

ROBERT M. RAMETTI, Ed.D.

Principal Supervisor and Academic Systems Leader



857-234-7661



rametti@gmail.com



Mansfield, MA, USA

PROFESSIONAL EXPERIENCE

CHIEF ACADEMIC OFFICER

Boston Prep Charter Public School | Boston, MA | 2023 – Present

Serve as the district's top instructional leader for 700 students and 140 staff members, responsible for all curriculum, instruction, teacher and leadership development, academic policy implementation, and a \$600,000 curriculum and instruction budget.

- Coach and develop two school principals in change management, observation/feedback, weekly data meetings, and goal-setting systems, contributing to 94% staff-favorable ratings on school leadership effectiveness and a 7 percentile point increase in state accountability ranking.
- Train and calibrate instructional leaders on evidence-based coaching and evaluation across a 70-person teaching staff, driving 97% of staff reporting regular feedback sessions and a 92% favorable rating on coaching quality.
- Led full-cycle adoption of High-Quality Instructional Materials (HQIM) across English, Math, and Science, establishing curriculum-aligned instructional sequences that increased access to grade-level content and reduced teacher-created materials dependency.
- Launched a differentiated "Learning Team" PD model with tiered pathways for novice teachers and formal leadership roles for veterans, supporting 87% staff-favorable ratings on goal clarity and 94% on expectations and support.
- Designed and launched a school-wide Interim Assessment system, with 69–75% of ELA/Writing standards showing IA1-to-IA2 score improvement in SY26 across grade levels and consistent subgroup performance on assessments.

PRINCIPAL

Juanita Sanchez Education Complex | Providence, RI | 2020 – 2023

Principal in an urban 9th-12th grade high school with 350 students, devoted to student success through curriculum reforms, data-driven instruction, and student-centered culture. Managed \$4M budget.

- Increased graduation rate by 15 percentage points from 2020 to 2022.
- Established school-based Equity Team, focused on culturally responsive teaching and examination of bias.
- Created teacher leadership and professional learning community (PLC) model to strengthen instructional culture.
- Redesigned credit recovery opportunities for struggling students, reducing failure rates by ~10 percentage points.
- Implemented a "wall-to-wall" Career-Technical Education (CTE) model focused on three pathways: Biomedical Sciences, Computer Science, and Teacher Academy

EDUCATION

DOCTOR OF EDUCATION

Boston University

Educational Leadership and PK-12 Policy Studies | Dissertation: *One School's Journey to Becoming More Culturally Responsive: An Ethnographic Case Study*

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

Quantic School of Business and Technology

CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)

Northeastern University
Educational Leadership

MASTER'S DEGREE

Boston College
Teaching English

BACHELOR OF ARTS

Boston College
English & Secondary Education

FELLOWSHIPS & HONORS

LEVERAGE LEADERSHIP INSTITUTE,
Relay Graduate School of Education | 2025-26

THE URBAN SUPERINTENDENTS' ACADEMY, AASA | 2024-25

NATIONAL PRINCIPAL SUPERVISOR ACADEMY, completed with distinction,
Relay Graduate School of Education | 2024

LYNCH LEADERSHIP ACADEMY,
Boston College | 2015

NATIONAL BOARD CERTIFICATION,
National Board for Professional Teaching Standards | 2010
Young Adult and Adolescent Literacy

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PROFESSIONAL EXPERIENCE (CONTINUED)

HEAD OF SCHOOL

Brighton High School | Boston, MA | 2017-2020

Recruited to lead the school's initial turnaround effort, including the development of a comprehensive turnaround plan and school-wide hiring process. Managed \$8M budget.

- Drove chronic absenteeism from 76% to 45% over three years through sustained attendance intervention systems.
- Improved MCAS CPI across all three tested subjects, including a dramatic 8-point Science gain, within the first full year of leadership.
- Advanced classroom observation scores in three of four instructional domains on the CLASS tool, with BHS scores exceeding the BPS aggregate high school averages on most indicators.
- Improved school performance in 25 of 28 DESE Monitoring Site Visit indicators, most by one or two full rating levels.
- Reduced suspensions by 40% through restorative practice implementation and a redesigned school-wide advisory program.

PRINCIPAL

Clarence R. Edwards Middle School | Boston, MA | 2013-2017

Led improvements of a high-needs expanded learning time middle school (500 students, grades 6-8) serving a majority-ELL, economically disadvantaged population. Managed \$8M local budget and \$1.3M Expanded Learning Time Grant.

- Launched data-driven instructional model through partnership with the Achievement Network, focused on quarterly data meetings and reteach plans based on interim assessment results.
- Achieved Grade 7 ELA student growth percentile (SGP) of 65, and a grades 3-8 ELA SGP of 62
- Promoted culture of high achievement among students and staff through regular observation and feedback; increased Instructional Culture Index (ICI) by two points, as measured by annual TNTP Instructional Culture Survey.
- Advised the Superintendent on district-level policies and structures as part of the district's Principal Advisory Cabinet.

ADDITIONAL LEADERSHIP EXPERIENCE

LEADERSHIP COACH, Relay Graduate School of Education | National | 2024

CONSULTANT, L&P Educational Services | Brookline, MA | 2022

ADJUNCT INSTRUCTOR, Boston University | Boston, MA | 2021-2022

ADJUNCT INSTRUCTOR, Boston College | Boston, MA | 2008