

Application for Renewal of a Public School Charter

Approved by the Board of Trustees on Tuesday, July 21, 2020

Submitted to the Massachusetts Department of Elementary & Secondary Education on Friday, July 31, 2020

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Commissioner Jeffrey C. Riley
Department of Elementary and Secondary Education
75 Pleasant Street
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July 21, 2020

Dear Commissioner Riley and Members of the Board of Education,

It is our honor to submit this application for the renewal of the charter of Codman Academy Charter Public School. We are proud of what we have accomplished over the past charter term and also optimistic about the growth that still lays ahead in the coming years.

Our entire community of stakeholders remains steadfast in our commitment to provide an outstanding, transformative education to prepare students for success in college, further education and beyond and face the challenges encountered with resiliency and adaptability, emulating the drive and perseverance we see in our students as they strive to succeed.

After more than a decade of success as a college preparatory high school, Codman received permission from the Department of Elementary and Secondary Education to expand our charter to include grades K1-8. The start of this charter term marked the end of a period of rapid growth and expansion for Codman Academy, during which time we grew from a high school of 145 students to a K1-12 school of 345 students. This rapid growth brought about challenges, both expected and unexpected, and pushed us to make changes to our existing model and mode of operating in order to better serve all of our students across 14 grade levels.

We have shifted our organizational structure to prioritize a one-school leadership model, combined with an increase in our instructional coaching staff and an ongoing initiative to recruit and retain highly qualified teachers. We have increased our Special Education department in response to our students' needs, and we have partnered with nationally recognized organizations to improve our academic assessments and approach to school culture and student behavior. At the lower middle school level, our MCAS data is beginning to reflect the impact of these changes, yet there is still more work to be done. At the high school level, a dramatic drop in our scores in 2017 prompted the expansion of these partnerships to the upper school, and we look forward to reaping the benefits of these changes in the coming years.

It is important to note that our data does not tell the full story. Behind each data point is a unique individual, striving to overcome challenging circumstances in an effort to achieve big dreams. And Codman's holistic, collaborative, individualized approach to education and emphasis on whole-student success often means that change is gradual and not always linear. Through each setback, we stay the course with our students, confident that our commitment to our students' success will pay off in the long run.

Since our expansion, we have seen numerous instances of student growth and achievement that point to the long-term success and impact of our model. We have welcomed back alumni as staff, mentors,

and board members. Most recently, Elody Wagnac '15 joined the Board of Trustees in Fall 2019. Elody's path is a testament to Codman's commitment to support each graduate in their post-Codman endeavors, regardless of where their path takes them. After receiving a Posse Scholarship to Denison University in Ohio, Elody realized that Denison was not the right fit for her academically, socially, or personally. With the support of our College & Career Advising team, Elody enrolled in Year Up, where she received a certificate in Investment Operations. She recently received a bachelor's degree in Management from Southern New Hampshire University through the Duet program and was able to immediately start a career in finance and business at State Street before moving to her current position as a Financial Advisor Trainee at Janney Montgomery Scott LLC.

As we look ahead to our next charter term, we are eager to see the results of the many initiatives that we have put into place over the past four years. From our new organizational structure and efforts to recruit and retain highly qualified staff, to our partnerships with the Achievement Network (ANet) and Wediko Children's Services to improve academic performance and our classrooms' conduciveness to learning schoolwide, to our more individualized efforts to support students' academic and personal growth through increased investments in tutoring and social emotional learning, we are relentless in our efforts to provide an outstanding, transformative education to our students, families, and alumnae. We know that these initiatives will continue to grow and evolve as our students' needs grow and evolve, and we look forward to reporting greater progress (and the expected and unexpected challenges we will inevitably face) in the coming years.

Sincerely,

Thabiti Brown, *Head of School*

Pam Casna, *Principal*

William J. Walczak, *President of Board of Trustees*

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Introduction to the School

Name of School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Dorchester
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2001	Year(s) Renewed (if applicable)	2006, 2011, 2015
Maximum Enrollment	345	Current Enrollment as of July 17, 2020	345
Chartered Grade Span	K1-12	Current Grade Span	K1-12
# of Instructional Days Per School Year	K1, K2: 175 Grades 1-8: 180 Grade 9: 200 Grades 10-12: 197	Students on Waitlist as of July 17, 2020	2,344
School Hours	Grades K1-8 8:30am-4:30pm M-Th: 8:30am-12:00pm Fri Grades 9-12 9am-5pm M-Th 9am-12pm Fri, Sat (optional off-campus)	Age of School	19 (2001-Present)
<p>Mission Statement: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.</p> <p>Vision: We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.</p>			

To offer students an outstanding, experiential education, the school has deep partnerships with the Codman Square Health Center (CSHC), EL Education, Huntington Theatre Company (HTC), American Youth Foundation (AYF), and the Dorchester Y, in addition to a number of smaller-scale partnerships.

CHARTER SCHOOL PERFORMANCE: FAITHFULNESS TO THE CHARTER

Criterion 1: Mission and Key Design Elements

A. *Mission and Key Design Elements*

Codman Academy's mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond. We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

As Codman Academy Charter Public School moves into its 20th year, our mission and key design elements remain the same, and growth and change remain constant as we continue to assess and refine our approach to meet and exceed our ambitious goals for our students and our school. Codman's program is built on a holistic philosophy that seeks to address students' physical and mental health needs along with their academic success. Based on EL Education principles, our curriculum stresses depth over breadth of content and fieldwork designed to reinforce classroom learning. A strong emphasis on the arts and social justice issues are cornerstones of our curriculum.

The advancement of Codman's mission and vision is articulated in and tracked through a five-year strategic plan. Built on input from staff, faculty, board members, students, parents, alumni, and key stakeholders, our strategic plan reflects the current steps we are taking to remain faithful to our charter and deliver a high-quality experience for students.

This charter term spans two consecutive strategic plans. The first, which ran from 2013-2018, guided Codman through our ambitious expansion into a K1-12 school. The 2013-2018 Strategic Plan pursued and accomplished the following goals:

- Increase the quality and rigor of the academic program: As our staff grew and diversified, we continued to invest deeply in standardizing our instructional practice across grades K1-12 to increase the quality and rigor of our academic program, coaching for instructional staff, and alignment with state standards and EL Education core practices.
- Improve college, post-secondary, and career success: Our goal is to match each graduating senior with the post-Codman opportunity that is the best match for him or her financially, socially, and academically. Although we require all students to apply to college during their senior year, we recognize that a four-year college is not the best or right path for every student and encourage students to consider options like two-year degrees, vocational programs, or professional training for a specific career. The 2018-2019 school year represented the 15th year in a row (every year since our first graduating class!) that 100% of Codman seniors were accepted to college.
- Define and achieve Codman whole-student success: Codman's programming emphasizes the development of the whole student – mind, body, and character. We strive to support our students' mental, social, and emotional development through our robust wraparound student

support services. Codman continues to employ a full-time school social worker that works closely with staff and families to ensure our students are receiving the support they need. Our social worker also works closely with our Wellness Director and Partnership Director to provide health and wellness supports on topics like safe sex, healthy relationships, substance abuse, and mental illness.

- Expand to lower grades: As of fall 2016, Codman officially completed its expansion to a K1-12 school, serving 345 students across fourteen grades.
- Define and improve health center relationship: Codman's groundbreaking partnership with the Codman Square Health Center continues to provide unique opportunities and services for our students. This includes free dental and vision screenings for K1-8 students, dental hygiene education sessions, and a pilot round of hearing screenings for K1 students. The partnership also piloted a Sex Education program for our students. Codman students have access to free resources and services from the Family Medicine Department at the health center.
- Establish financial sustainability: Codman Academy's annual fund continues to provide funding for general and programmatic operations at the school. Following our decision to expand to a K1-12 school, Codman launched an ambitious capital campaign to fund the new building and secure programmatic funds for future students. By leveraging New Market and Historical Tax Credits in addition to generous individual donations and pledges, we have raised more than \$8.1 million (out of our \$15 million goal) to date and have paid off our sole interest-bearing loan, freeing up funding previously earmarked for interest and principal payments.

After completing the 2013-2018 Strategic Plan, Codman Academy stakeholders from the School Board, Foundation Board, staff, parent council, alumni, and student body gathered to create and launch the next strategic plan, which will guide Codman's programming, fundraising, and operational efforts over the next five years. The educational values outlined in the new strategic plan reflect EL Education's Dimensions of Student Achievement and emphasize student mastery of knowledge and skills, character development and production of high-quality work. We believe learning is an expedition into the unknown for the purposes of personal and intellectual growth and greater understanding. We guide students along their expeditionary journeys with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. By addressing individual differences, promoting personal wellness, offering outstanding academic instruction and providing love and safety along the educational journey, we maximize each student's potential for academic and personal success, creative expression, and achievement. Codman strives to cultivate a deep sense of curiosity, mastery of subject matter, commitment, character, and confidence in students who are then able to achieve personal success beyond Codman and envision and contribute to building a better world.

