

Codman Academy Charter Public School

Annual Report 2015-2016

“To Learn, to Lead, to Serve”



Codman Academy Charter Public School

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Introduction to the School

<i>Codman Academy Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Dorchester, MA
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2001	Year(s) in which the Charter was Renewed (if applicable)	2006, 2011, 2016
Maximum Enrollment	345	Current Enrollment	314
Chartered Grade Span	K1-12	Current Grade Span	K1-3, 5-7, 9-12
# of Instructional Days per school year	K1, K2: 175 Grade 1, 2, 3, 5, 6, 7: 180 Grade 9: 200 Grade 10-12: 197	Students on Waitlist	1,745
School Hours	Grades K1-3, 5-7: 8:30am-4:30pm M-Th; 8:30am-12:00pm Fri. Grade 9: 9am-5pm M-Th; 9am-12pm Fri. 2pm-5pm Sat. Grade 10-12: 9am-5pm M-Th; 9am-12pm Fri. 9am-12pm Sat.	Age of School	16 (2001-present)
<p>Mission: 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), Dorchester YMCA, American Youth Foundation (AYF), and Tutors for All, in addition to a number of smaller-scale partnerships.



II. School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Codman Academy's current organizational, programmatic, and financial objectives are set and guided by a five-year Strategic Plan (2013-2018). The plan was developed as a collaboration between our Board of Trustees, Foundation Board, staff, students, families, and alumni to guide the school's development over a longer timeline. Key staff members are asked to report on their progress quarterly which allows us to monitor our overall strategic progress. The six overarching strategic priorities—which include academic, programmatic, and financial goals—articulate the action steps necessary to accomplish our mission and goals. The priorities are designed to complement each other and are not mutually exclusive. The following is a summary of our progress during the 2015-2016 school year.

1) Increase the quality and rigor of the academic program

Using data from the 2014-2015 Insight survey (evaluating teachers' experiences), Codman modified the teacher support plan for the 2015-2016 school year, implementing individualized professional development plans which included one-on-one planning sessions between teachers and academic deans. We improved the rate of classroom observations and one-on-one meetings conducted by academic deans and the Director of Special Education/ELL Pamela Casna. Under Principal Thabiti Brown's leadership, the Instructional Leadership Team (ILT) formed a Literacy Committee to strengthen Codman's non-fiction writing across our curriculum to achieve fluency for college-level work. All teaching staff attended two EmPOWER (an academic writing curriculum) professional development workshops and Grade 9 Science and Humanities teachers piloted a collaborative assessment of the Common Core Literacy Standards to learn how to best implement non-fiction writing across grade-level curricula. Teachers across the school have increased their skills in using the common language and approaches of EmPOWER to teach writing.

2) Improve college, post-secondary, and career success

Codman continues to prioritize finding each graduating student a college or postgraduate program that is a good fit personally, academically, and financially. We continue to make purposeful shifts to our school culture in our ongoing effort to support both college *and* career programs for our student body. In February, we hosted 32 colleges and postgraduate programs at our annual College and Career Fair, which included local 4-year institutions as well as a 2- and 4-year technical school, Benjamin Franklin Institute of Technology. To continue to expand perspectives on postgraduate options, we invited a representative from Year Up to visit Codman and coordinated a visit to the Year Up space. We hope that this school-wide culture shift will result in non 4-year post-secondary educational opportunities being valued equally to a 4-year college path.

To prepare students for the college application and standardized testing process, all 11th grade students used Khan Academy's free test prep for the entirety of Trimester 1 of their College and Career Class (which meets weekly) and had the option to take an SAT Prep course in Trimester 3. Seniors have been working on financial literacy both through the College and Career Seminar as well as a fieldwork experience with our partner, EverFi (connected through a Foundation Board member), and local alumnus, Martin Familia '05. Our extensive College and Career Advising Program resulted in 100% 4-year, college acceptances. We were able to match our students with strong personal fits and financially supportive institutions such as Bates College, College of the Holy Cross and Brandeis University (all of which meet 100% of students' financial need). All 19 seniors have a post-Codman plan and 53% will be enrolled in the Bottom Line Success Direct Program.

To fill open seats to reach our 345-student capacity, Codman has continued to refine and expand our recruitment strategy. Leading up to our lottery in March, our Recruitment team planned open houses, designed recruitment banners and postcards, and prepared a mailing to every rising 5th and 9th grade student in the city of Boston. Codman's recruitment goal for the 2016-2017 school year is to ensure that students are choosing Codman Academy as an informed decision by targeting incoming families with consistent communication and information about the school. We continue to be impressed by the community support and enthusiasm for Codman's services and expansion – we received more than 1,800 applications for 90 open seats for the 2016-2017 school year.

