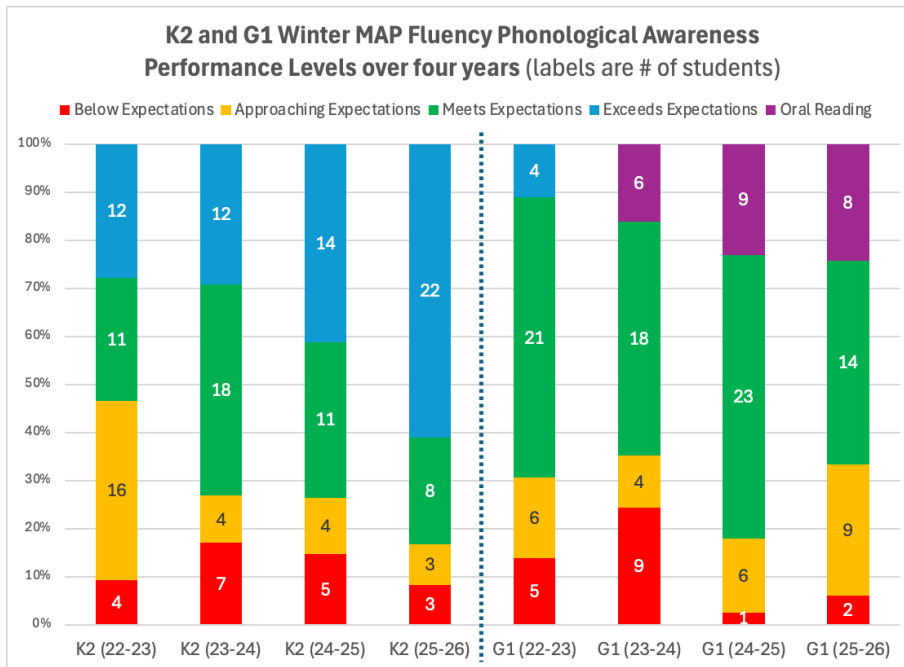
There is no SGP for Grade 5 Science



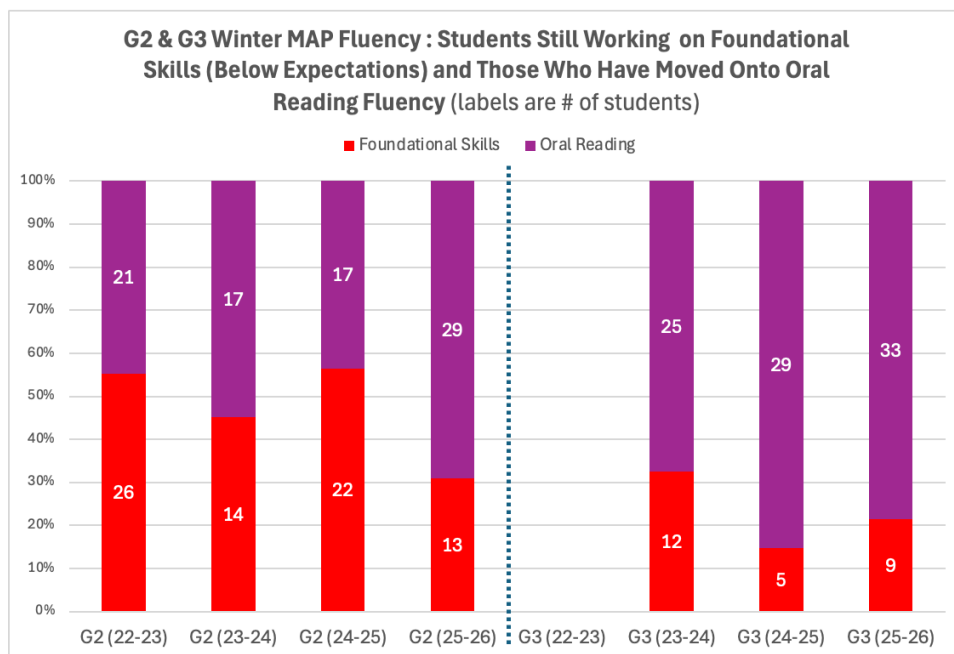
11. NWEA MAP Fluency Reading Assessment (Administered in Grades K2-3)