The purpose of the 2018-2023 strategic plan is to continue to distinguish Codman as a high achieving, national model public charter school that leverages EL Education practices to deliver on the promise of a challenging, holistic, and highly personalized education for all students. Together, the four strategies below are designed to achieve high levels of achievement by equipping students with the skills and knowledge; sense of agency, integrity, well-being and social justice; as well as the real-world understanding to successfully navigate rewarding postsecondary pathways and to contribute meaningfully to their communities:

1. Fully and effectively integrate EL Education design and complementary practices and strategies for differentiated curriculum and instruction to ensure high levels of student achievement.
2. Recruit, onboard, develop, and retain highly effective educators who can successfully implement Codman’s mission and ensure high levels of student achievement.
3. Build Codman’s financial well-being and financial resource base to ensure high levels of student achievement.
4. Continue to foster innovation by empowering Codman families with educational tools to foster student achievement; by enhancing existing and building new partnerships with community partners including the Codman Square Health Center; and by extending supports to our graduates to advance post-Codman success to smooth post-secondary transitions for students and alumni.

These priorities directly support our mission to prepare students for success at and after Codman, regardless of their next steps. We continue to push for high-quality student work, strong classroom instruction, and deep wraparound social-emotional support. As a national model for public charter education, we remain committed to continuing to be innovative with our practices around family engagement, alumni support, and community partnerships.

The priorities and tactics outlined in both of our strategic plans are in direct service of our efforts to substantially meet the goals outlined in our Accountability Plan, and the many instances of success in and significant progress toward meeting these goals can be attributed to the shared commitment of all CACPS stakeholders to leading the initiatives outlined in our plans. We still have room to grow in our efforts to demonstrate that Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers as evidenced by 75% of students in grade 3 reading on grade level as measured by DIBELS or Fountas and Pinell (a measure we partially met for the first time in 2020) and our efforts to demonstrate that the school receives a positive annual implementation review by EL Education by earning an overall EL Education Review score of at least 98 (a measure we have not met for the past three years). Our continued improvement in each of these measures, as described in Appendix A, reflect the combination of financial and human resources we have dedicated toward improving our academic performance, from our new organizational structure, to the hiring of more instructional coaches, experienced teachers, and tutors, to partnerships with ANet and Wediko to ensure that content is being delivered effectively and classrooms are conducive to learning.

B. Amendments

Codman Academy Charter Public School did not amend its charter in the 2016-2020 charter renewal period.

Criterion 2: Access and Equity

A. Recruitment and Retention Plan

In order to recruit and retain a diverse student body that is reflective of our sending district and the communities we serve, we employ a series of strategies in collaboration with community partners, local

businesses, and fellow charter schools. Through recruitment fairs at nearby schools, mailings to current families to share amongst their networks, and application distribution at our local library, YMCA, health center, and neighborhood businesses, we have seen success in recruiting and retaining a student body that is demographically comparable to the state of Massachusetts and the city of Boston.

Our ELL population remained stable at an average of 4.2% from 2016-2019 before doubling in the 2019-2020 school year to 12.7% - the first year that our ELL population was higher than the statewide average by 1.9%. Our Special Education population has also remained stable over the past five years, decreasing slightly by an average of 2.5% per year from 2016-2019 before increasing again from 17.8% in the 2018-2019 school year to 21.8% in the 2019-2020 school year, a rate higher than that of our sending district (21.3% for BPS). Our Special Education population has remained above the statewide average throughout the charter term, with the exception of the 2018-2019 school year. Our Economically Disadvantaged population has been steadily increasing throughout the charter term, with the largest increase from 53.8% in 2018-2019 to 61.7% in 2019-2020, higher than both the statewide average of 30.7% and the Boston average of 55.6% during the charter term.

We attribute this success to our targeted recruitment strategies, such as displaying Special Education and ELL program materials alongside general programming information, making department members available for consult throughout the enrollment process, translating all application materials into Spanish and Haitian-Creole, providing translation services during Open Houses, school tours, and the lottery, and prioritizing recruitment efforts at local schools where a higher percentage of students are identified as economically disadvantaged.

B. Special Education and English as a Second Language Documentation

Information about our Special Education and English as a second language programming is available on our website on our [Student Support](#) page, easily accessible from our homepage (Our Approach → A Transformative Education → Student Support).

C. Translation of Documentation

Our website includes a feature that translates the entire site into 30 different languages via a button accessible on the upper right corner of each page. When we share resources and links, such as [information pertaining to COVID-19](#), our ELL Coordinator contracts with a group of consulting translators to prepare and post the information in Spanish, Haitian Creole, Cape Verdean Creole, and Somali - the four most represented home languages among our student body.

D. Attrition

Our average student attrition rate of 8.3% over the course of the charter term falls well below the averages of both our comparison charter schools and comparison BPS schools at 10.5% and 16.7% respectively. However, it is important to note that our attrition rate has gradually increased since 2017, with the largest increase taking place between 2018-2019 (8.0%) to 2019-2020 (13.3%). This rate still remains below the 15.5% median of our comparison districts. We endeavor to lower this rate by

increasing stability amongst the adult population. Specifically, we believe shifts in our organizational structure (explained in Section 8A) to strengthen school leadership and our ongoing targeted effort to recruit and retain highly qualified teachers who reflect the demographics of our student body, will improve the attrition rate.

E. Suspension, Emergency Removal and Expulsion

Suspension rates peaked in the 2016-2017 school year at 12.9% but have been steadily decreasing at an average rate of 4% over the past two years, to 8.3% in 2017-2018 and 4.2% in 2018-2019. (Our 2019-2020 data is inconclusive given the shift to remote learning in March 2020; however, we did see a decrease in the suspension rate from 5.5% in Trimester 1 to 3.2% in Trimester 2, so we have reason to believe the decrease will continue). We have had only one expulsion during this charter term, and our emergency removal rate has decreased significantly from 3.6% in 2016-2017 to 0% for the last two years. This positive downward trend can be attributed to a schoolwide commitment to using alternatives to suspension, which has been aided by schoolwide implementation of the PBIS (Positive Behavior Interventions and Supports) framework during the course of the charter term. Improved tracking of discipline data through our reflection referral forms and SWIS (School-Wide Information System) has allowed us to determine trends and plan targeted interventions to support both staff and students.

A closer look at our subgroup data reveals that CACPS suspends students with disabilities at an average rate of 3.9% higher than that of the general population. We are addressing this through a number of schoolwide initiatives. First, we have implemented PBIS structures across all divisions to ensure the implementation of positive reinforcements. We have multiple staff-wide trainings on Trauma Informed Care, Classroom/Behavior Management and De-escalation Practices to ensure that the steps toward disciplinary actions are student centered and aligned with PBIS structures and the school's mission. We also invested in PBIS specialists through our partnership with Wediko Children's Services to support the initial years of implementation, and we use a tiered monitoring system (SWIS) to ensure that we are tracking data and can proactively intervene when subgroups are being disproportionately disciplined. Lastly, on a regular basis, our Student Support Team, including the Deans of Culture, School Social Worker and Social Emotional Learning Coordinator, work with students and staff to use best practices and strategies for working through logical consequences for student behavior.

F. Equal Rights of Access

CACPS ensures that all students have equal rights of access to the opportunities provided by our educational program through our inclusion model. Codman is a small school with a diverse range of student needs, including emotional disabilities, autism, neurological disabilities, developmental delays and varying levels of English language proficiency. We work to ensure that all students can flourish in a rigorous academic environment. Our staff provides instruction that reaches all learners and works to heighten their comfort and success in the classroom, striving to make learning accessible and engaging for all students who walk through our doors.

Codman has prioritized academic support and enrichment through our highly qualified Student Support team made up of 15 educators, including in-class support staff, ELL instructors, and special education teachers. Our model provides deep wraparound supports in addition to a rigorous academic curriculum, ensuring that all students have the opportunity to participate in everything from core classes to specials to enrichment opportunities like Saturday classes and internships. Lesson plans and Learning Targets (LTs) are presented and evaluated through a differentiated lens, with the hope to set all students up for success. While our expectations for our students remain high, we support our learners with services like tutorial, Academic Enrichment Block (a daily block reserved for meeting with teachers or working with support staff), and a standards based grading system that ensures students master each individual topic and prevents gaps in their learning.

Criterion 3: Compliance

At the end of our last charter term, Codman Academy's Summary of Review (February 2016) documented the following compliance finding: *"CACPS is not in compliance with state regulations regarding teacher qualifications and licensure. Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the Massachusetts Test for Educator Licensure (MTEL). As of the renewal inspection, 6 teachers are not in compliance with state teacher licensure requirements. Further, the school's ESL teacher is not licensed as required by M.G.L. c. 71A."* We have dedicated significant effort and resources to addressing this finding, through a combination of recruitment and retention strategies to hire more experienced, licensed teachers and increased professional development to support new teachers' efforts to complete their licensure requirements. Initiatives include a salary scale with three different entry points to incentivize the hiring of experienced teachers, longevity awards, salary increases of more than 5% at key years (years 3, 5 and 10) to retain experienced teachers, and scholarships to offset the cost of licensure preparatory courses and materials. These efforts have resulted in the hiring of more qualified staff, with one-third of our current lead teachers boasting 5+ years of relevant experience; however, we are not yet in compliance with state regulation 603 CMR 1.06 (4).

In a January 17, 2020 memo to the Board of Elementary and Secondary Education from Commissioner Jeffrey C. Riley entitled *Proposed Amendment: Educator Licensure and Preparation Program Approval Regulations, 603 CMR 7.00 – Alternative Assessment Pilot*, Commissioner Riley asserts that 40% of students in Massachusetts public schools are students of color, while only 8% of teachers are of color, while research shows that diversifying the teaching population can have positive effects on teachers' expectations of students of color and their academic success and persistence. Codman's student body is comprised of 99% students of color, while only 31% of our teachers are of color and 38% of our staff are of color. We endeavor to hire a staff that more accurately reflects our student body, but in doing so, we face challenges with licensure requirements.