3) Define and achieve Codman whole-student success

Codman continues to offer successful and high-quality Enrichment Programs for our students that supplement our academic curriculum. We restructured the schedule of our Saturday Tutorial to ensure that students experienced a one-to-

one student-to-tutor ratio and allowed more individualized curricula for each student. This fall, 6 of the 7 Saturday Electives (required for 11th and 12th graders) took place off campus, which reinforces Codman's mission to "view the city and world as our classroom," creating opportunities for students to engage in the community and world around them to prepare them to take responsibility for their learning. Elective classes are kept small and intimate: this year, the smallest course had two students and our largest had just eight students. Additionally, our primary partner, the Codman Square Health Center, recruited, interviewed, and selected 13 Codman students and alumni for summer employment through the Blue Cross Blue Shield MLK Scholars Program. Furthermore, more of our students will be earning college credit this summer than ever before and we saw the highest turnout for the Huntington-Codman Summer Theatre Institute auditions in the program's 10-year history.

Codman 'whole student' programs support students' physical and emotional wellbeing so that they succeed personally as well as academically. Our Social Work Department handled cases in all grades, referring students or families to outside agencies such as the Codman Square Health Center, The Boston Center, Bournewood Hospital, and the Home for Little Wanderers when needed. Furthermore, the Social Work Department has overseen the implementation of a mentoring program for Middle School students similar to the program offered for Upper School students through our partnership with TD Bank, providing four students in grades 5-7 with mentors. Wellness Director Lenward Gatison improved the Nutrition Competency course and exam to encourage information retention over the year, resulting in a higher passing rate for 9th grade students than in previous years.

4) Expand to lower grades (K1-8)

Since receiving 200 seats for grades K1-8 from the Department of Education in 2013, Codman has enrolled 160 students in grades K1-3 and 5-7, with students enrolling in grades 4 and 8 for the 2016-2017 school year. After spending the 2014-2015 school year in a rented space in the nearby St. Marks Parish, we were thrilled to welcome students in grades K1-7 to the newly renovated Lithgow building, which is located directly across the street from our existing Upper School building. The Lithgow building is the first trauma-informed designed school building in the country, and the thoughtful, student-focused design and the expansion of our student support programs has had a measurable positive impact on our student behavior: in the 2014-2015 school year, 11% of students were suspended at some point in the school year, but during the 2015-2016 school year, just 1.6% of students were suspended.

The expansion of our Student Support Team and our teaching staff includes full-time Student Support Coordinators for grades K1-4 and grades 5-8, a Speech Language Therapist, an Occupational Therapist, an ELL Specialist, Literary Specialists for grades K1-4 and grades 5-8, and an IEP Coordinator. Each classroom also has an Inclusion Associate or an Assistant Teacher present alongside the lead teacher.

5) Define and improve health center relationship

Partnership Director Chetna Naimi worked closely with Codman Square Health Center (CSHC) staff to expand Codman's Behavioral Health Plan, launch a school-wide dental screening initiative, collect data on student use of the health center, and recruit families for both the health center and school through cross-marketing efforts. Chetna also coordinated reproductive health and sexual education counseling for all high school students through CSHC Health Educator/Family Planner Erica DaSilva.

6) Establish financial sustainability

The addition of lower grades is an important step in increasing Codman's financial sustainability, as it opens new doors for partnerships, both financial and programmatic. The purchase and renovation of the Lithgow building is being financed in part by the proceeds of tax-exempt revenue bonds, qualified zone academy (QZAB) bonds, new market tax credits, historical tax credits, and individual contributions made to our capital campaign. At the beginning of the 2015-2016 school year, Codman launched a \$15 million, five-year capital campaign that will run from 2015 to 2019. We announced the campaign to the public at the Lithgow building ribbon-cutting in September 2015 and have raised more than \$7 million to date. The 'Campaign for Codman's Future' consists of four different components related to the growth and sustainability of Codman Academy: the purchase and renovation of the Lithgow Building (\$12 million), the design and implementation of a campus greening strategy (\$1 million), the creation of a Fund for Staff Support (\$1 million), and the establishment of an Endowment for Growth & Sustainability (\$1 million).

Our Annual Fund continues to be a reliable source of funding by securing private grants and donations and through our annual event. During FY2016, Codman secured over \$295,000 from private foundations, more than \$98,000 from individual donations, received donations from 100% of our School and Foundation Boards, and raised over \$168,000 for school programming at our annual event. Since the start of our expansion, many of the companies that were involved with the Lithgow renovation and the external organizations that support our student body have continued to remain invested in the school's long-term success through programs like the TD Bank mentors and a new scholarship from longtime Enrichment Program funder Wellington Management Foundation.

