



Dudley Street Neighborhood Charter School SY25-26 Annual Report

6 Shirley Street

Roxbury, MA 02119

Contact information:

Elijah Heckstall, Principal

heckstall@dudleystreetschool.org, 617.635.8507

www.dudleystreetschool.org

Submitted to ESE Charter School Office on July 30, 2026

Table of Contents

Introduction to the School.....	1
Faithfulness to Charter.....	1
Criterion 1: Mission and Key Design Elements	1
Criterion 2: Access and Equity	3
Criterion 4: Dissemination	5
Academic Program Success	7
Criterion 5: Student Performance	7
Criterion 6: Program Delivery.....	9
Organizational Viability	15
Criterion 10: Finance	15
Appendix A: Accountability Plan Evidence 2025-26	19
Appendix B: Recruitment and Retention Plan 2026-27.....	22
Appendix C: Information About the School Administration, Staff, and Board of Trustees	29
Appendix D: Additional Information	31
Conditions	31
Accelerating Achievement Components	32
Supplemental Information About Student Achievement.....	35

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.*
3. *To serve as a partner in catalyzing improvement of all schools in the Dudley area.*

Type of Charter	Horace Mann III	Location of School	Boston
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region	Boston
Year Opened	2012	Year(s) Renewed	2017, 2022
Maximum Enrollment	325	Chartered Grade Span	Grades K1-5

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

In 2025-26, the school remained faithful to each element of this mission.

Mission Element 1 – A world-class education for all students. In the 2025-26 school year, DSNCS served a student population that was 81.6% low income, 92.7% high needs, 36.0% English learners, and 21.8% students with disabilities. The school continued to produce positive academic growth. On the 2025 MCAS, students posted a median student growth percentile of 50.0 in ELA and 44.9 in Math. Several subgroups stood out, including English learners (69th percentile in ELA) and Black/African-American and Latino students in Science. In 2025-26 the school deepened its literacy work: the share of Grade 2 students reaching the oral-reading stage of MAP Reading Fluency continued a four-year climb to 78% (up from 56% in SY22-23), and the percentage of English learners meeting their ACCESS growth target rose to 48.3%, meeting the state's 49.0% target within the margin of error. The school recognizes that overall proficiency, mathematics, and outcomes for students with disabilities remain priority areas; these are addressed in Criterion 5.

Mission Element 2 – A driver of human and social capital development. As a Boston Plan for Excellence (BPE) Teaching Academy operated in partnership with the Boston Teacher Residency (BTR), DSNCS embedded residents in classrooms throughout 2025-26, adding adult capacity and individualized student support while developing the next generation of Boston teachers. In 2025-26, five BTR residents completed their year-long clinical placement at DSNCS, and five DSNCS teachers served as BTR Collaborating Teachers, mentoring residents throughout the year. Upon graduation,

these residents are placed in Boston Public Schools classrooms across the district, extending the DSNCS model throughout BPS.

Mission Element 3 – A partner in catalyzing improvement in the Dudley area. DSNCS continued to anchor the Dudley Street corridor through partnerships with the Dudley Street Neighborhood Initiative (DSNI), Project Hope, and the Whittier Street Health Center. In 2025-26 the school advanced its neighborhood K-12 STEM pathway with Dearborn STEM Academy through cross-school planning, hosted a city-wide STEM Day in partnership with the BPS STEM Department, and expanded enrichment partnerships including the Community Music Center of Boston, the YMCA of Greater Boston, and the Transformative Culture Project.

Key Design Elements

The school's approved Accountability Plan defines three Key Design Elements (KDEs). Each is listed below with a summary of how DSNCS implemented it in 2025-26 and the related Accountability Plan results for the year (see Appendix A for full evidence).

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.

In 2025-26, DSNCS maintained a multi-adult classroom model that combined lead teachers, BTR residents, paraprofessionals, a reading specialist, and a large department of ESL and special education teachers to differentiate instruction, particularly for students who began the year below grade level. The school sustained at least two adults in the majority of classrooms, enabling small-group and individualized instruction, and continued to target Tier 2 and Tier 3 supports using NWEA MAP screening data through its Student Support Team process.

Accountability Plan results (Objective 1).

- **Measure 1 (60% of students make expected MAP progress) was not met** (Reading 53% overall, with 62% in K2-G2 and 45% in Grades 3-5; Math 40%).
- **Measure 2 (students starting in the bottom two quintiles progress at rates at least as high as the overall population) was met** (Reading 57% vs. 53% overall; Math 46% vs. 40% overall). This pattern confirms the model's strength in accelerating growth for the lowest-starting students.

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

DSNCS operated as a neighborhood school with deep community roots. In 2025-26, a full-time Family Liaison led the Family Council and organized family programming, including Back-to-School Night, trimester family conferences, Math and Literacy Nights, publishing parties, STEM Day, and the Grade 5 Step-Up ceremony. The school hired a bilingual Family Liaison who speaks Cape Verdean Creole to strengthen belonging among one of its largest English learner communities, and sustained partnerships with DSNI, Project Hope, and the Whittier Street Health Center. DSNCS retained 91.0% of its students during the year.

Accountability Plan results (Objective 2 – parental satisfaction and engagement). On the Spring 2026 Panorama Family Survey (with an 85% response rate):

- **Measure 1 (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)** was **met**, 87% of families reported that DSNCS is a good fit for their child
- **Measure 1 (80% of parents will report that 80% of parents will report that DSNCS is physically and psychologically safe)** was **met**, 85% of families reported that the school is physically and psychologically safe
- **Measure 3 (80% of parents will report that 85% of parents will report that family-school communication is effective)** was **met**, 91% reported that family-school communication is effective.

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

DSNCS continued to operate a shared instructional system anchored by co-constructed High-Quality Teaching and Learning (HQTl) Indicators, a Learn-Plan-Act-Reflect professional learning cycle, weekly grade-level common planning, and coaching cycles led by the Teaching and Learning Team. In 2025-26, the school completed full vertical alignment of Illustrative Mathematics across K2-5, added ST Math for personalized practice, and newly implemented Second Step (K1-5) to establish a common social-emotional learning language across the school. Data-inquiry cycles, MAP-driven intervention targeting, and Student Support Team processes remained embedded features of the system (see Criterion 6).

Accountability Plan results (Objective 3 – internal coherence).

1. **Measure 1 (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)** was **met**; Staff averaged 4.4 on the "Team Shared Understanding of Effective Practice" category (100% response)
2. **Measure 2 (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)** was **met**; 92% of Leadership Learning Walk observations showed proficiency on the Teaching Academy rubric
3. **Measure 3 (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)** was **not met**; On the Student Panorama Survey, 75% of students rated the school favorably on Pedagogical Effectiveness and 76% on Classroom Rigorous Expectations – each up five percentage points from the prior year. The school's 2025-26 professional learning focus on high-expectations teaching is directly responsive to this gap.
4. **Measure 4 (Staff will report an average of 4.0 or higher on the Professional Development category of the Internal Coherence Survey)** was **met**; The average score among DSNCS staff was **4.3** on the "Professional Development" category of the Internal Coherence Survey.

Criterion 2: Access and Equity

- [Enrollment by Race/Ethnicity \(2025-26\)](#)
- [Selected Populations \(2025-26\)](#)

- [2024-25 Student Discipline Data Report](#)

Criterion 4: Dissemination

Dissemination Activities to Public Schools (that are not charter schools) in the District Where the School Is Located 2025-26

Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did school disseminate best practices?	Result of Dissemination
Community Engagement	Family and community-wide events	School leaders, teachers and other key staff	Families and students at DSNCS, school district	DSNCS continued hosting events such as Math and Literacy night to inform families of their child's progress and share resources and tools for home use to encourage learning. Additionally, DSNCS hosted its annual STEM Day Fair in partnership with the district, bringing together K-8 students from across the city to explore STEM through interactive activities.
School Design, Curriculum and Instruction	District Coaching	Teachers	Boston Teacher Residency graduates	Five DSNCS teachers served as Boston Teacher Residency (BTR) Collaborating Teachers, mentoring teacher residents during their year-long clinical experience. Upon graduation, these residents will be placed in Boston Public Schools across the district, helping to share the DSNCS model throughout BPS.
School Design, Curriculum and Instruction	School Site Visit and Classroom Observations	School leaders, teachers and other key staff	BPS Region 3 principals (Dorchester and Roxbury) and members of the Boston Public Schools central office	DSNCS hosted Region 3 principals (Dorchester and Roxbury) and members of the Boston Public Schools central office for school visits. These visits provided district leaders with the opportunity to observe classroom instruction, learn about the school's practices, and engage in discussions with school leadership. The feedback gathered through these observations supported continuous improvement while also sharing effective instructional practices with district partners.
STEM curriculum	Cross-school planning sessions	DSNCS STEAM teacher, science teacher	Teachers and instructional staff,	Strengthened collaboration and community between DSNCS and Dearborn STEM Academy, advancing the neighborhood K-12 STEM