Codman Academy currently employs seven (7) teachers who have not completed their licensure requirements, six (6) of whom are Black educators, the majority of whom were raised and/or currently live in the communities our school serves. Additionally, one of our two ESL teachers, a Latina woman, is not currently licensed. Our experience echoes the sentiments shared in Commissioner Riley's memo, as

our teachers demonstrate their aptitude for teaching in the classroom but continue to struggle with passing MTEL examinations. We are both deeply committed to ensuring that our teachers know the content they teach and motivated to support qualified educators of color to thrive in the profession. Going forward, we are eager to follow the progress on Commissioner Riley's proposed new regulation, 603 CMR 7.04 (2) (e) Alternative Assessment Pilot, as it will hopefully provide an alternate pathway to certification for our teachers. In the meantime, we will continue to support our educators in pursuing a traditional route to licensure through scholarships for MTEL preparatory programs and coaching.

Criterion 4: Dissemination

The sharing of best practices has been an integral component of Codman Academy’s overall mission and vision since its inception in 2001. As an EL Education school, we are part of a robust national network, with whom we share best practice. Additionally, Humanities Teacher Sydney Chaffee’s 2016 MA Teacher of the Year and 2017 National Teacher of the Year awards afforded us further opportunities to share our best practices locally, nationally, and globally.

Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2015-2020	Trauma-informed building design	Through the media and site visits	Chief of Innovation and Strategy, Head of School, Principal	Audiences of WBUR, The Boston Globe, Dorchester Reporter, Boston News Network, and Boston City TV. Governor Charlie Baker, Mayor Martin Walsh, Senator Linda Dorcena Forry, Chief of Education Rahn Dorsey. Also, Boston University School of Education and School of Public Health, the Boston Plan for Excellence, and the London Times Educational Supplement (London, UK)	Building model shared. The majority of visitors shared their appreciation for the tour and shared their learning surrounding the school design, healthy lunches, and social justice-inspired curriculum. CACPS did not receive any grant funding.
2017 - 2020	School Model and Curriculum	Site visits	Head of School, Chief of Innovation and Strategy, Principal, Partnership Director, Dean of Enrichment, Classroom Teachers	Harvard University, Tufts University, State Representative Russell Holmes, Boston University, Yale School of Medicine, Bridge Boston Charter School, Teach Plus, American Language Center, City Year, Austin Public Schools, Milwaukee Lutheran High School, Lowell Public Schools (Project Learn), Lighthouse Academics (Chicago, IL and Indianapolis, IN), Mount Holyoke College, Kansas City Kansas Public Schools (Great Schools visit hosted by the Kaufman Foundation and SchoolWorks), Tucker School (Milton Public Schools), LeadBoston Class of 2019, Skale Consulting (Somerville, MA), MAB Community Service (Boston, MA), YW Boston (Boston, MA), World Ocean School (Boston, MA), Always Health Partners (Somerville, MA), City Year (Boston, MA), Latinos for Education (Boston, MA), Reebok (Boston, MA), Social Innovation Forum (Boston, MA), The Greater Boston Food Bank (Boston, MA), New School Fund	Visitors toured the school and met with key staff members. Visitors shared their excitement, appreciation, and gratitude for the individualized time set aside for each tour. CACPS did not receive any grant funding.
2016-2020	Grade 9 Humanities teacher’s approach to teaching	Presentations at conference(s)	Grade 9 Humanities Teacher	Educators, media representatives, elected officials, and friends of Codman, Commissioner of Elementary and Secondary Education Dr. Mitchell Chester	Sydney Chaffee has spoken at many large conferences and shared her vision on the power of education over the last few years, including EL Education National Conference, TEDx Beacon Street.
2016-2018	Supports for diverse learners, curriculum models	Presentation at conference	Grade 2 Teacher, Grade 9 Humanities Teacher, Grade 12 Humanities Teacher, Grade 9 Biology Teacher, Dean of	Educators at EL National Conference	Over the last few years, Codman staff members have led master classes at the EL Education National Conference, on things like the benefits of poetry, models of instruction, social emotional learning, and storytelling. CACPS did not receive any grant funding.

			Enrichment, Higher Learning Institute Humanities Teacher		
2016-2019	Health center school model	Site visits	Chief of Innovation and Strategy, Head of School, Partnership Director, Principal	Dr. Priscilla Chan and Mark Zuckerberg, readers of the Boston Globe, Momentous Institute (Dallas, TX), The Primary School (East Palo Alto, CA), Monument Academy (Washington, DC), KIPP Harmony and the Rales Center (Baltimore, MD), Oylar School (Cincinnati, OH), Wediko School (Windsor, NH), Cunningham Children's Home (Urbana, IL), New York Presbyterian Hospital, TIAS School for Business and Society (top- ranked business school in the Netherlands), Visitors of China Medical Board, Inc. (Cambridge, MA)	Health/school model shared, Codman's groundbreaking partnership with the Codman Square Health Center inspired Dr. Priscilla Chan and Mark Zuckerberg their own school's model in a January 27, 2016 article in The Boston Globe titled "Facebook creator, wife inspired by Dorchester school." Site Visit (Chan Zuckerberg Initiative Health Integration Schools June Convening). Also the Chief of Innovation and Strategy worked with the New York Presbyterian Hospital to explore replication of key aspects of the Codman Square Health Center - Codman Academy partnership model for an emerging early childhood center in New York City.
2017-2018	Teacher development, social emotional learning	Site Visit	Head of School, Principal, Director of Social Emotional Learning	Officials from Saudi Arabia's Department of Education	An overwhelming majority of visitors shared their appreciation for the tour and shared their learning on social emotional learning practices, authentic relationships between staff and students, and the use of appropriate technology in the school. CACPS did not receive any grant funding.
2017	Sharing best practice, teacher development	Presenting at the Boston Ed Talks	Grade 2 Lead Teacher, Grade 9 Math Teacher	Boston Ed Talks Audience	Grade 2 teacher shared at the Boston Ed Talk in May about using mindfulness in the classroom: "Mindfulness in the Classroom -Finding Your Breath: Creating More Mindful Schools." Grade 9 teacher shared a spoken word poem, "Elevators" and "Mirrors," about the how to stay motivated and overcome challenges.
2017	Younger Siblings Project	Group of parents of younger siblings of Codman students	Chief of Innovation and Strategy, Director of Student Services, Lower School Student Support Coordinator, Head of School	Hurley School (Roxbury, MA), The Primary School (Palo Alto, CA)	The Chief of Innovation and Strategy worked with the Hurley School to integrate school and health center services for children from prenatal care to age four. To date, Codman Academy, the Hurley School, and The Primary School have coached a combined total of more than 125 families. The Head of School shared findings in a public webinar. This project was grant funded, in part, by Edvestors.
2016-2020	Targeted Academic and Social Emotional support for Black and Latino boys	Site visit, collaborative conversations	Head of School, Grade 3 Lead Teacher, Grade 4 Lead Teacher, Grade 5 Lead Teacher, LS Student Support Coordinator	King K1-8 School (Dorchester, MA), St. John Paul II – Neponset Campus (Dorchester, MA)	The Boston Compact and Edvestors have provided funding. We presented work in progress at the 2018 COSEBOC Annual Gathering of Leaders in May 2018 and are currently working on teacher-designed PD workshops for all 3 schools.
2019	Nutrition & Food Equity	MA Food Systems Collaborative	Partnership Director with four 11th grade students	MA Food Systems Collaborative (Leominster, MA)	Chetna Naimi, along with Codman's Farm to School student ambassadors shared their experiences of the Farm to School activities and their perspective on food justice and food equity. CACPS did not receive any grant funding for the presentation, but Codman's ongoing food justice and nutrition education work is supported by grant funding from Farm to School through the USDA.

CHARTER SCHOOL PERFORMANCE: ACADEMIC PROGRAM SUCCESS

Criterion 5: Student Performance

A. *Academic Achievement*

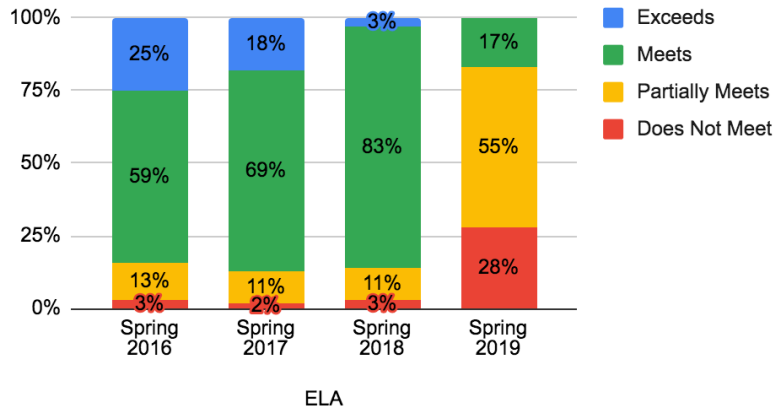
Throughout the past charter term, CACPS's academic performance has fallen below both the high standards we set for ourselves and our historically strong levels of achievement and growth, resulting in an accountability classification of "in need of focused or targeted support" at the close of the 2018-2019 school year.