Note: G3 testing started one year later, in 2023-24

11.1 - K2 and G1 Winter MAP Fluency Phonological Awareness Performance Levels (2022-25)



Grade	Below Expectations		Approaching Expectations		Meets Expectations		Exceeds Expectations		Oral Reading		Total # Tested
	#	%	#	%	#	%	#	%	#	%	
K2 (22-23)	4	9%	16	37%	11	26%	12	28%			43
K2 (23-24)	7	17%	4	10%	18	44%	12	29%			41
K2 (24-25)	5	15%	4	12%	11	32%	14	41%			34
K2 (25-26)	3	8%	3	8%	8	22%	22	61%			36
G1 (22-23)	5	14%	6	17%	21	58%	4	11%			36
G1 (23-24)	9	24%	4	11%	18	49%			6	16%	37
G1 (24-25)	1	3%	6	15%	23	59%			9	23%	39
G1 (25-26)	2	6%	9	27%	14	42%			8	24%	33



Grade	Foundational Skills		Oral Reading Fluency		Total # Tested
	#	%	#	%	
G2 (22-23)	26	55%	21	45%	47
G2 (23-24)	14	45%	17	55%	31
G2 (24-25)	22	56%	17	44%	39
G2 (25-26)	13	31%	29	69%	42
G3 (22-23)					
G3 (23-24)	12	32%	25	68%	37
G3 (24-25)	5	15%	29	85%	34
G3 (25-26)	9	21%	33	79%	42