			Dearborn STEM Academy (BPS, grades 7-12), Boston	pathway by building stronger relationships and ensuring greater continuity for students as they transition between schools.
--	--	--	--	---

Dissemination Activities *Beyond* the District Where the School Is Located 2025-2026

Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did school disseminate best practices?	Result of Dissemination
Boston Teacher Residency (BTR) model: a nationally recognized, clinically based, practice-embedded teacher preparation program that develops and sustains a diverse, high-quality teacher workforce.	Presentation to National Center for Teacher Residencies national conference.	Principal; teachers; instructional coaches	Teacher residency programs nationwide (National Center for Teacher Residencies member network)	DSNCS continued to serve as a national model site for teacher residency program design. Through classroom observations, consultation, and structured site visits, residency programs from across the country gained insights and strategies to strengthen their own clinically based teacher preparation practices.
Writing instruction for multilingual learners.	National WIDA conference on writing instruction for multilingual learners	A DSNCS teacher	Attendees at national WIDA conference	Instructional strategies were shared with educators from across the country, providing them with practices they could adapt to strengthen writing instruction for multilingual learners in their own schools and districts.
Curriculum development, decodable texts.	DSNCS teachers and the school's instructional coach supported the district's early childhood department	DSNCS teachers, instructional coach	BPS early childhood department, teachers across BPS	Resources were shared to strengthen early childhood education across BPS.

Academic Program Success

Criterion 5: Student Performance

[2025 School Report Card](#)

Analysis of 2025 State Assessment Results

Comparing DSNCS's 2025 MCAS scores to its 2024 performance, the average scaled score in ELA held essentially steady at 483.1, up 0.2 points from 2024, while the average score in Math declined 2.1 points to 477.7. In Science, the average score declined to 488.0, down from the prior year's average of 494, which had been the school's highest ever score in the subject. Despite this decline, Dudley's average MCAS science score in 2025 still exceeded the Boston Public School average of 483 by 5 points. Achievement percentiles compared to schools serving similar grades statewide were the 19th percentile in ELA, the 10th percentile in Math, and the 31st percentile in Science. The school's overall accountability percentile was 16, and DSNCS was classified by the Department as Requiring Assistance or Intervention (In Need of Focused/Targeted Support). The school's progress toward the state's improvement targets was rated as Moderate (42%).

Growth data present an encouraging picture. Students' median growth percentile (SGP) was 50.0 in ELA (Typical Growth - High) and 44.9 in Math (Typical Growth - Low), meaning that the average DSNCS student made grade-appropriate academic progress over the year. Growth was strongest in Grade 5 (ELA SGP 55; Math SGP 61) and weakest in Grade 4 (ELA SGP 46; Math SGP 32).

Several subgroups outperformed the school's "all students" achievement percentile, underscoring DSNCS's continued strength in serving historically underserved populations. English learners scored at the 69th achievement percentile in ELA and the 46th percentile in Math; Black/African-American students scored at the 48th achievement percentile in ELA, the 28th percentile in Math, and the 79th percentile in Science; and Latino students scored at the 75th percentile in Science. Low-income students performed particularly well in Science, at the 77th percentile (see Appendix D, Tables 1.1–1.3). Students with disabilities, however, remain the subgroup most in need of support: their average scaled scores declined in both ELA (3.6 points) and Math (8.0 points), and this subgroup's growth was rated Low Growth in both subjects (SGP 35.9 in ELA; 30.1 in Math). Closing these gaps is one of DSNCS's most significant near-term priorities.

One clear area of improvement was English learners' progress toward English language proficiency: the percentage of ELs meeting their annual ACCESS growth target rose from 43.6% to 48.3%, meeting the state's 49.0% target (within the margin of error). This addresses a concern flagged in last year's annual report.

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** is administered in grades K2 to 2 (and to third graders for whom it is still relevant), and assesses four foundational reading skills: 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.

- **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.

NWEA MAP is supplemented in some grade levels with more focused diagnostic assessments, especially for reading, such as the PAST phonological awareness assessment, Core Phonics Survey, and Foundations Quick Decoding Assessments. In math, teachers administer end-of-unit assessments as part of the math curriculum.

Summary of Performance on Non-Statewide Assessments in SY25-26

Reading Fluency in Early Grades. In SY25-26, DSNCS continued to work toward ensuring that students master the foundational reading skills assessed by the MAP Reading Fluency assessment and that they move on to the Oral Reading component of MAP Fluency. In Grade 2, the percentage of students reaching Oral Reading by the end of the year continued a four-year upward trend, rising to 78%, up from 56% in SY22-23. The school has considerably reduced the proportion of students who end Grade 2 still working on foundational skills (and are thus substantially below benchmark). In Grade 1, the percentage of students ending the year progressing to Oral Reading and meeting benchmark dipped slightly to 44%, from 46% last year, though it remains above the 35% recorded in SY22-23 (see Appendix D, Figure 2.1). Overall, in grades K2-2, 62% of students met or exceeded their expected Fall-to-Spring growth in phonological awareness (see Appendix A, Objective 1; Appendix D, Figure 2.2), with growth strongest in Grade 2 (71% meeting or exceeding) and weakest in K2 (54%). English learners met or exceeded the growth benchmark at a higher rate than non-ELs (63% vs. 57%), while students with IEPs continued to progress more slowly than their peers (47% vs. 62%), a pattern consistent with the subgroup gaps seen on statewide assessments.

Reading Performance in Grades 3-5. At the end of the year, DSNCS's average MAP Reading RIT score in grades 3-5 was 197.2 (n=117). Overall, 32% of students in grades 3-5 scored in the top two MAP Reading achievement quintiles, up from 26% last year; 45% of students met their projected Fall-to-Spring growth targets, an improvement from 38% in SY24-25 (see Appendix D, Tables 3.1–3.3). Growth was strongest in Grade 5 (63% meeting projected growth) and weakest in Grade 3 (34%). Compared to the district and state, DSNCS's average Spring RIT scores trailed in Grades 3 and 4, while Grade 5 exceeded the district average and approached the state average (207.6 vs. 205.0 for the district and 209.5 for the state) (see Appendix D, Figure 3.5).

Performance of Subgroups: Reading/ELA

- **English Learners.** In SY25-26, the gap in average Reading RIT scores between ELs and non-ELs widened somewhat, ranging from 7.7 points in Grade 4 to 19.1 points in Grade 5, and averaging 13.7 points across grades 3-5, up from 9.2 points last year (see Appendix D, Table 3.6). Encouragingly, ELs met their projected growth targets at nearly the same rate as non-ELs (43% vs. 46%; see Appendix D, Table 3.7), suggesting that while the achievement gap remains a concern, it did not widen further due to a growth disparity this year.
- **Students with Disabilities.** The average Reading RIT score gap between students with and without disabilities widened to 16.9 points across grades 3-5, up from 11.8 points last year, driven by particularly large gaps in Grade 4 (24.0 points) and Grade 5 (19.2 points) (see Appendix D, Table 3.8). Growth was also uneven: students with disabilities met projected growth at a notably higher rate than their peers in Grade 3 (44% vs. 30%), but at markedly lower rates in Grade 4 (11% vs. 50%) and Grade 5 (43% vs. 75%), for an overall growth

rate of 34% compared to 49% for students without disabilities (see Appendix D, Table 3.9). This pattern mirrors the Low Growth rating for this subgroup on the 2025 MCAS and confirms that supporting students with disabilities remains one of DSNCS's central instructional priorities for 2026-27.

Math Performance in Grades K2-5. At the end of the year, DSNCS's average MAP Math RIT score across grades K2-5 was 190.4 (n=231). DSNCS's average Math RIT score exceeded the BPS average in K2 and was just under the BPS average in grades 3 and 5 (see Appendix D, Figure 4.5). Overall, 40% of K2-5 students met their projected Fall-to-Spring growth targets, down slightly from 43% last year. Growth varied considerably by grade, from 26% in K2 and 28% in Grade 2 meeting projected growth to 60% in Grade 4 and 48% in Grade 3 doing so (see Appendix D, Tables 4.1–4.3). Another math growth metric, average fall-to-spring RIT score growth was a bit more positive. In 4 out of 6 tested grades, average growth met or very nearly met projected growth.