Grades 3-8 have demonstrated ongoing academic performance improvement over the past three years, with growing annual increases from 2017-2019. Although we still remain 22% and 25% below BPS in MCAS ELA and Math performance, the percentage of students in grades 3-8 scoring proficient or advanced increased over the past three years. From 2016-2018, our 10th grade scores remained strong and consistent. An average of 86% of students in grade 10 scored proficient or advanced on the ELA MCAS, scoring above the BPS average of 82%, and an average of 73% scored proficient or advanced (with a 3% increase annually) in the Math MCAS compared to the BPS average of 67% for the first three years of the charter term. However, 2019 marked the first year of the more rigorous Next-Generation MCAS, and Codman experienced a 69% decrease across the board with only 17% of students in grade 10 scoring proficient or advanced on the ELA MCAS (BPS and Massachusetts reported 37% and 30% drops, respectively) and only 7% on the Math MCAS (compared to BPS and Massachusetts' 19% drops). It is worth noting that our 2019 10th grade cohort included a significantly higher percentage of students with special needs (41% Special Education and 9% ELL compared to an average of 33% and 4% throughout the rest of the charter term).

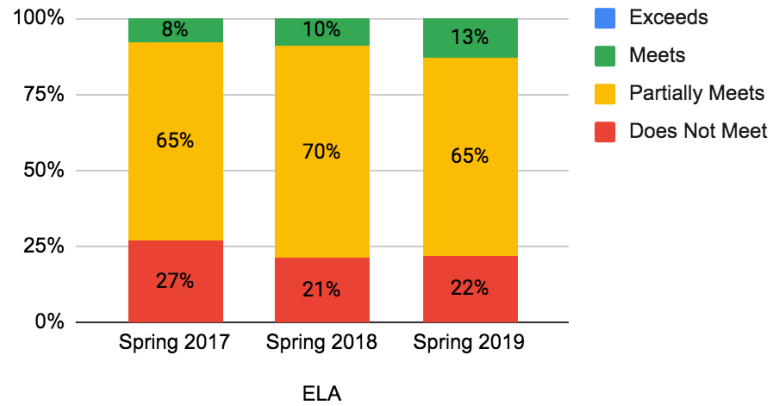
CACPS's high needs subgroups continue to score lower than the general population on the MCAS across all categories, prompting CACPS to increase its investment in both our Special Education department and tutorial program, with a 28.6% increase in Special Education staff from 2016-2020. Our frequent progress monitoring opportunities K1-12 (through DIBELs, F&P, and ANet assessments) allow teachers to dig into data about subgroups on a regular basis in partnership with the Special Education department. The growth of the department allows for more targeted, specialized support for students around specific content and developmental levels.

CACPS MCAS achievement over the current charter term in ELA, Math, and Science is summarized in the charts below:

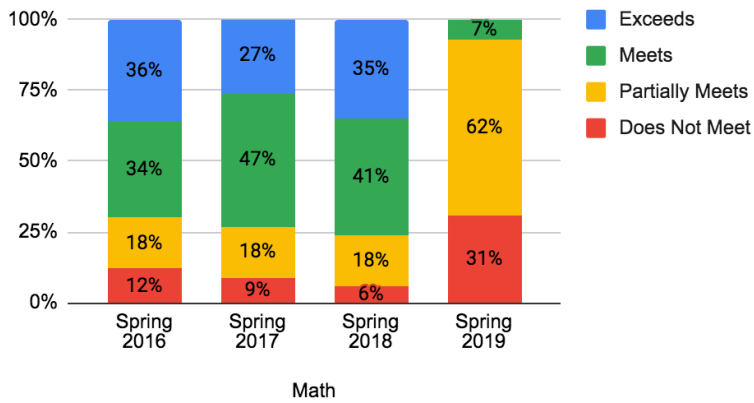
MCAS - Grade 10 ELA



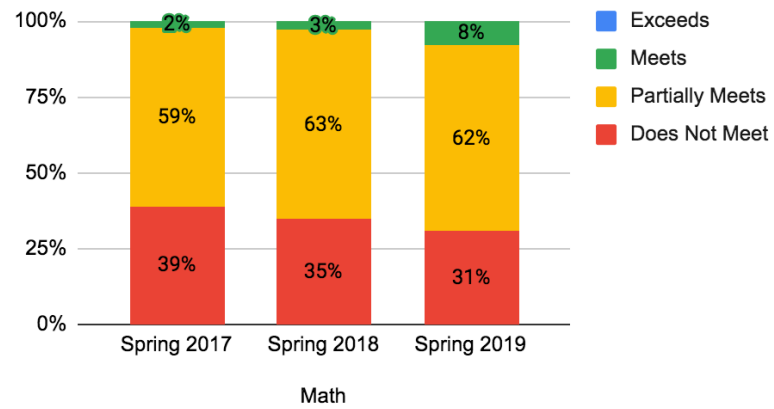
MCAS - Grades 3-8 ELA



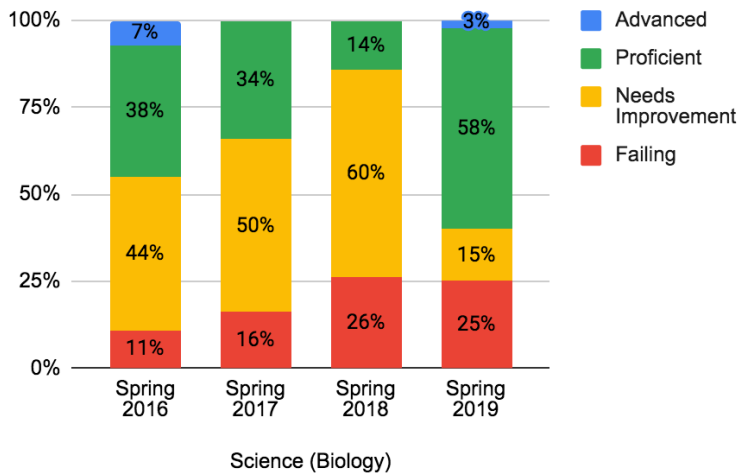
MCAS - Grade 10 Math



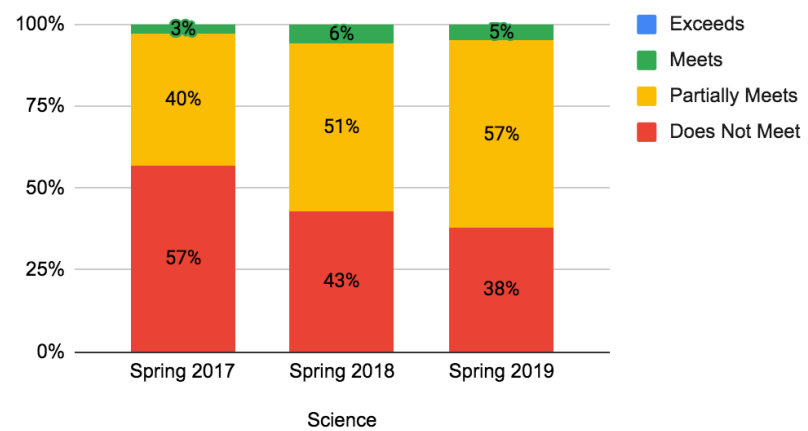
MCAS - Grades 3-8 Math



MCAS - Grade 9 Science (Biology)



MCAS - Grades 5,8 Science



We know that our students are capable of demonstrating a high level of proficiency, as measured by MCAS. At the end of each year, we take a thorough inventory of our curriculum, instruction, and organizational structure then make data-informed decisions to refine our practices to better prepare our students for academic success. During the first few years of the charter term we had difficulties holding our staff and students to the high academic standards we pride ourselves on. We diagnosed the problem as inconsistent leadership and made multiple changes, including building level leaders and the 2019-2020 transition to a new organizational structure (further explained under Criterion 8A). Inconsistent leadership also led to challenges in both recruiting and retaining high quality staff, a key ingredient for success in academic achievement. Our Board of Trustees spearheaded an initiative to improve teacher retention (including an increase in teacher compensation as described under Criterion 3), resulting in high water marks for the 2020-2021 school year: 19% of teachers with 5+ years of experience and 72% of teachers who have been at Codman for 3+ years.

To support our teachers in improving student proficiency, we contracted with Achievement Network (ANet) at the beginning of the charter term in 2016, implementing a rigorous system of interim assessments that provide our teachers with actionable and student-specific data to target instruction and interventions. To address the 2019 drop in our Grade 10 scores, we expanded our ANet contract to include grades 9-11 in the fall of 2019. We also shifted to a new, more EL Education-aligned math curricula (Illustrative Mathematics) in grades 6-11 and hired a new Instructional Coach specifically to support teachers in grades 5-12 to allow for more consistent coaching and curricula from grade level to grade level. We are in the process of redesigning our tutorial program to allow for more targeted interventions, increasing our investment in individual tutoring through the hiring of a set of full-time tutors to increase targeted academic support, particularly for our Tier 2 students. Across all grades, our school leadership team and our Board of Trustees are deeply committed to continuing to take the necessary steps and allocate the necessary resources in order to resume our prior classification as a school of recognition.