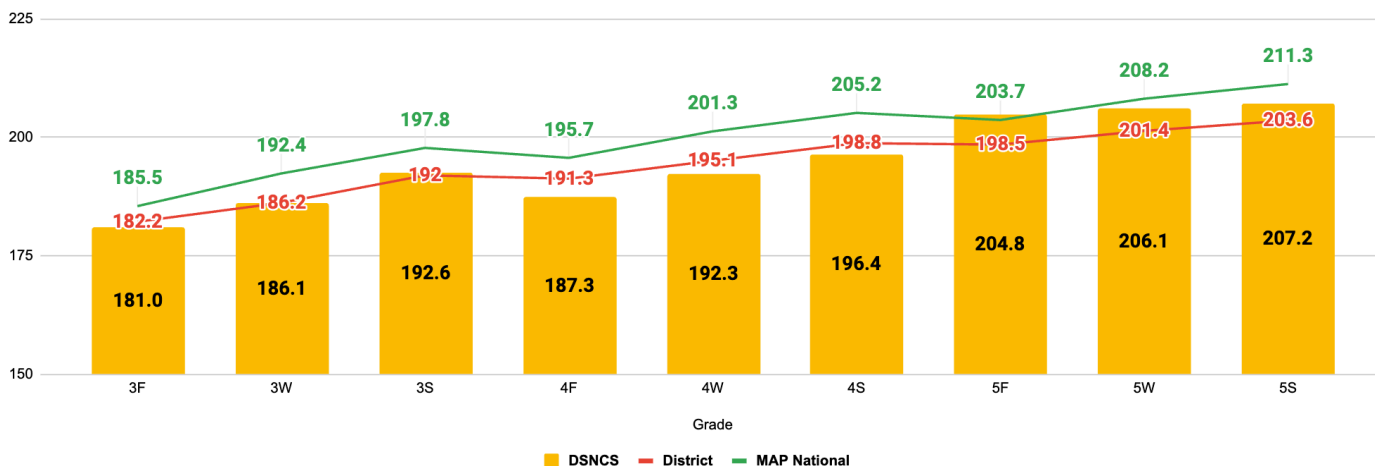
12. NWEA MAP Growth

12.1 - SY24-25 Average Reading RIT Scores (Fall, Winter, Spring), by grade

- Red line is Boston Public School averages
- Green line is National averages

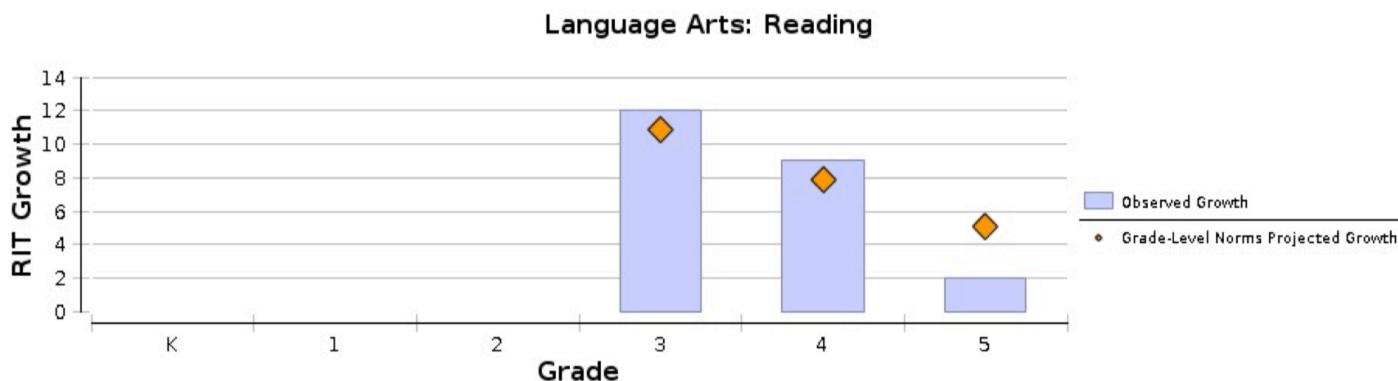
SY2425: MAP Achievement Level

Comparative DSNCS v. District v. MAP National



12.2 - MAP Reading RIT Score Growth from Fall to Spring: Observed vs Projected

- Diamond is the projected/expected Fall-to-Spring growth in the average RIT score in each grade, based on the Fall baseline scores of the students in that grade and national grade-level norms for growth.
- Bar shows the actual observed growth in average RIT score
- In 2025 NWEA released new national norms for Reading and Math

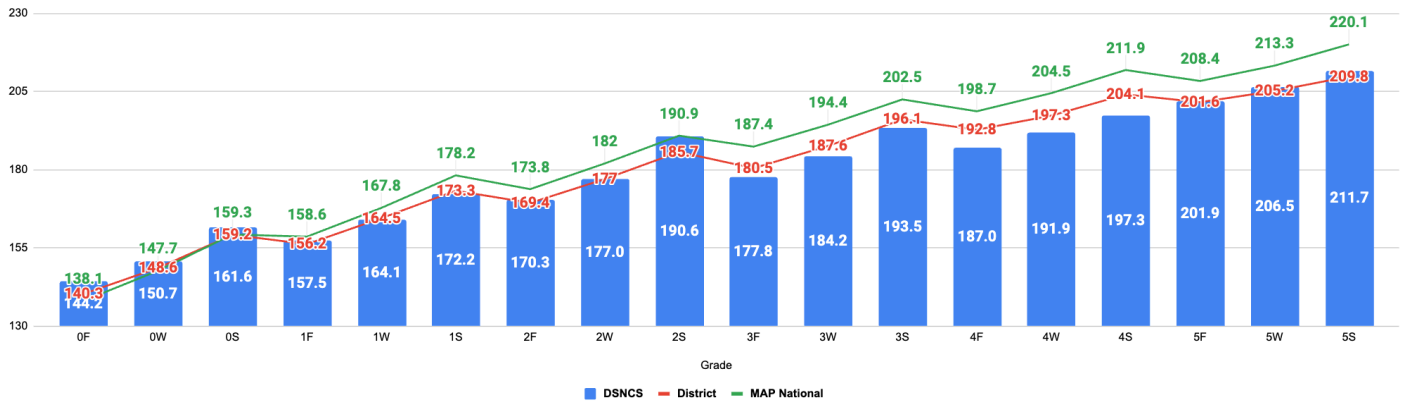


12.3 - SY24-25 Average Math RIT Scores (Fall, Winter, Spring), by grade

- Red line is Boston Public School averages
- Green line is National averages

SY2425: Average MAP Math RIT Score

Comparative DSNCS v. District v. MAP National



12.4 - SY24-25 MAP Math RIT Score Growth from Fall to Spring: Observed vs Projected

- Diamond is the projected/expected Fall-to-Spring growth in the average RIT score in each grade, based on the Fall baseline scores of the students in that grade and national grade-level norms for growth.
- Bar shows the actual observed growth in average RIT score
- In 2025 NWEA released new national norms for Reading and Math

Math: Math K-12