Performance of Subgroups: Math

- **English Learners.** In Math, English learners slightly outperformed non-ELs in K2 and Grade 2 (by 1.5 and 3.0 points, respectively) but trailed non-ELs in Grade 1 and Grades 3-5, with gaps ranging from 5.5 to 18.6 points, for an overall gap of 9.7 points (see Appendix D, Table 4.6). Growth showed a similar pattern for strength in the early grades: ELs met projected growth at higher rates than non-ELs in K2 through Grade 2 (by 8 to 25 percentage points) but at lower rates in Grades 3-5, for an overall rate of 38% compared to 41% for non-ELs (see Appendix D, Table 4.7).
- **Students with Disabilities.** The average Math RIT score for students with disabilities trailed that of their peers in every grade, from 1.1 points in Grade 1 to 30.0 points in Grade 4, for an overall gap of 10.8 points (see Appendix D, Table 4.8). Growth was mixed: students with disabilities met projected growth at higher rates than their peers in K2 and Grade 2, but at lower rates in Grade 1 and Grades 3-5, for an overall rate of meeting project growth of 35% compared to 42% for students without disabilities (see Appendix D, Table 4.9). As in Reading, this subgroup's outcomes in Math point to the same priority identified in the 2025 MCAS results and in the school's Accountability Plan: strengthening Tier 2 and Tier 3 supports for students with disabilities.

Taken together, the 2025 statewide and SY25-26 non-statewide data tell a consistent story. DSNCS continues to produce typical-to-strong growth for most students, with particular strength among English learners, Black/African-American students, and Latino students. The school continues to show meaningful improvement in Grade 2 Reading Fluency mastery and in English learners' progress toward English language proficiency targets. Science continues to be an area of strength with an average scaled score five points above the BPS average. At the same time, the school still has work to do in improving math performance and especially more effectively serving students with disabilities.

Criterion 6: Program Delivery

The DSNCS Academic Program

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 comprehensive

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, ensuring that students in K2-5th grade experience 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 integrates coding instruction and continues to grow this component. In addition, our Grade 5 teacher implements newly released science kits for the fifth-grade curriculum, engaging 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. New for SY25-26, 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?*

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.

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.

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 a Reading specialist, paraprofessionals, and Boston Teacher Residents. 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 liaison 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.

Organizational Viability

Criterion 10: Finance

Unaudited FY26 statement of revenues, expenses, and changes in net assets

<i>Unaudited FY26 Statement of Revenues, Expenses & Changes in Net Assets</i>	
REVENUE	
OPERATING REVENUES	
Per-pupil tuition	3,947,592
Grants - government	403,408
Contributions	1,569
Other Income	27,643
Total OPERATING REVENUES	4,380,212
Total REVENUE	4,380,212
OPERATING EXPENSES	
Personnel and related:	
Salaries and wages	4,242,638
Payroll taxes and fringe benefits	3,521
Stipends & consulting	21,032
Professional development	4,216
Total Personnel and related:	4,271,407
Occupancy:	
Repairs and maintenance	2,015
Total Occupancy:	2,015
Direct student costs:	
Student transportation	522
Instructional materials	29,368
Program expenses	132,980
Food	10,066
Total Direct student costs:	176,966
Other operating costs:	
Technology	41,892
Professional fees	34,075
Advertising and recruitment	(354)
Miscellaneous	6,591
Insurance	12,638
Minor Equipment	4,062
Office supplies	2,906
Total Other operating costs:	101,810
Total OPERATING EXPENSES	4,552,198
CHANGE IN NET POSITION	(167,955)

□

Statement of net assets for FY26***Unaudited FY26 Statement of Financial Position***

	Current Year Balance	Beginning Year Balance
ASSETS		
CURRENT ASSETS:		
Cash & Cash Equivalents	7,558	8,917
Grants and tuition receivable	115,731	0
Funds held on behalf of DSNCS	371,536	652,459
Prepaid Expenses	4,228	17,098
Total CURRENT ASSETS:	499,053	678,474
CAPITAL ASSETS, net		
Total ASSETS	499,053	678,474
LIABILITIES AND NET		
CURRENT LIABILITIES:		
Accrued expenses	332	12,763
Due to BPE	227,490	226,524
Total CURRENT LIABILITIES:	227,822	239,287
NET POSITION		
Unrestricted	216,501	384,456
Invested in Capital	54,731	54,731
Total NET POSITION	271,231	439,186
Total LIABILITIES AND NET	499,053	678,474
Total Liabilites and net	499,053	678,474

Board-Approved FY27 budget. The DSNCS Board of Trustees voted to approve the FY27 budget on June 15, 2026.

Revenue

BPS Allocation	\$4,395,547
Title Funds	\$405,863
Total Revenue	\$4,801,410

Expenses

Personnel

Personnel (BPS)	\$4,298,339
Personnel (Reimbursable)	\$432,716
Personnel Sub-Total	\$4,731,055

Non-Personnel

Adjustment	\$24,000
Advertising Expenses	\$5,000
Classroom Supplies/Licenses & Subscription	\$35,000
Computer Equipment for Students	\$2,500
Curriculum-related Materials & Books	\$2,500
ELT Program Services	\$90,000
Equipment Rental	\$2,500
Field Trips/travel	\$25,000
Furniture and Equipment	\$2,000
Insurance	\$8,000
IT Services	\$5,000
Meals	\$15,000
Office Supplies	\$3,000
Professional Development	\$1,000
Professional fees	\$40,000
Stipends	\$15,000
Non-Personnel Sub-Total	\$275,500

Total	\$5,006,555
--------------	--------------------

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	264
What is the number of students upon which FY27 budget tuition line is based?	258
What is the number of expected students for FY27 first day of school?	276
What is the explanation for any variances?	We anticipate a small number of students exiting to enroll in other schools due to variables such as families moving, siblings graduating and matriculating to other schools, and typical summer mobility. DSNCS budgets conservatively, basing its FY27 tuition line on 258 students while expecting approximately 276 on the first day of school, and maintains an active waitlist to fill seats that open before and during the year.

Current or Future Capital Plans

DSNCS has no planned capital projects for FY26. The school is in ongoing conversation with the Boston Public Schools about finding a building with more space to provide for student needs.

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter	2025-26 Performance	Evidence
Objective 1 (for KDE 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: By the end of each year, 60% of students will make expected progress on NWEA MAP benchmark assessments.	NM	Reading: Overall, 53% of DSNCS students who had Fall-to-Spring growth scores on NWEA MAP Reading assessments made expected progress. In grades K2-2, 62% of students made expected growth on the foundational reading skills measured by MAP Reading Fluency. In grades 3-5, 45% of students made expected growth on the reading section of the MAP Growth assessment. Math: On the mathematics section of NWEA MAP, 40% of students in grades K2-5 made expected progress from Fall to Spring. To make progress toward meeting this goal, the school will redouble its efforts to improve Tier I instruction using High Quality Instructional Materials and also continue to improve its Tier 2 intervention work, especially for Students with Disabilities.
Measure: Each year, 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	Reading: Students who started the year in the bottom two quintiles of MAP Fluency (grades K2-2) or MAP Growth Reading (grades 3-5) progressed at higher rates than the overall student population at DSNCS, with 57% making expected progress (vs. 53% overall). Math: On the Mathematics section of NWEA MAP, K2-G5 students who started the year in the bottom two quintiles progressed at higher rates than the overall student population, with 46% making expected progress (vs. 40% overall).
Objective: 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 on the Panorama Family Survey, with at least a 50% percent response rate.	M	87% of parents responded positively to questions about school fit in the Spring 2026 administration of the Panorama Family Survey (85% response rate).

Measure: 80% of parents will report that DSNCS is physically and psychologically safe on the Panorama Family Survey, with at least a 50% percent response rate.	M	85% of parents responded positively to the Panorama question about their child's overall sense of safety at the school—i.e., reporting that their child did <i>not</i> feel unsafe (85% response rate).
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	91% of parents responded positively to questions related to family-school communication (85% response rate).
Objective: <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	The average score among DSNCS staff was 4.4 on the "Team Shared Understanding of Effective Practice" category of the Internal Coherence Survey (100% response rate).
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.	M	92% of classroom observations during Leadership Learning Walks show proficiency in the Teaching Academy Rubric Indicators of Focus as well as proficient rated teachers.
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.	NM	75% of students rated DSNCS favorably in "Pedagogical Effectiveness" on the Student Panorama Survey (82% response rate). 76% of students rated DSNCS favorably in "Classroom Rigorous Expectations," the new name for the Academic Press construct (100% response rate). Each indicator increased 5 percentage points from last year, but did not quite meet the target.
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	The average score among DSNCS staff was 4.3 on the "Professional Development" category of the Internal Coherence Survey (100% response rate).
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	In 2025-2026 DSNCS hosted a site visit from 12 other Boston Public Schools to observe and discuss our instructional focus, academic expectations, and have principals share feedback on our progress to goals based on their observations. Additionally we hosted a city-wide STEM day where community partners, as well the Boston Public Schools STEM Department helped organize and lead STEM based activities and learning experiences for students throughout the event. We partnered with engineering firm HDR to host a trip with students to their offices to learn about their profession, and did an Adopt-A School Day with Sienna Construction Corporation.
---	-----------------	--

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary

DSNCS continued to execute on strategies it has used to recruit students to the school in previous years. Recruitment strategies included:

- Utilizing DSNI, Project Hope, local EEC's and daycare centers, and other community organizations to reach families in the Dudley neighborhood and beyond who may have children with special needs or who may have children whose first language is not English
- Participating in BPS-sponsored school choice efforts
- Ensuring our Coordinator of Special Education was on-site to meet families about specialist staff and accommodations available to meet student needs during DSNCS School Preview days
- Creating and distributing application and recruitment materials in multiple languages
- Utilizing SchoolMint as a platform for application and recruitment (new for SY25-26)
- Utilizing various local media platforms for outreach
- Utilizing Family Council members to support recruitment of new families
- Utilizing BPS mail clearinghouse to acquire home addresses of K0 students already identified as LEP, and sending translated recruitment letters to each identified student's home
- Distributing materials in the broader Dudley Street neighborhood (having staff and Americorps volunteers share information)
- Participating as a vendor with school and recruitment information at community events (such as DSNI's Annual Summer Fair)
- Distributing flyers and leaving information at public libraries, consignment shops, Salvation Army, FRCs, food stamp offices, community events, and places of worship in the Dudley neighborhood
- Posting on social media sites, BPE website, and DSNCS website
- Reaching out to organizations that provide childcare or early childhood education
- Partnering with Whittier Health Center to reach families of young children.