B. Additional Assessment Data

We rely heavily on additional assessments to provide interim data in order to assess the efficacy of our academic programs and the growth and achievement of our students throughout the year. Our ANet assessment data demonstrates significant improvement in Math achievement in grades 3-8 from the prior charter term until now, with an average of 40% achieving proficiency in the 2019-2020 school year, steadily increasing from an average of 25% in the 2015-2016 school year.

We also use Fountas & Pinell to assess reading levels, and in Winter 2020, 52.5% of students in grades K2-4 met their reading benchmark. This mid-year data point is higher than the comparable Spring data points from all prior years in the charter term (with the exception of Spring 2017, which was slightly higher at 52.7%). Although we were unable to collect Spring 2020 data due to school closures, this mid-year data indicates that reading proficiency will continue to increase.

Criterion 6: Program Delivery

A. Curriculum

Our K2-12 curriculum is aligned to MA state standards and is designed to prepare students for active citizenship and engagement in post-secondary education. 74% of our teachers use pre-written, nationally vetted, high-quality curriculum. Those who design their own curricula use EL Education and Codman Academy best practices to guide their planning, and there are frequent curriculum audits to ensure standards alignment and grade level rigor. Instructional Coaches review each teacher's lesson plans and provide feedback on a weekly basis. See below for curriculum overview for CACPS by content:

- **Math:** EngageNY (K2-2), Match Fishtank (3-5), Illustrative Math (6-11 - G9: Algebra, G10: Geometry, G11: Algebra II/PreCalc), AP Calculus
- **Science:** Active Learning (2-5), IQWST (6-8), self-written (9-11 - G9: Biology, G10: Physics, G11: Chemistry), AP Environmental Science, AP Computer Science
- **ELA/Social Studies (Humanities):** Foundations (K1-4) EL modules (K2-8), self-written (9-11 - G9: English I/World History, G10: English II/US History I, G11: English III/US History II), AP Language and Composition
- **World Language (Spanish):** Self-written (G11: Spanish I, G12: Spanish II)

In addition to this core coursework, we also seek to help every student identify and pursue their own passions. This includes regular specials courses (music, movement, and art) in grades K1-6, health and wellness courses in grades 7-12, and theatre training with the Huntington Theatre Company and college and career readiness courses in grades 9-12. We also offer individual tutorial supports for students needing Tier 2 intervention in grades 7-10 through our on-site tutorial program.

In grades 9-12, we offer a robust set of enrichment programming, providing our students with the opportunity to make choices about their learning, to build meaningful adult relationships, and to explore a wide range of learning opportunities. Upper school students are required to earn ten enrichment credits and complete at least one internship experience in order to be eligible for graduation. Enrichment credits may be earned through Saturday School, Weekday Academic Enrichment Block Courses, Off-Campus Enrichment, and Summer Programming. Opportunities include everything from a Harvard University-sponsored Philosophy program to a cooking class at Daily Table to a filmmaking course with Boston Neighborhood News to an oceanography course at the New England Aquarium. These experiences expose our students to similar opportunities available to many of their peers in more affluent districts, leveling the playing field and introducing our students to a seminar style of learning similar to what they will experience in colleges and universities.

In the summer of 2017, in response to state assessment data, the lower-middle school made explicit shifts to codify curricula across grades K2-8 in math and ELA, ensuring standards alignment and coverage. We transitioned away from self-written curricula and toward research-proven, high-quality math and ELA curricula that are aligned to our philosophy as an EL Education school. We have also expanded our partnership with ANet to include more robust interim assessments and data cycles to

allow for frequent data analysis around standards. Since implementing new curricula and more robust data cycles, we have seen measured improvements in our SGP and proficiency on our state assessment results for grades 3-8.

In response to plateaued state assessment data in high school math scores, we made the decision to modify our 6-11 math curriculum, moving toward the implementation of Illustrative Mathematics curriculum in those spaces. We also administered benchmark assessments (through our partnership with ANet) at the high school level beginning in fall of 2019. Unfortunately, due to school closures in the 2019-2020 school year, we weren't able to see the impact of this new curriculum on state assessments.

We review and revise the curriculum in three-year cycles so we have enough data to have a sense of the impact of the curriculum. These curriculum audits were what prompted the shift to EL modules in 2017, Illustrative Mathematics in 2019 and a rewrite of components of our self-written, high school humanities curriculum in 2020.

B. Instruction

Our instructional priorities are guided by EL Education's Core Practice 11: Delivering Effective Lessons. This practice provides a common language and understanding for what constitutes high quality instruction, with an emphasis on creating purpose, building curiosity, maintaining focus, using protocols, supporting all students, using models, representing thinking, reflecting, ongoing assessment, and structuring revision and critique. Our team of four instructional coaches, under the leadership of our Director of Curriculum and Instruction, supports teachers in distilling the instructional practices built into this core practice to the developmental appropriateness of each grade level (K1-12), ensuring that our instructional practices are based on high expectations for all students, foster student engagement, and reflect cultural proficiency.

We check for progress through weekly observations by coaches and monthly school-wide instructional learning walks. Coaches and the principal are regular members of the walk team, and we invite five additional staff members to join each month. The learning walk is guided by a common rubric and allows for equal observation time in each division of the school (lower school, middle school and upper school) and, as much as possible, equal content areas. After the walks, members of the walk team spend 30-45 minutes debriefing around trends in the rubric results and share observations with the full staff via email, highlighting positive trends, areas for growth, quick fixes to make, and implications on our faculty learning targets. In the 2019-2020 school year, 90% of written lessons and 60% of observed lessons were aligned with EL Education and Codman Academy best practices. This percentage continues to increase each year, and we look forward to consistently reaching a 90%+ rate in the coming charter term. Additionally, our school culture team conducts monthly school culture walkthroughs and uses observation data and trends to plan for ongoing support and staff training related to student behavior and engagement, ensuring that teachers are equipped with the skills needed to create classroom environments conducive to learning.

Observational data from the 2019-2020 school year highlighted a need for additional support around differentiation and on-task behaviors. Based on this data, the Instructional Leadership Team is planning to focus its work in the 2020-2021 school year on supporting teachers to internalize what grade level standards look like to ensure that they are not over- or under-scaffolding for students. The School Culture Team is designing learning opportunities for teachers to continue to value routines and rituals in their classroom so that they can improve on-task behaviors while teaching.

Each year, we use TNTP's Instructional Culture Insight Survey to gain insight from our teachers on a variety of different indicators on a scale of 1-5, many of which help to evaluate the effectiveness of our efforts to provide high quality instruction and create classrooms conducive to learning. Over the course of the charter term, we have seen positive growth in the areas of Professional Development (increased from 2.2 to 3.7 during the term), Instructional Planning for Growth (increased from 0.8 to 4.4 over the term and is now higher than the Boston average of 3.6), and Observation and Feedback (increased from 2.5 to 4.5). This demonstrates strong improvement in our efforts to support teachers' successful adoption of our instructional priorities - a positive trend we expect to see reflected in future state assessments.

C. Assessment and Program Evaluation

CACPS's assessment tools include: a) regular summative assessments against Learning Targets (standards) for each learning module schoolwide, b) regular formative assessments throughout each learning module, including daily "exit tickets" to quickly gain a snapshot of student understanding, and c) a series of benchmark assessments conducted either annually, such as the MCAS, or at the close of each trimester, such as ANet, to identify trends in both mastery of content and delivery of instruction.

In grades 2-11, we work with the Achievement Network (ANet) to assess ELA and Math skills on a trimester basis. This allows teachers and instructional coaches to see each individual student's progress on specific state standards and modify instruction accordingly. It also provides us with the opportunity to compare our students' scores with those from other schools in Massachusetts and nationwide. In grades K2-6, we also use DIBELS and Fountas & Pinnell to assess literacy and reading levels each trimester.

In addition to academic data, we consistently track and monitor student behavioral data using SWIS (School-Wide Information System) to determine interventions at the individual level and necessary training and support for teachers at the school-wide level.

We employ a full-time Data and Analytics Manager, who tracks and analyzes data K1-12 and works closely with school leaders, ILT, and the School Culture team to determine trends. Assessment data plays an integral role in grade team, department, and coaching meetings, as groups across the school regularly review and assess student performance and behavioral data to inform curricular and programmatic changes in the interest of improving whole-student success.

D. Supports for All Learners

Codman Academy emphasizes differentiated instruction in all classrooms. Teachers structure lessons to allow maximum participation of all students, regardless of learning style and special needs. The intention of differentiating instruction is to ensure that students are learning with their specific needs and strengths in mind.

For our Special Education students at Codman Academy:

- Upon enrolling at Codman Academy, the Special Education Coordinator carefully reviews IEP information of students from sending schools and reaches out to those who have not provided such information, ensuring the team is prepared to serve all students. Additionally, we are diligent in identifying students who have disabilities that have not been previously identified by their sending schools. Using our Student Support Teams at each division, students who are not making effective progress are identified and support strategies implemented, with possible referral for special education evaluation. Our Tier 2 systems are well developed through departmental and grade level teams, creating opportunities for students to access additional supports without special education identification.
- CACPS uses eSped by Frontline Education, a special education software that provides forms for the development of IEPs. Its use ensures that student information is maintained accurately and securely and allows for timely reporting for special needs students and students with 504 plans.
- Codman Academy oversees the full implementation of each IEP it proposes, which has been consented to by a child's parents/guardians. This is done with regular monitoring using software and updates to the data, on-going communication with the students' teachers and related services staff, as well as frequent communication between parents/guardians and students with the Special Education Coordinator.
- Our robust Special Education department collaborates to assist each child in achieving the goals and objectives or benchmarks set out in the IEP. This team of 15 is led by our Special Education Coordinator and includes two Special Education Teachers per division (six total), one Special Education Associate Teacher for Grade 9, two Co-Teachers in the Higher Learning Institute (HLI) sub-separate classroom at the Upper School level, three Inclusion Associates at the Lower School level, an Occupational Therapist, and a Speech and Language Pathologist. Goals and objectives are reviewed six times a year to ensure that they are challenging, yet attainable for each student.
- Progress Reports are completed by the provider of each of the various services listed in the IEP (e.g. the Speech and Language Pathologist will complete the section on speech and language goals, the special education teacher and general education teacher will collaborate on reporting progress for academic and other goals, if appropriate). If more than one provider addresses a specific goal, the providers will collaborate on reporting of progress. Progress reports address the specific progress the student has made toward the goal and if it is anticipated that the student will reach the goal during the IEP period.
- Staff meets regularly with the Special Education Coordinator to focus on special education issues including state and district regulations and policy updates, teaching strategies for special needs

students, assessment issues, and discussion of student progress. The Special Education department also holds professional development and observes classes to watch for differentiation and support teachers as needed with their approach.

For our English language learners at Codman Academy:

- All core academic staff must seek and attain their SEI Endorsement to their teaching license to retain teaching positions at the school
- The ELL Coordinator, School Social Worker, and Recruitment Coordinator work together to identify potential ELL candidates through the enrollment process (including information from the home language surveys, demographics, and notes from intake meetings)
- The ELL Coordinator with the support of the principal, ELL team, academic support specialists, and lead teachers, monitors the academic progress for all ELL students, including reviewing progress reports and report cards each trimester
- CACPS provides small group instruction (2-4 students) through ELL classes for students with the lowest proficiency in English (L3 or below)
- The ELL Coordinator sits on both the Instructional Leadership Team (ILT) as well as the Student Support Team (SST) to proactively address the teaching of ELL students as well as view student concerns from a language-acquisition perspective
- The CACPS instructional lesson plan template, submitted weekly to the academic coaches for each team, requires inclusion of specific language objectives as well as methods for assessment of those objectives, designed to support English language learners
- CACPS maintains strong collaboration with BPS, and other public charter schools, around compliance with policy and court mandates related to support of English language learners

Criterion 7: School Climate and Family Engagement

A. Safe and Supportive Environment

CACPS attracts a diverse student body, and we pride ourselves on creating a safe and supportive school environment that is welcoming and inclusive, reflecting the community and the cultures and identities of our students and families. Our shared location within the Codman Square Health Center provides access to physical and mental health support on a daily basis, in addition to exposing our students to healthcare professionals that live and work in their communities. Artwork displayed on the walls throughout Codman's campus represents the cultures and identities of students and staff, and student coursework, and learning targets displayed outside classrooms connect students across grades through a shared pride in their learning. Diversity heritage months (Black History, Women's History, LGBTQ) are celebrated via bulletin boards sharing artwork and facts and school-wide events and discussions to recognize and honor the intersectionality of our students' identities. Student Governments in both the middle school and high school provide opportunities for student voice and leadership to create events that foster community and inclusion.

Our commitment to creating a safe and supportive school environment is most evident in two significant investments we have made over the course of this charter term - the hiring of a full-time Director of Social Emotional Learning (SEL) - a role that is rare even in large school districts - and the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework with the support of coaching from our partner, Wediko Children's Services. Grounded in analyzing themes of student behavior and recognized as a successful trauma-informed method nationwide, Codman's PBIS work aims to increase teacher knowledge as to what trauma-informed practice is, increase the application of trauma-informed practice in Codman Academy's classrooms, decrease the number of classroom disruptions due to students' inability to cope with the stress of trauma they experience in their daily lives, and provide better health and higher academic achievement due to the mitigation of trauma and the effect it has on students.

Our Director of SEL spearheads school culture initiatives with the support of a cross-functional PBIS team in each building, representing a mix of parents, teachers, and faculty across different grade levels and departments. Her work is supported by a set of Deans of Culture and Assistant Deans of Culture in each building and a School Social Worker who collaborates with the Codman Square Health Center and Wediko to provide additional support to those students who need it.

Codman's five Habits of Scholarship (responsibility, effort, collaboration, compassion, and critique) guide this work and form a common vocabulary school-wide, differentiated into grade-level specific behavioral targets. Staff receive regular training and support through professional development dedicated to incorporating SEL skill building into their curriculum and implementing consistent, restorative discipline practices in their classrooms. In the three years of PBIS implementation in grades K1-8 and the two years of implementation in grades 9-12, data tracking efforts such as school culture walkthroughs, classroom observation data, and reflection referral data demonstrate the effectiveness of these changes based on decreases in disruptive and defiant behaviors and suspensions.

Additionally, our lower school uses an Open Circle Curriculum to unite administrators, educators, counselors, and students with common vocabulary and improve school climate. All staff members receive training on the Open Circle program, which is an in-class curriculum focused on developing social-emotional skills. Open Circle is built into the lower school classroom curriculum, which helps students build positive relationships, learn cooperation, respond to teasing/bullying, and practice empathy and problem solving. This proactive approach allows them to manage situations as they arise instead of solving problems retroactively. The Open Circle Curriculum increases students' use of pro social and critical thinking skills, reduces negative behaviors (peer exclusion, bullying and fighting), and familiarizes instructors with SEL facilitation skills. Not only does this process benefit our students, but also it sets a positive, inclusive expectation for staff and families.

B. Family Engagement

CACPS deeply values its relationships with students' families, with CACPS parents serving on the Board of Trustees and working at the school as staff members. This ensures that the family perspective is taken

into account for decisions made across all levels of the school. As our partners in delivering a transformative education, collaborative and culturally responsive communication with families around students' academic progress and social emotional well-being is an ongoing Codman priority. This includes calling home and inviting parents into the school on a regular basis, with an emphasis on positive, proactive conversations versus negative, reactive conversations. CACPS has implemented a number of systems to encourage and support teachers contacting home, including a school-wide Family Contact log that is reviewed weekly by the SEL team in order to provide appropriate training and support to teachers as needed, along with incentivizing positive contacts via monthly recognition and gift certificates to local businesses. In the 2019-2020 school year, prior to school closures, 88% of family contacts were positive or neutral, and in the three months of remote learning during the pandemic, approximately 4,000 contacts home were made.

Families are invited into the school on a regular basis, with efforts made to ensure they feel welcome and included in their children's education. Codman uses an automated calling system, School Messenger, to distribute important information to students and families, and all school messaging is communicated via multiple modes of communication (email, phone call, and text messaging) and can be translated into different languages to meet the different needs and communication styles of each family. CACPS also provides translators as needed for individual family meetings, and all materials sent home are translated into families' home languages. Monthly Parent Council meetings provide opportunities for families to come together across all grade levels and provide their feedback and suggestions on school initiatives and policies in addition to accessing continued learning opportunities for themselves. Families are also invited to chaperone school trips and attend student music, theatre, and dance performances, art showcases, and Celebrations of Learning, giving them an opportunity to play an active role in their children's learning. Each year, we invite families to meet their children's new teachers at our annual Back to School Night, and families are invited in at the conclusion of each trimester to discuss their children's progress in a Student-Led Conference (SLC). For the past two years, 75% of families have participated in the SLC process, demonstrating our strong school/family partnership.

CHARTER SCHOOL PERFORMANCE: ORGANIZATIONAL VIABILITY

Criterion 8: Capacity

A. *School Systems and Leadership*

Codman Academy's organizational structure has shifted since the last charter term and throughout the current charter term as we grew to capacity and determined the best organizational structure to lead our K1-12 school and meet the changing needs of our 345 students. At the close of the last charter term, Founder and Executive Director Meg Campbell moved into an advisory role as the Chief of Innovation and Strategy and founding Humanities Teacher and Principal Thabiti Brown moved into the Head of School role.

From 2016-2019, our Head of School was supported by two Principals, a Lower School Principal that led grades K1-8 and an Upper School Principal that led grades 9-12, both of whom supervised a set of Instructional Coaches responsible for supporting our academic objectives and teacher development. During this time, many staff, including our Operations, Special Education, English Language Learners departments, worked across both schools and found the differing leadership styles a challenge to navigate. Similarly, eighth grade students were moving from the Lower School into the Upper School for ninth grade and experiencing challenges navigating the slight shifts in policy and culture from building to building.

Consequently, in 2019, we recommitted to our "one school" model and shifted to a K1-12 Principal model. Programmatic and operational decisions are made by the Head of School and Principal, who involve the Board of Trustees as appropriate, and are supported by a set of department directors (Director of Operations, Director of Curriculum & Instruction, Director of Special Education, Director of English Language Learners, Director of Social Emotional Learning) and an Instructional Leadership Team (ILT) including our team of Instructional Coaches and teacher leaders. Weekly department meetings, bi-weekly ILT meetings, and monthly staff meetings provide space for important discussions and information sharing, complemented by optional weekly office hours held by the Head of School and Principal.

B. *Professional Climate and Standards for Performance*

Codman Academy's school culture is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all members to become crew, not passengers. This motto forms the foundation of our professional climate, as all staff are expected and encouraged to collaborate, participate in, and lead professional development initiatives to improve implementation of the curriculum and instructional practices.