In the Spring of 2026, DSNCS received 189 applications for 56 available seats.

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

DSNCS will continue to advertise citywide in broadly distributed print publications, in multiple languages, through various community partners, and in BPS-sponsored activities.

Recruitment Plan - 2026-27 Strategies

Students with Disabilities

(a) Charter School Dashboard data, SWDs School percentage: 21.8% CI percentage: 17.3% The school at/above CI percentages	(b) Continue 2025-26 Strategies ☒ At or Above CI: No enhanced/additional strategies needed. <i>DSNCS has steadily increased the percentage of special education students it serves since 2019 (from 9.4% to 21.8%). We will continue employing the following strategies:</i> 1. Utilize DSNi, SPED-PAC, & other community organizations to reach families in the Nubian Square neighborhood and beyond who may have children with special needs. Strategies include flyer distribution, blurbs in organizations' newsletters, & presentations at community meetings. 2. Participate in BPS-sponsored school choice efforts, such as publications and events, which will reach children with special needs across the city. 3. Ensuring our Coordinator of Special Education is on-site to meet families about specialist staff and accommodations available to meet student needs during BPS School Preview days, which are heavily promoted citywide by BPS and in which DSNCS participates.
English Learners	
(a) Charter School Dashboard data, ELs School percentage: 36.0% CI percentage: 28.9% The school is at/above CI percentages	(b) Continue 2025-26 Strategies ☒ At or Above CI: No enhanced/additional strategies needed <i>DSNCS's percentage of English learners has consistently been over 30% for the past 5 years and been above its Comparison Index. We employ the following strategies:</i> 1. Create and distribute recruitment materials in multiple languages. The recruitment materials emphasis DSNCS': Full inclusion classes; ELL program and LEP support services; One-on-one and small-group services; Intensive training and support for all teachers on English language learning and multicultural communication; Flexible scheduling and staffing to meet all students' individual needs; Safe, orderly learning environment. 2. Create and employ an application in multiple languages, including but not limited to English, Spanish, Cape Verdean Creole, Haitian Creole, Vietnamese, Chinese, Portuguese and Arabic. 3. Utilize various local media (specifically The Bay State Banner) to communicate DSNCS's mission, rigorous program, and designed ELL and LEP programs and services. 4. Utilize DSNi and other community organizations to reach families in the Dudley neighborhood who may have children whose first language is not English. Strategies include flyer distribution, and blurbs in organizations' newsletters. 5. Participate in BPS-sponsored school choice efforts, such as publications and events, which reach ELLs across the city.

	6. Utilize BPS mail clearinghouse to acquire home addresses of K0 students already identified as LEP, and send translated recruitment letters to each identified student's home.
Low Income	
(a) Charter School Dashboard data, LI School percentage: 81.6% CI percentage: 59.2% The school is at/above CI percentages	(b) Continue 2025-26 Strategies ☒ At or Above CI: no enhanced/additional strategies needed <i>DSNCS serves a higher percentage of low-income students (81.6%) than the BPS district (68.3%) and the statewide average. We will continue to employ the following strategies:</i> 1. Distribute materials in the broader Dudley Street neighborhood accentuating: Intention to meet with all families, Comprehensive healthy nutrition and wellness program, Easy and simple process for free or reduced breakfast and lunch programs, No tuition or application fees, Public transportation provided by BPS, Required uniforms reduce costs. 2. Distribute flyers and leave information at public libraries, consignment shops, Salvation Army, FRCs, food stamp offices, community events, and places of worship in the Dudley neighborhood 3. Bolster our virtual presence by posting on social media sites, BPE website, and DSNCS website 4. Reach out to organizations that provide childcare or early childhood education to low-income families, such as Head Start programs, parenting classes, or other organizations participating in Boston's Thrive in Five initiative 5. Participate in BPS-sponsored school choice efforts, such as publications and events, which reach low-income families across the city.
(a) Students who are sub-proficient	(a) Continue 2025-26 Strategies In all recruitment efforts, DSNCS will continue to: Emphasize academic supports for all students, and rigorous academic and behavioral expectations; promote extended learning opportunities, including longer day and year; demonstrate how our use of student data enables the school to respond quickly to students' individual learning needs; be transparent about its goals and outcomes; participate in BPS-sponsored school choice efforts, such as publications and events, which reach children of all academic backgrounds across the city.
Students Who Are at Risk of Dropping out of School	N/A - DSNCS is a K1-5 school.
Students Who Have Dropped out of School	N/A - DSNCS does not serve students aged 16 and older.

Retention Plan 2026-27

2025-26 Implementation Summary:

DSNCS retained 91.0% of enrolled students during the 2025-26 school year. DSNCS will continue to employ the following strategies:

- DSNCS updated matriculation process to include earlier open house dates and events for new families to support matriculation and strengthen onboarding into school for new students
- DSNCS updated the school's website to include programmatic expectations for current and prospective families.
- Create and distribute recruitment materials in English, Spanish and Cape Verdean Creole. The recruitment materials emphasize DSNCS's: Full inclusion classes, ELL program and LEP support services, one-on-one and small-group services, intensive training and support for all teachers on English language learning and multicultural communication, flexible scheduling and staffing to meet all students' individual needs, safe, orderly learning environment.
- Create and employ an application in English, Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, Chinese, and Arabic.
- Utilize various local media (specifically The Bay State Banner) to communicate DSNCS's mission, rigorous program and carefully designed ELL and LEP programs and services.
- Utilize DSNI and other community organizations to reach families in the Dudley neighborhood who may have children whose first language is not English. Strategies will include flyer distribution, blurbs in organizations' newsletters, and presentations at community meetings, including translation and interpretation of CV Creole.
- Participate in BPS-sponsored school choice efforts, such as publications and events, which will reach ELLs across the city.
- Utilize BPS mail clearinghouse to acquire home addresses of KO students already identified as LEP, and send translated recruitment letters as described in item 1 to each identified student's home.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):

86%

Retention Plan – 2026-27 Strategies	
Students with Disabilities	
(a) Charter School Dashboard data, SWDs School percentage: 7.1% 1 Standard Deviation percentage: 22.85% The school's attrition is at/below 1 standard deviation.	(b) Continue 2025-26 Strategies ☒ At or below 1 standard deviation: No enhanced/additional strategies needed <i>DSNCS will continue to employ the following strategies:</i> • Inclusion Planning Team. Ensure that at least two family members of students who have IEPs join committee which includes Principal, Coordinator of Special Education & BTU elected teaching staff to plan for building more inclusive opportunities and strengthening our inclusion model within the school. • Know Your Rights Family Council Workshops. DSNCS special educators host semi-annual event to share with all families, especially those with students who have IEPs, information about the legal rights that families have and school obligations in relation to providing services, least restrictive environment, and other related topics. • Utilize DSNi, SPED-PAC, Project Hope and other community organizations to reach families in the Dudley neighborhood and beyond who may have children with special needs. Strategies will include flyer distribution, blurbs in organizations' newsletters, and presentations at community meetings. • Participate in BPS-sponsored school choice efforts, such as publications and events, which will reach children with special needs across the city. • Director of Special Populations on-site to meet families about specialist staff and accommodations available to meet student needs during BPS Showcase days, which is heavily promoted citywide by BPS and in which DSNCS participates. • DSNCS updated the school's website to better reflect the identification of students with disabilities for current and prospective families. • DSNCS updated the school's website to include programmatic expectations for current and prospective families. • DSNCS hired an additional special educator for the school year to reduce the course load of our special education teachers, allowing for the school to better meet the needs of all students.
English Learners	
(a) Charter School Dashboard data, ELs School percentage: 5.30%	(b) Continue 2025-26 Strategies ☒ At or below 1 standard deviation: no enhanced/additional strategies needed. • Multilingual Family Night. Host a family event specifically for families of MLLs to celebrate language proficiency growth, build community, and