Each year, new staff are introduced to and returning staff recommit to a set of staff norms and nonnegotiables to support our school's culture of learning. All new staff participate in an intensive onboarding process in August, acclimating to both the organizational culture and teaching standards. Additionally, all new staff are paired with an experienced mentor to provide observation, mentoring, and support during their first year.

Instructional practice is led by the Instructional Leadership Team (ILT), whose members include the Principal, Director of Curriculum and Instruction, Instructional Coaches, and Teacher Leaders. Every Friday is a half-day for students, with the latter half of the day dedicated to professional development. The ILT meets bi-weekly to plan school-wide professional development, including monthly full-staff meetings, bi-weekly department and division meetings, and an intensive series of workshops over the course of two weeks in August to prepare for the school year and one week in June to reflect and evaluate the success of our programming. A set of meeting and communication protocols establish clear expectations to foster a positive organizational culture, and we use the GRPI process (Goals-Roles-Processes-Relationships) to assess the effectiveness of all meetings with the aim of continuous improvement.

All staff members participate in a three-part annual performance review process. As a school, we are in the growth business, and our job as educators is to foster specific growth in our students. We enter each new school year with a goal in mind for where we'd like our students to be at the end of the year, and we meet our students where they are, simultaneously recognizing the strengths that they already possess and coaxing them towards discovery of their weaknesses. We aim to emulate this approach to education in our teachers' development and performance review process, beginning with establishing SMART goals at the start of each year, followed by a Formative Assessment in December/January and a Summative Review in May/June. The performance review process connects observation, evaluation, reflection and professional development. Staff self-assess against both their SMART goals and either a Codman-tailored version the Marshall Teacher Evaluation Rubric or an internally developed Leadership Rubric for non-teaching staff. At each stage of the performance review process, staff collect artifacts and cite evidence from their work during the year and use their supervisor-led review meeting to discuss progress, challenges, and action steps for continued improvement.

C. *Contractual Relationships (N/A)*

Criterion 9: Governance

Codman Academy's 16-person Board of Trustees (currently at 13 members) takes its legal and fiduciary responsibilities very seriously, meeting monthly during the school year to oversee the success of Codman's academic and enrichment programs, approve school policies, make recommendations and ensure Codman's financial health and sustainability. Trustees also serve on joint committees (Finance, Advancement, Academic Achievement, Alumni Success) that meet regularly outside of monthly board meetings to provide further advice, support, and oversight for all facets of Codman's operations.

Our Board is composed of a diverse group of advisors, including professionals from the education, finance, and healthcare fields. To ensure that the Board addresses challenges from a range of perspectives, our Board includes three alumni, two former teachers, one parent, and the CEO of our founding partner, the Codman Square Health Center. More than 50% of our board members are Black, and 38% of board members are from Dorchester, Boston, and Hyde Park. We continue to add new board members that are representative of our student body and the community we serve. 25% of Trustees have completed 10+ years of service on the Board and 44% have completed 5+ years.

On a monthly basis, the Board of Trustees reviews the financial statements of the school as well as key student data indicators related to interim testing, attendance, and discipline to ensure that the school's academic program is effectively supporting all students. Trustees regularly participate in monthly Learning Walks, observing and providing direct feedback on instruction and classroom management.

Additionally, the Board of Trustees collaborates with the Codman Academy Foundation Board to participate in an externally facilitated strategic planning process every five years, drawing input from all stakeholders in order to reflect and determine priorities for the next five years. This process was recently completed in 2018, and over the next five years, both boards will monitor progress toward these strategic priorities via quarterly updates in board meetings and annual joint board retreats focused on a thorough review of data demonstrating said progress.

Criterion 10: Finance

Throughout the charter term, CACPS has maintained a sound and stable financial condition and demonstrated a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and an annual budget that can be sustained by enrollment and other sources of historically stable revenue via multi-year support from corporations, foundations, and individual donors. The Codman Academy Foundation, established to financially support the activities of CACPS, continues to fundraise for capital and programmatic needs, raising more than \$8M in private donations by the close of FY19 toward a capital campaign for the Lithgow building (housing grades K1-8) and recently paid off the sole interest-bearing loan of \$4M, freeing up money previously earmarked for interest payments to be used for student programming and staff development.

Based on the Massachusetts Charter School Financial Dashboard, CACPS falls under the “low risk” category across its five-year averages for five out of seven indicators. CACPS falls under the “moderate risk” category for the percentage of program paid for by tuition and federal grants. CACPS falls under the “high risk” category for unrestricted days cash; however, the Codman Academy Foundation currently maintains a cash reserve of over \$1 million, which is unrestricted and accessible as needed by the school.

CACPS has a number of systems in place to ensure that the school remains in good financial standing and has strong financial management practices. Evidence of success includes: 1) unqualified audit opinions that have been submitted to ESE in a timely manner throughout the entirety of this charter term; 2) on-time submission of the Charter School End of Year Financial Report to ESE; 3) an active Finance Committee and Board of Trustees that play an integral role in designing the annual budget to ensure that our funding is appropriately allocated to meet our academic and programmatic needs and maintaining monthly oversight of financial statements and cash flow projections; and 4) financial transparency among our staff to facilitate a deeper understanding of our budget and financial management processes to strengthen our internal processes. Codman Academy continues to maintain its long-term contract with InSource Services, whose expertise in non-profit financial management provides us with external oversight and advisory services.

Plans for the Next Five Years

The charter renewal process gives us an opportunity to reflect on our successes and challenges during the prior charter term, and to look ahead to what Codman's future will look like. We plan ambitiously and hold ourselves to the highest standard possible when thinking about the school's next steps, and this renewal process has been no exception. We recognize that there are areas where growth and improvement are necessary to our school's long-term sustainability and our students' success in higher education and in life. As described above, our current five-year strategic plan, running from 2018-2023, will guide this work in the next charter term. The plan highlights four priorities, all of which are pillars of our current work and areas that will be critical to Codman's success in the coming years.

Our top priority remains ensuring that we achieve high standards of student achievement (Priority 1), pushing our students to reach their potential and opening doors of opportunity for any future plans they aspire to realize by fully committing to and integrating the EL Education design and practices into our curriculum and instruction. To provide each student an outstanding education, we will seek to provide rigorous curriculum and instruction, emphasizing student mastering of foundational and advanced skills and knowledge. Leaning into the EL Education framework, we'll be able to implement practices at all grade levels that move our entire student body toward high-quality work, skill mastery, and character development. These moves are supported by our internal Habits of Scholarship (e.g., responsibility, collaboration, critique, compassion and effort), which inform student behavior, school policy, and classroom management and design. Learning at Codman happens year-round and all across the city, so students are expected to embody these habits in the classroom, on fieldwork, in the hallways, and on internships and college visits.

Student achievement starts with strong instruction, which is why talent development (Priority 2) has been an area of deep assessment and investment during the prior and upcoming charter terms. Our goal is to recruit, onboard, train, and retain highly effective educators, faculty, and support staff who can successfully implement our mission and vision on the ground. Our move in 2018 to a more transparent and predictable salary scale and promotion system was an important and positive first step in the direction of a well-rounded, capable staff. As we move forward from that starting point, we will continuously improve school-wide systems for recruiting, on-boarding, developing and retaining highly effective educators and staff who share a commitment to Codman's mission, vision, students, and community.

Codman's work is made possible by both funding from the state of Massachusetts and by the generosity of private donors and foundations. Building Codman's financial well-being and financial resource base to ensure high levels of student achievement (Priority 3) will allow us to continue to meet our students where they are and adapt to their needs when necessary. With more than \$8 million raised toward our \$15 million capital campaign and the elimination of our interest-bearing loan, we have made tremendous progress toward financial sustainability and health. As we look ahead to the upcoming charter term and strategic plan, we are turning our attention to long-term goals like building out endowments for operations, staff development, and local greening projects; paying down the

remaining, non-interest bearing debt; and expanding and diversifying our funding sources to ensure funding availability for years to come. We are continually thankful for the careful and passionate oversight of our Board of Trustees, Finance Committee, and Foundation Board, all of which have positioned Codman to be financially sustainable and prepared.

Lastly, we continue to push for more innovative practices in and out of the classroom (Priority 4). Whether we are reimagining our leadership structure, adding positions to support staff and students, or expanding our services beyond to families and alumni, innovation at Codman is driven by the needs of our community. During our upcoming charter term, we will continue to foster innovation by empowering Codman families with educational tools to foster student achievement; by enhancing existing and building new partnerships with community partners including the Codman Square Health Center; and by extending supports to our graduates to advance post-Codman success to smooth post-secondary transitions for students and alumni. Our capacity to innovate is driven by our ability to gather, process, and act on input from families, students, staff, and alumni. In particular, we are looking forward to 2021, which will mark the graduation of our first cohort of students who began their Codman career in our middle school rather than in 9th grade. This milestone will provide us with the unique opportunity to reflect on and assess the impact of our program over a longer period of time, providing us with valuable quantitative data and qualitative feedback about our effectiveness in expanding downward to include lower grades. We look forward to using this data to celebrate areas of success in our expansion and identify and address areas for improvement.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence (provide data for each year, as applicable)
	2016-17	2017-18	2018-19	2019-20	
<p>Objective: Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers.</p>					
<p>Measure: Each year, 90% of graduating Seniors earn acceptance to a 4-year college/university.</p>	Not Met	Met	Met	Met	<p>2016-2017: 100% of seniors were accepted to a post-secondary program, and 84% were accepted to a 4-year college/university. Alternatives to 4-year programs were a better fit for this 16%. 2017-2020: 100% of seniors were accepted to a 4-year college.</p>
<p>Measure: Each year, 90% of graduating Seniors will have completed all of the following activities: a) at least one multi-week internship, b) performed in a theatrical production, c) conducted fieldwork research, and d) completed a three-day outdoors leadership course.</p>	Met	Met	Met	Met	<p>2016-2020: 100% of all graduating seniors completed all four requirements.</p>
<p>Objective: Codman’s classrooms are conducive to learning and support student progress toward mastery.</p>					
<p>Measure: Lessons meet Codman’s criteria for high quality instruction as measured in an ongoing manner and by an annual review of documented and delivered lessons.</p>	Met	Partially Met	Partially Met	Partially Met	<p>2016-2017: During two learning walks conducted to assess quality of classroom instruction, while only 50% of classrooms visited were at an accomplished level (Level 3) in the fall, significant improvement was cited in all 20 classrooms visited in the spring. 2017-2018: 21 learning walks were conducted. In April, 70% of classrooms visited had over 75% of students engaged at all times. EL Education’s implementation review found lower & middle school classrooms at the highest</p>

					<p>level (Level 4) and second highest (Level 3) in the upper school.</p> <p>2018-2019: 61% of observed lessons in K1-4 were aligned with EL Education and CACPS best practices (alignment average of 2.5 out of 4). For STEM 9-12, 68% of observed lessons were aligned (alignment average of 2.5).</p> <p>2019-2020: We adjusted some language in our observation tool to make it more explicitly aligned to the CACPS evaluation rubric, allowing teachers and coaches to better leverage the observation data in the evaluation process. Alignment to best practices means that the teacher received an average of 3 or higher on all rubric rungs in the observation tool. Up until school closed in March, 60% of observed lessons were aligned.</p>
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Objective: Codman will provide high quality instruction via targeted professional development.

<p>Measure: Each year, the Instructional Leadership Team (ILT) develops and delivers high quality professional development (including observation/feedback, workshops) as measured by survey data. Each year, Codman teachers' responses will meet or exceed the Boston Charters Average Response on Insight for the measure: "Professional Development opportunities at my school are well planned and facilitated."</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	<p>2016-2017: Only 26% of teachers agreed with the Insight survey statement "PD opportunities at my school are well planned and facilitated compared to the Boston charter school average of 54%.</p> <p>2017-2018: The hiring of two new instructional coaches resulted in a significant increase in teachers reporting high quality instructional practice coaching, yet only 20% of teachers surveyed agreed with the aforementioned statement versus a 40% Boston charter average.</p> <p>2018-2019: 45% of teachers agreed or strongly agreed with the aforementioned statement versus a 36% Boston charter average.</p> <p>2019-2020: 52% of teachers agreed or strongly agreed with the aforementioned statement in line with a 52% Boston charter average. (Note: We only administered the Fall survey due to school closures)</p>
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Dissemination

	Charter Term Performance (Met/Not Met)				Evidence (provide data for each year, as applicable)
	2016-17	2017-18	2018-19	2019-20	
<p>Objective: Codman shares best practices with public schools, parochial schools, independent schools, non-profits and other organizations over the course of the charter term.</p>					
<p>Measure: Codman will participate annually in the EL Education National Conference. Staff will present Master Classes, sharing Codman’s best practices with a national network of EL Education schools.</p>	Met	Met	Met	Met	<p>2016-2017: 3 CACPS staff members presented Master Classes at the EL National Conference. 2017-2018: 2 CACPS staff members presented Master Classes, and CACPS teacher and 2017 National Teacher of the Year Sydney Chaffee was the keynote speaker. 2018-2019: More than 30 CACPS educators attended the EL National Conference and 1 CACPS staff member taught a Master Class. 2019-2020: 2 CACPS staff members presented Master Classes at the EL National Conference and 3 additional staff members across divisions and role types attended.</p>
<p>Measure: Codman will collaborate with educators from local, national and international public, parochial and independent schools to improve practice of collaborating schools.</p>	Met	Met	Met	Met	<p>2016-2020: CACPS welcomed visitors from around the world on an annual basis to observe and share best practices around Community Circle, Senior Talks, EL Education and Trauma-Informed Design (to name a few topics). Visitors included local and national charter and district schools across throughout the country, colleges, universities, and graduate schools in both</p>

					education and medicine, local politicians, and international delegations.
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Reach Objectives and Measures

	Charter Term Performance (Met/Not Met)				Evidence (provide data for each year, as applicable)
	2016-17	2017-18	2018-19	2019-20	
Objective: Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers.					
Measure: Each year, 75% of students in grade 3 read on grade level as measured by DIBELS or Fountas and Pinell.	Not Met	Not Met	Not Met	Partially Met	<p>2016-2017: 33% of students in Grade 3 are meeting DIBELS benchmarks and 57% are reading on grade level as measured by Fountas and Pinell.</p> <p>2017-2018: 40% of students were reading at the benchmark level per the noted assessments.</p> <p>2018-2019: 70% of students met or exceeded their grade-level benchmark.</p> <p>2019-2020: 39% of 3rd graders were reading at benchmark level as measured by DIBELS, whereas 77% were at benchmark level as measured by F&P. (Note: this is incomplete mid-year assessment data due to school closures)</p>
Objective: The school receives a positive annual implementation review by EL Education.					
Measure: Each year Codman will earn an overall EL Education Review score of at least 98 (threshold to be a Credentialed school).	Partially Met	Not Met	Not Met	N/A	<p>2016-2017: Grades 9-12 ranked high with a score of 98, while grades K1-8 scored an 81 (developmentally</p>

				<p>appropriate for a young and growing school).</p> <p>2017-2018: Assessed as one school K1-12, we scored a 93 and demonstrated significant improvement K1-8.</p> <p>2018-2019: EL Education recently redesigned its Implementation Review tool. With the inclusion of new metrics, our score of 82 demonstrates the need for growth in implementing this revised model.</p> <p>2019-2020: Due to school closures, we were not able to conduct our annual EL Implementation Review this year. Both our leadership and teaching staff have undergone significant changes over the last few years, landing in a positive place this school year. Consequently, we were expecting to see a jump in the overall Implementation Review score this year, led by steady growth in K1-8 and a significant positive change in 9-12.</p>
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APPENDIX B: GENERAL STATEMENT OF ASSURANCES & RENEWAL APPLICATION CERTIFICATION STATEMENT

General Statement of Assurances

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for Codman Academy Charter Public School located at 637 Washington Street, Dorchester, MA 02124 is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of applications exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section

504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj)), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all

employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).

24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature:
Title: Head of School
Date: July 21, 2020

Renewal Application Certification Statement

Name of School:	Codman Academy Charter Public School
Location:	637 Washington Street, Dorchester, MA 02124

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chair of Board of Trustees (or designated signatory authority) July 21, 2020
Date

Print/Type Name:	William J. Walczak
Title (if designated):	President, Codman Academy Charter Public School Board of Trustees
Date of approval by board of trustees:	July 21, 2020

APPENDIX E: APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order:

- ✓ Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
 - ✓ School name
 - ✓ School address
 - ✓ School contact information: name, title, telephone, and email address
 - ✓ Date that the school’s board of trustees voted approval of the Application
 - ✓ Application submission date
- ✓ Cover letter (optional)
- ✓ Table of contents listing all major sections and appendices
- ✓ Introduction to school (Table)
- ✓ Performance and plans section (should not exceed 25 pages)
 - ✓ Faithfulness to Charter
 - ✓ Criterion 1: Mission and Key Design Elements
 - ✓ Criterion 2: Access and Equity
 - ✓ Criterion 3: Compliance
 - ✓ Criterion 4: Dissemination
 - ✓ Academic Program Success
 - ✓ Criterion 5: Student Performance
 - ✓ Criterion 6: Program Delivery
 - ✓ Criterion 7: School Climate and Family Engagement
 - ✓ Organizational Viability
 - ✓ Criterion 8: Capacity
 - ✓ Criterion 9: Governance
 - ✓ Criterion 10: Finance
 - ✓ Plans for the Next Five Years
- ✓ Appendices

- ✓ A. Accountability Plan Performance
- ✓ B. Statement of Assurances and Certifications
 - ✓ Statement of Assurances
 - ✓ Renewal Application Certification Statement
- ✓ C. Documentation of compliance with all building, health, safety, and insurance requirements. *If these are not up to date, provide evidence that you have scheduled the necessary inspections for the fall of 2020:*
 - ✓ Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
 - ✓ Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
 - ✓ Up-to-date Building Safety Inspection/Certificate of Inspection
 - ✓ Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
 - ✓ Up-to-date Health Inspection/Health Permit
 - ✓ Up-to-date Insurance Certificate(s)
 - ✓ Asbestos Inspection and Management Plan (if applicable)
 - ✓ Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
 - ✓ Completed Lead and Copper in Schools Maintenance Checklist
 - ✓ Up-to-date Multi-Hazard Evacuation Plan
 - ✓ Up-to date Medical Emergency Response Plan
- ✓ D. Additional Information, as required in these *Guidelines*
 - ✓ Board of Trustees Turnover