1 Standard Deviation percentage: 25.77% The school's attrition is at/below 1 standard deviation.	educate families of services, rights and supports available to them from the school and district. ● Inclusion Planning Team. Ensure that at least two family members of students who are MLLs join committee which includes Principal, Coordinator of Special Education & BTU elected teaching staff to plan for building more inclusive opportunities and strengthening our inclusion model within the school ● Create and distribute recruitment materials in English, Spanish and Cape Verdean Creole. The recruitment materials emphasize DSNCS's: Full inclusion classes, EL program and LEP support services, one-on-one and small-group services, intensive training and support for all teachers on English language learning and multicultural communication, flexible scheduling and staffing to meet all students' individual needs, safe, orderly learning environment. ● Create and employ an application in English, Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, Chinese, and Arabic. ● Utilize various local media (specifically The Bay State Banner) to communicate DSNCS' mission, rigorous program and carefully designed ELL and LEP programs and services. ● Utilize DSN and other community organizations to reach families in the Dudley neighborhood who may have children whose first language is not English. Strategies will include flyer distribution, blurbs in organizations' newsletters, and presentations at community meetings, including translation and interpretation of CV Creole. ● Participate in BPS-sponsored school choice efforts, such as publications and events, which will reach ELs across the city. ● Utilize BPS mail clearinghouse to acquire home addresses of K0 students already identified as LEP, and send translated recruitment letters as described in item 1 to each identified student's home. ● Hire bilingual Family Liaison who speaks Cape Verdean Creole to increase sense of belonging to ELs and families of one of our larger demographics of ELLs.
Low Income	
(a) Charter School Dashboard data, Low Income School percentage: 8.00% 1 Standard Deviation percentage: 23.83%	(b) Continue 2025-26 Strategies ☒ At or below 1 standard deviation: No enhanced/additional strategies needed ● Offer flexible scheduling and staffing to meet all students' individual needs ● Small group tutoring and skill building provided by BTR members ● Regular review of academic achievement measures/assessments/EWI data ● Regular communication with families about student progress and areas of growth

The school's attrition rate is at/below 1 standard deviation.	• Comprehensive healthy nutrition and wellness program • Easy and simple process for free or reduced breakfast and lunch programs • No tuition or application fees • Free transportation provided by BPS • Required uniforms reduce costs and save money • A safe, orderly learning environment • Extended school day: 8 hours of instruction and enrichment for all students.
Students who are sub-proficient	(b) Continue 2025-26 Strategies • Inclusion model instruction by classroom teachers with ESL/SPED certifications • Flexible scheduling and staffing to meet all students' individual needs • Comprehensive assessment system to target student areas for development for the purpose of informing instructional strategy and aligning resources • Small group tutoring and skill building provided by BTR members • Regular review of academic achievement measures/assessments/EWI data • Regular communication with families about student progress and areas of growth • Safe, orderly learning environment • Extended school day: 8 hours of instruction and enrichment for all students.
Students Who Are at Risk of Dropping out of School	N/A - DSNCS is a K1-5 school.
Students Who Have Dropped out of School	N/A - DSNCS does not serve students aged 16 and older.

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

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year

ADMINISTRATIVE ROSTER FOR THE 2025-2026 SCHOOL YEAR			
Name, Title	Brief Job Description	Start	End date
Elijah Heckstall, Principal	Responsible for driving outstanding student outcomes by facilitating the development, communication, implementation, and evaluation of a shared vision of excellence in teaching and learning.	July, 2020	Still employed
Alexandra Soto, Director of Operations	Responsible for day-to-day operations: finance, materials, facility, compliance, transportation, technology.	July, 2016	Still employed
Sam Campbell, Dean of Students	Responsible for day-to-day support and oversight of school culture and climate.	July, 2013	Still employed
Quayisha Clarke, Instructional Coach	Responsible for ensuring the academic growth of every student through coaching, supervising, developing and facilitating the work of the teachers across the school.	July, 2023	Still employed

Teacher and Staff Attrition for the 2025-26 School Year				
	Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31 st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	28	0	4	1 non-renewed; 3 resigned
Other Staff	20	1	2	1 non-renewed; 2 resigned

Board Membership During the 2025-26 School Year

BOARD MEMBERS FOR THE 2025-26 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term	Final Year of Service Possible (Term Limits in Bylaws)
Joceline Fidalgo	Chair	Governance	3	3 yrs, elected 8/24, exp. 8/27	2027

BOARD MEMBERS FOR THE 2025-26 SCHOOL YEAR					
<i>Kathryn Frett</i>	Vice-Chair	Governance	1	3 yrs, elected 3/24, exp. 3/27	2033
<i>Keith Henderson</i>	Treasurer	Finance	2	3 yrs, elected 11/23, exp. 11/26	2029
<i>Saundra Coaxum</i>	Staff representative	Academics	1	3 years, elected 11/24, exp. 11/27	2033
<i>Jamila Mitchell</i>		Development	2	3 yrs, elected 11/23, exp. 11/26	2029
<i>Michael Pollio</i>		Development	1	3 yrs, elected 10/24, exp. 10/27	2033
<i>Joia Spooner-Fleming</i>		Development	1	3 yrs, elected 10/24, exp. 10/27	2033

[Board of Trustee and Committee Meeting Notice](#)

Appendix D: Additional Information

Board of Trustees Contact Information

Summary of Complaints. The DSNCS Board of Trustees did not receive any written complaints during the 2025-26 school year, pursuant to 603 CMR 1.09.

Conditions

Condition	Actions Taken by the School in 2025-26 to Address the Concern
<i>By December 31, 2026, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement as determined by the Commissioner.</i>	In 2025-26, DSNCS continued a focused academic-improvement agenda in response to this condition. The school completed full vertical alignment of Illustrative Mathematics across K2–5 and added ST Math for personalized practice; sustained a second Reading Specialist and a Math Interventionist to expand Tier 2/Tier 3 capacity; strengthened supports for students with disabilities; and focused school-wide professional learning on high-expectations, standards-aligned Tier 1 instruction. Evidence of progress in 2025-26 includes a median student growth percentile of 50.0 in ELA, continued gains in early literacy (78% of Grade 2 students reaching the oral-reading stage of MAP Fluency, up from 56% in SY22-23), and English learners meeting the state’s 49.0% ACCESS growth target (48.3%, within the margin of error). DSNCS is also participating in the Department’s Accelerating Achievement Partnership.

Accelerating Achievement Components

Part 1: 2026-2027 Priorities

DSNCS has 4 major priorities that we are working on in the 2026-2027 school year. We will prioritize improving student attendance to combat chronic absenteeism, improving students' overall access to a full curriculum and school year, and improving systematic SEL practices among staff to improve student culture and climate within the school. Our instructional practice priority is to improve oral reading fluency in our lower grades and continue to build and foster student discourse that improves writing development across grade levels. We will continue to build upon and improve our quality of academic interventions and student academic support to ensure better access to grade-level, rigorous instruction.

1. Instructional Practice Priority: DSNCS will improve students' oral reading fluency to support access to complex texts in grades K-3 and improve student discourse that supports writing development across all grade levels.

- Implement a progress monitoring system to be used for Oral Reading Fluency on a monthly basis and support teachers with implementing data inquiry cycles connected to this data.
- Require staff to develop and share individual reading goals with students cyclically and provide systematic feedback to student practice.
- Build our family partnerships by facilitating parent-based workshops and an academic literacy night to promote building oral reading fluency practice at home.
- Further refine a walkthrough observation tool to connect to school wide instructional expectations that also links observation and feedback to schoolwide instructional practice goals.
- Partner with community organizations and after school programming to implement writing supports during enrichment and after school time.
- Implement schoolwide formative writing assessments in a systematic way using common rubrics to support looking at student work within and across grade levels and use this information to plan strategically and provide students with feedback.
- Lead professional development centered around implementation of student-to-student discourse that supports writing development across content areas.

2. DSNCS will improve Tier 2 and Tier 3 Academic Supports & Interventions.

- Provide internal coaching and professional development to teachers, prioritizing our special populations teachers, for utilizing clear, research-based interventions with students during small group and intervention blocks.
- Establish clear intervention cycles with goals and progress monitoring practice for staff. Utilize collaborative planning time and professional development time to develop staff skills in analyzing and responding to data.

- Provide staff with external training opportunities on research-based intervention and practice.

3. *DSNCS will improve student culture by building a safer more welcoming school.*

- Deepen integration of Second Step SEL curriculum through full staff monthly training and coaching by Dean of Students
- Improve targeted implementation of Social Emotional Learning (SEL) practices by implementing school wide weekly themed foci on targeted SEL skills that student practice of skills in role plays and non-instructional settings (lunch, recess, transitions, etc.)
- Partner with organizations such as Girls on the Run, Boston Scores, & YMCA to provide enrichment programming that centers around building self-esteem, supporting academics and building academic confidence.

4. *DSNCS will improve overall student attendance to combat chronic absenteeism to help bolster academic achievement and strengthen culture.*

- Implement an attendance team led by our family liaison with grade level point people, as well as bi-weekly progress meetings
- Host workshops for families regarding importance of attendance and connection to academic success
- Make home visits when necessary to support students and families to access supports and develop ways in which the school and family can work together.
- Update families on student attendance more frequently, including communicating with families whose students are on the verge of chronic absenteeism to intervene early.

Part 2: 2026-27 partner organizations

- 1) Instructional Practice Priority: DSNCS will improve students' oral reading fluency to support access to complex texts in grades K-3 and improve student discourse that supports writing development across all grade levels.
 - a) The Philanthropic Initiative- LAMP (Grant Pending)
 - b) Boston Scores
 - c) World Tutors
 - d) Amplify
- 2) Strengthening Tiered Supports Priority: DSNCS will improve Tier 2 and Tier 3 Academic Supports & Interventions
 - a) Carroll School
 - b) Amplify

- c) Lexia
 - d) ST Math
- 3) DSNCS will improve student culture by building a safer more welcoming school
 - a) Boston Scores
 - b) YMCA Greater Boston
 - c) Vine Street Community Center
 - d) Green City Growers
 - e) The Transformative Culture Project
 - f) Kids in Tech
 - g) Atheena Coding
 - h) Community Music Center of Boston
 - i) Boston Children's Choir
- 4) DSNCS will improve overall student attendance to combat chronic absenteeism to help bolster academic achievement and strengthen culture
 - a) Project Hope
 - b) DSNi

Needs/Requests

In alignment with DSNCS priority 4 (improving overall), we believe we could benefit from direct supports from DESE in prioritizing *restorative re-engagement for attendance and behavior challenges, focusing on root-cause resolution rather than punitive or exclusionary measures*. We would love to learn best practices from other schools and have access to funding/partners for supporting re-engagement initiatives (such as home visits), attendance incentives and professional development for staff in building stronger relationships with students, families, and supporting overcoming systemic barriers to attendance.

School improvement plan for the 2026-27 school year.

[DSNCS SY26-27 Quality School Plan \(School Improvement Plan\) Linked Here.](#)

Supplemental Information About Student Achievement

State Assessment Results from Spring 2025

1.1 - Subgroup Performance on the 2025 English Language Arts MCAS (Grades 3-5)

Group	Avg Scaled Score	Achievement Percentile
All students	483	19
Low Income	482	32
English Learners	473	69
Students w/ IEPs	469	27
Black/African-American	485	48
Latino/a	481	34

1.2 - Subgroup Performance on the 2025 Math MCAS (Grades 3-5)

Group	Avg Scaled Score	Achievement Percentile
All students	477	10
Low Income	476	13
English Learners	473	46
Students w/ IEPs	461	4
Black/African-American	479	28
Latino/a	475	13

1.3 - Subgroup Performance on the 2025 Science MCAS (Grade 5)

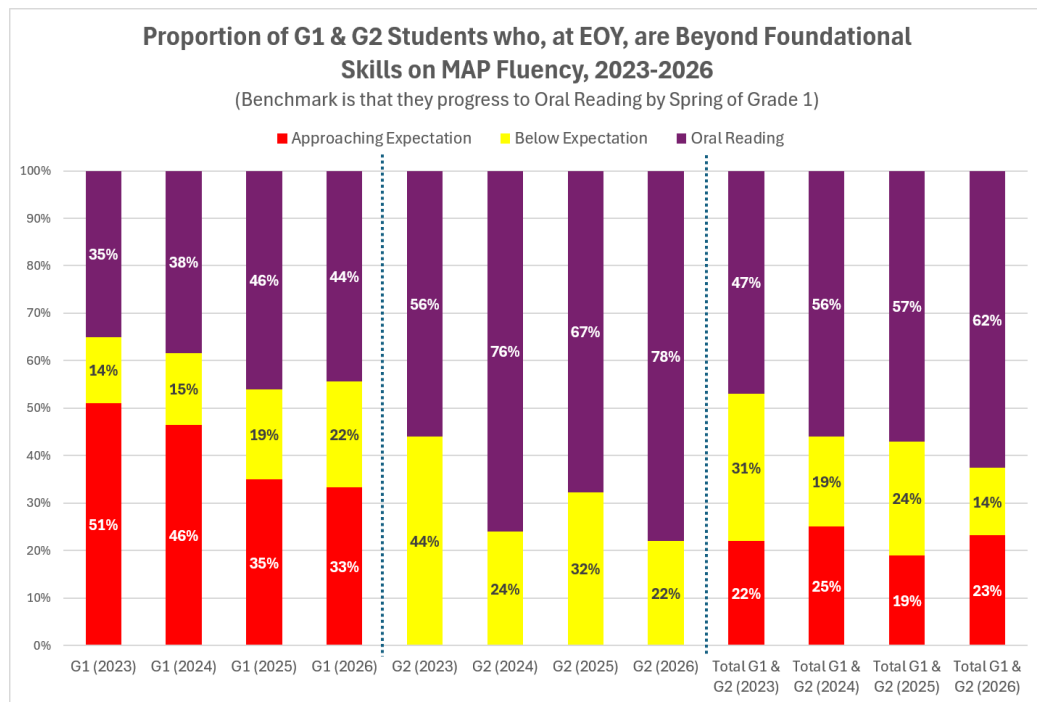
Group	Avg Scaled Score	Achievement Percentile
All students	488	31
Low Income	491	77
English Learners	n.a.	Sample too small
Students w/ IEPs	n.a.	Sample too small
Black/African-American	488	79
Latino/a	488	75

Achievement percentile shows how the average scaled score of a subgroup in one school compares to the average scaled score of that same population in all other MA schools serving a similar grade-span. In this case, the comparison schools are those serving any grades between 3-8.

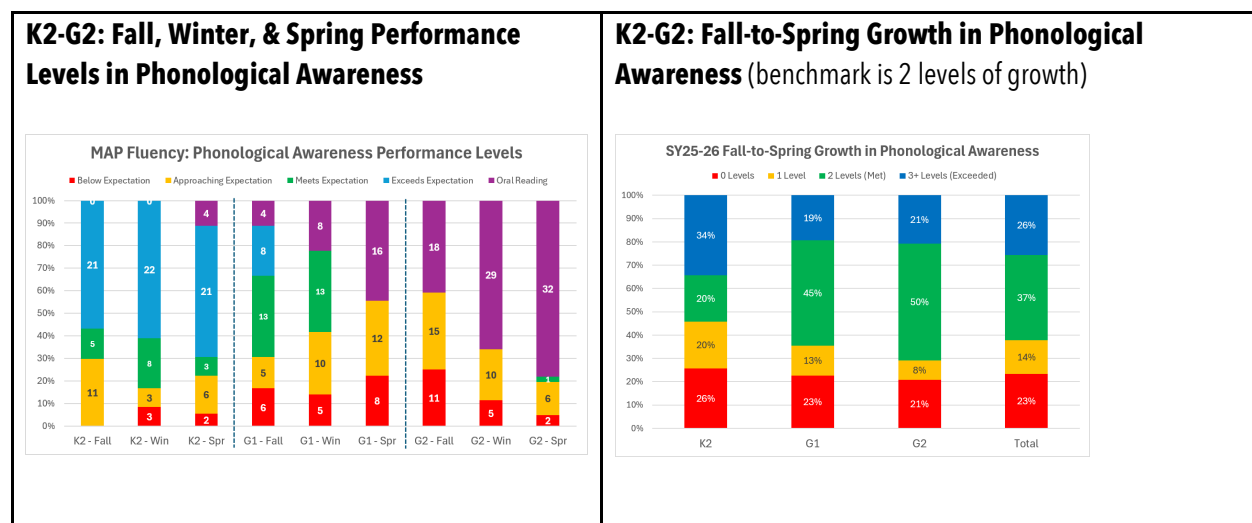
Non-Statewide Assessments

2. MAP Reading Fluency Data (Grades K2-2), 121 Students Tested

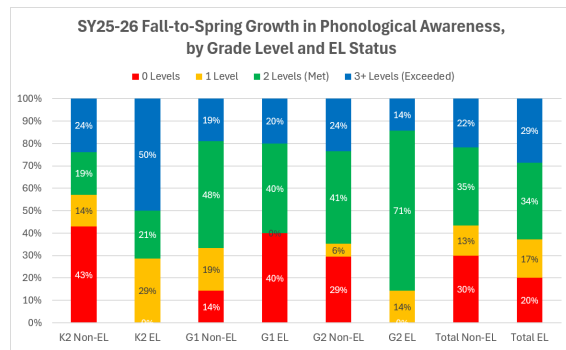
2.1 - MAP Reading Fluency: Proportion of Students Progressing Beyond Foundational Reading Skills, SY25-26



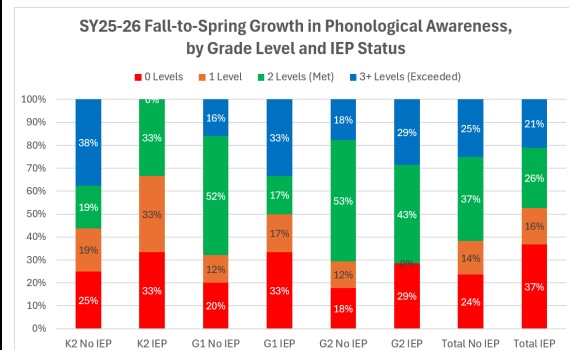
2.2 - MAP Reading Fluency: Phonological Awareness (K2-G2), SY25-26



K2-G2: Fall-to-Spring Growth in Phonological Awareness, English Learners and Non-ELs



K2-G2: Fall-to-Spring Growth in Phonological Awareness, Students with and without Disabilities

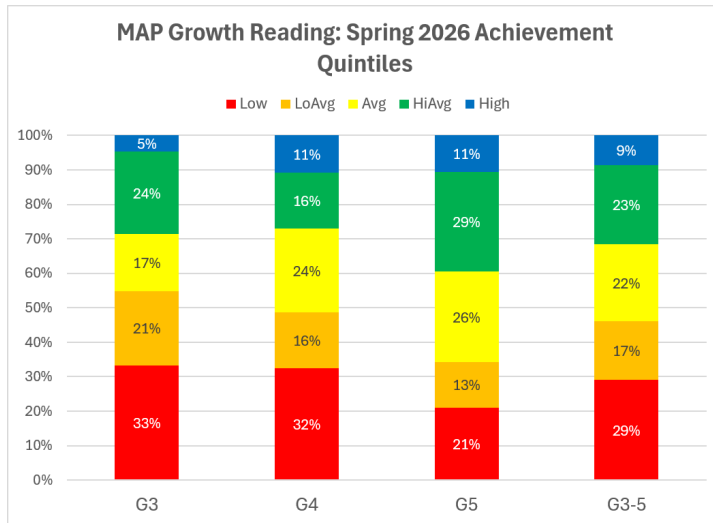


3. MAP Growth Reading Data (Grades 3-5), 117 students tested

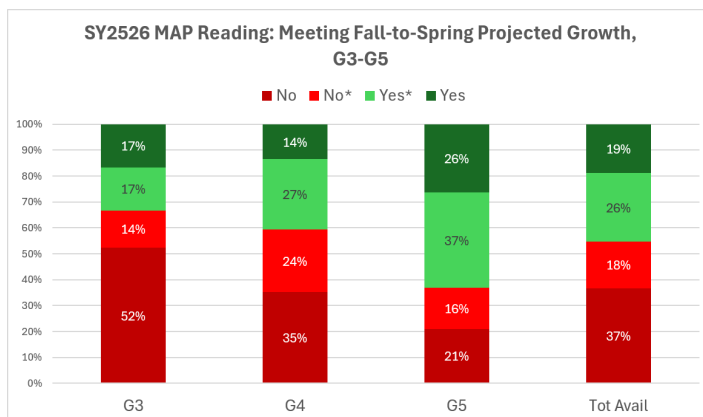
3.1 - Spring 2026 MAP Growth Reading Results - Distribution of students by Achievement Quintiles

	Low	LoAvg	Avg	HiAvg	High	Avg RIT Score	# Tested
G3	33%	21%	17%	24%	5%	188.5	42
G4	32%	16%	24%	26%	11%	196.5	37
G5	21%	13%	26%	29%	11%	207.6	38
G3-5	29%	17%	22%	23%	9%	197.2	117

3.2 - SY25-26: End-of-Year Distribution of Students across the MAP Achievement Quintiles in Reading (n=117)

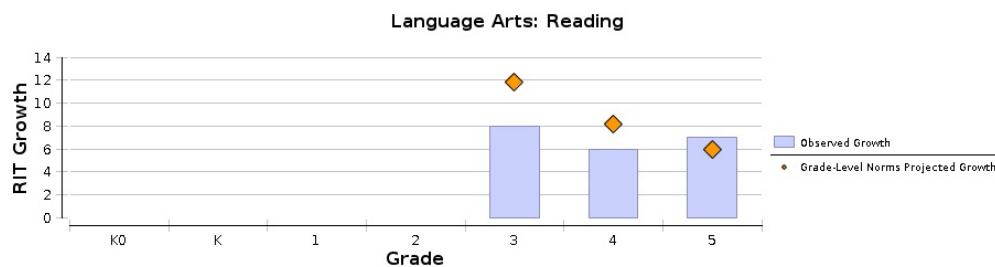


3.3 – SY25-26 Percentage of Students Meeting MAP Projected Growth Targets in Reading, by Grade



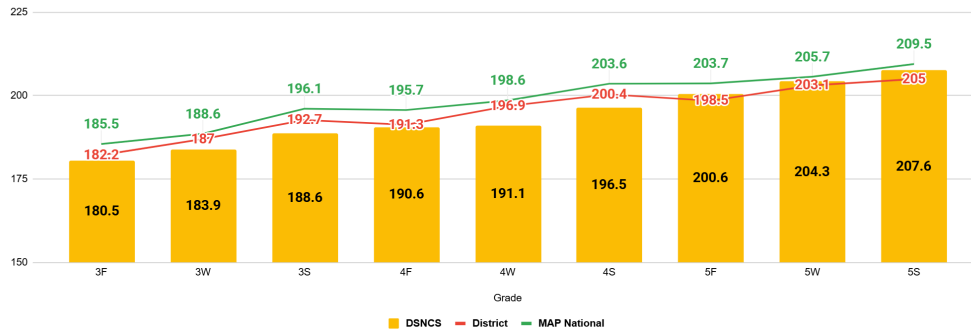
* indicates that student score falls within margin of error of cut-off score.

3.4 – Fall-to-Spring Observed vs Projected Growth in MAP Reading RIT Score, by Grade (SY25-26)



3.5 – Average MAP Reading RIT scores from Fall to Spring, compared with district and state, SY25-26

SY2526: MAP Achievement Level
Comparative DSNCS v. District v. MAP National



ELA/Reading Subgroup Analysis: English Learners

3.6 – Spring MAP Reading Achievement: Average RIT scores of ELs vs. Non-ELs, SY25-26

	# Non-ELs	Non-ELs Avg RIT Score	# ELs	ELs Avg RIT Score	Diff
G3	30	191.9	12	180.2	-11.7
G4	27	198.6	10	190.9	-7.7
G5	30	211.6	8	192.5	-19.1
G3-5	87	200.8	30	187.0	-13.7

3.7 - % Students Meeting Projected Growth on MAP Reading, ELs vs. Non-ELs, SY25-26

	# Non-ELs	Non-ELs % Meeting Growth	# ELs	ELs % Meeting Growth	Diff
G3	30	33%	12	33%	0
G4	27	41%	10	40%	-1
G5	30	63%	8	63%	-1
All	87	46%	30	43%	-3

ELA/Reading Subgroup Analysis: Students with Disabilities**3.8 - Spring MAP Reading Achievement: Average RIT scores of Students with and without Disabilities, SY2526**

	# Non-SWDs	Non-SWD Avg RIT Score	# SWDs	SWD Avg RIT Score	Diff
G3	33	192.2	9	175.3	-16.8
G4	28	202.4	9	178.3	-24.0
G5	24	214.7	14	195.4	-19.2
All	85	201.9	32	185.0	-16.9

3.9 - % Students Meeting Projected Growth on MAP Reading, Students with and without Disabilities, SY2526

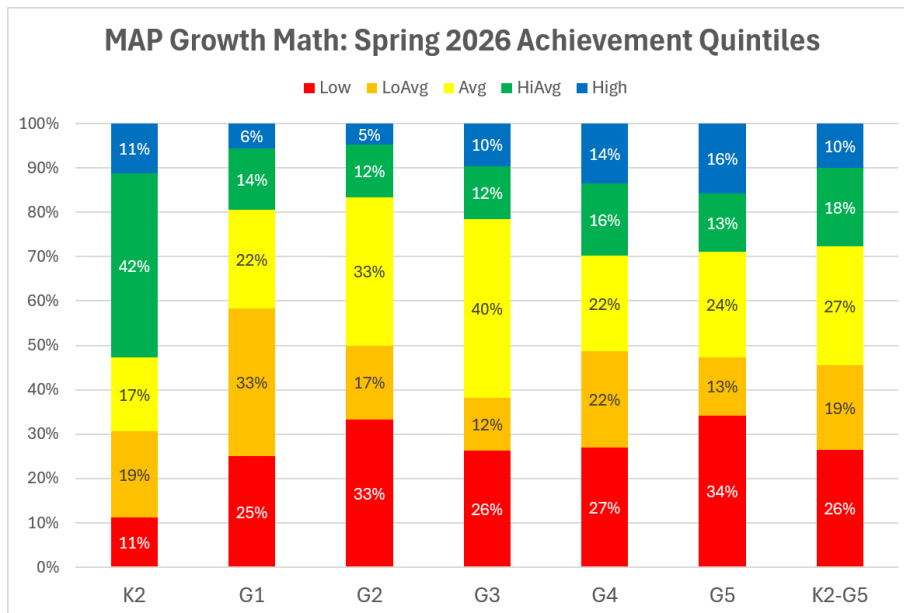
	# Non-SWD	Non-SWD % Meeting Growth	# SWD	SWD % Meeting Growth	Diff
G3	33	30%	9	44%	+14
G4	28	50%	9	11%	-39
G5	24	75%	14	43%	-32
All	85	49%	32	34%	-15

4. MAP Growth Math Data (Grades K2-5), 231 students tested

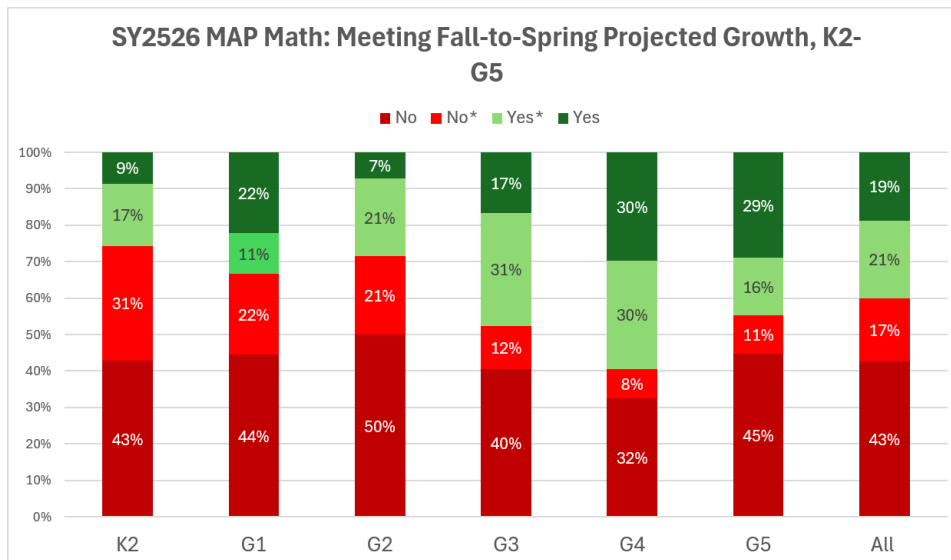
4.1 - Spring 2026 MAP Math Results - Distribution of students by Achievement Quintiles

Grade	Low	LoAvg	Avg	HiAvg	High	Avg RIT	# Tested
K2	11%	19%	17%	42%	11%	163.1	36
G1	25%	33%	22%	14%	6%	174.9	36
G2	33%	17%	33%	12%	5%	184.9	42
G3	26%	12%	40%	12%	10%	198.8	42
G4	27%	22%	22%	16%	14%	206.4	37
G5	34%	13%	24%	13%	16%	212.4	38
Total	26%	19%	27%	18%	10%	190.4	231

4.2 - SY24-25: End-of-Year Distribution of Students across the MAP Achievement Quintiles in Math

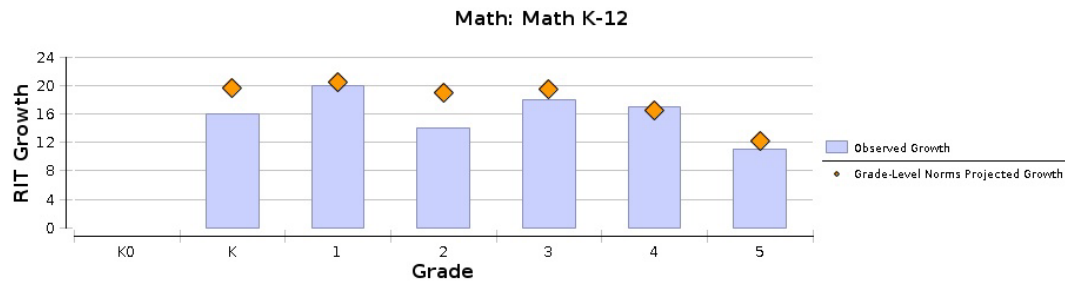


4.3 - SY25-26: Percentage of Students Meeting MAP Projected Growth Targets in Math, by Grade



* indicates that student score falls within margin of error of cut-off score.

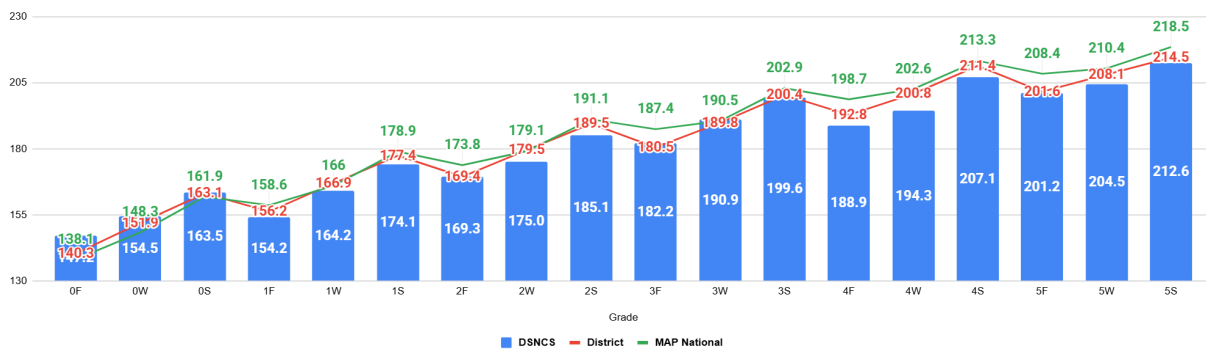
4.4 - Fall-to-Spring Observed vs Projected Growth in MAP Math RIT Score, by Grade (SY2526)



4.5 - Average MAP Math RIT scores from Fall to Spring, compared with district and state

SY2526: Average MAP Math RIT Score

Comparative DSNCS v. District v. MAP National



Math Subgroup Analysis: English Learners

4.6 - Spring 2026 MAP Math Achievement: Average RIT scores of ELs compared with Non-ELs

	# Non-ELs	Non-ELs Avg RIT Score	# ELs	ELs Avg RIT Score	Diff
K2	22	162.5	14	164.0	+1.5
G1	24	176.7	12	171.2	-5.5
G2	29	184.0	13	187.0	+3.0
G3	30	201.0	12	193.4	-7.6
G4	27	208.9	10	199.6	-9.3
G5	30	216.3	8	197.8	-18.6
All	162	193.3	70	183.5	-9.7

4.7 - % Students Meeting Projected Growth on MAP Math, ELs compared with Non-ELs, SY2526

	# Non-ELs	Non-ELs % Meeting Growth	# ELs	ELs % Meeting Growth	Diff
K2	22	23%	13	31%	+8
G1	24	25%	12	50%	+25
G2	29	24%	13	38%	+14
G3	30	53%	12	33%	-20
G4	27	63%	10	50%	-13
G5	30	50%	8	35%	-25
All	162	41%	68	38%	-3

Math Subgroup Analysis: Students with Disabilities

4.8 - Spring MAP Math Achievement: Average RIT scores of Students with and without Disabilities, SY2526

	# Non-SWD	Non-SWD Avg RIT Score	# SWDs	SWD Avg RIT Score	Diff
K2	33	163.9	3	153.7	-10.3
G1	29	175.1	7	174.0	-1.1
G2	32	187.9	10	175.3	-12.6
G3	33	203.8	9	180.3	-23.5
G4	28	213.7	9	183.7	-30.0
G5	24	221.5	14	196.8	-24.8
All	180	192.7	52	182.0	-10.8

4.9 - % Students Meeting Projected Growth on MAP Math, Students with and without Disabilities, SY2526

	# Non-SWDs	Non-SWD % Meeting Growth	# SWDs	SWD % Meeting Growth	Diff
K2	32	25%	3	33%	+8
G1	29	34%	7	29%	-6
G2	32	25%	10	40%	+15
G3	33	55%	9	22%	-32
G4	28	64%	9	44%	-20
G5	24	50%	14	36%	-14
All	178	42%	52	35%	-7