Amendments to the Charter

Codman Academy did not amend its charter in the 2015-2016 school year.

Dissemination Efforts

Codman hosted fellow educators from around the world and across the country during the 2015-2016 school year. This fall, the opening of our newly renovated K1-8 building, the historic Lithgow Building, garnered extensive media attention and praise from educators and politicians. The trauma-informed design of the building was featured by WBUR, The Boston Globe, Dorchester Reporter, Boston News Network, and Boston City TV. Governor Charlie Baker, Mayor Martin Walsh, Senator Linda Dorcea Fory, Chief of Education Rahn Dorsey, and many others gathered for the Lithgow Building ribbon-cutting ceremony in September. Additionally, Codman's groundbreaking partnership with the Codman Square Health Center, which was the first school/health center partnership in the country, continues to inspire similar models. Dr. Priscilla Chan and Mark Zuckerberg cited the partnership as an inspiration for their own school's model in a January 27, 2016 article in *The Boston Globe* titled "Facebook creator, wife inspired by Dorchester school."

Codman also hosted a large number of visitors this spring for the Massachusetts Teacher of the Year announcement. After an arduous application process and numerous interviews, Codman Academy Humanities teacher Sydney Chaffee was named the 2017 Massachusetts Teacher of the Year. She is the first charter school educator to win the prestigious award, and will serve as the state's candidate for the national award. Educators, media representatives, elected officials, and friends of Codman joined us to see Commissioner of Elementary and Secondary Education Dr. Mitchell Chester present the award to Sydney. In his presentation of the award, Commissioner Chester remarked, "It is teachers like Sydney who make Massachusetts a national leader in education, and I know she will represent us well at the national level," noting, "Her passion for teaching and her dedication to continually learning from her students and colleagues are most impressive."

Other visitors to Codman included The Kauffman Foundation (Kansas City, MO), the Institute of Project-Based Learning (Japan), the CA Group (Los Angeles, CA), educators from the Margarita Muniz Academy (Boston, MA), Pioneer Charter School of Science (Everett, MA), Lowell Community Charter Public School (Lowell, MA), Norfolk Public Schools (Norfolk, MA), McClymonds High School (Oakland, CA), Teach First UK (London, England), the Washington State Charter School Association (Walla Walla, WA), as well as educators from Boston Public Schools. This spring, the Education Writers Association National Seminar included a site visit to Codman and one of our Grade 12 students performed her Senior Talk at their conference.

As an EL Education Mentor School and an EL Education Credentialed School, Codman frequently hosts EL educators, holds EL-based professional development sessions, and shares best practices at the EL Education National Conference. This year, Codman educators taught three master classes at the EL Education National Conference: "Equitable Schools: Aligning our Actions, Mission and Beliefs" by Grade 9 Biology teacher Jianan Shi and Director of Sustainability Lisa Graustein, "Speaking My Truth: Promoting Student Voice through Narrative" by Grade 12 Humanities teacher Blair Baron and Upper School Academic Dean Greg Carlson, and "More Money: Building Financial Literacy for College-Going Seniors" by Dean of College and Career Advising Liane Hypolite.

Our website continues to be the primary location for student information, school contact information, and up-to-date school news. In the past year (7/1/15-6/30/16) there have been over 135,000 visits to our website.

Academic Program Success

Student Performance

Codman Academy Charter Public School 2015 Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04380505&orgtypecode=6&fycode=2015>

Codman aims at offering students a rigorous, college-preparatory education that will serve them in higher education, meaningful careers, and beyond. In addition to tracking results on standardized tests like MCAS, we carefully monitor student growth and achievement at all age levels to ensure our curricula and practices have maximum impact.

One of the areas of highest growth for Codman students during the 2015-2016 school year has been an improvement in reading ability and an increase in independent reading. Grades 5-12 were required to include a minimum of 15 minutes of independent reading at least twice a week. All classes exceeded that requirement, with many including 30 minutes of reading time at least twice a week. In Grade 9, Humanities teacher Sydney Chaffee designed and implemented a reading program to strengthen literacy skills, increase independent reading, and improve students' scores on standardized tests like

MAP, which measures incoming 9th graders' mathematics and reading scores. This year, 37% of 9th grader students outgrew MAP's projected student growth (50% of students 'outgrew' or 'grew to expectation'), and the 46 students in Grade 9 read 173 books and 29,689 pages. Students also set personal goals for their independent reading, which were assessed and reshaped throughout the year.

We continue to strengthen and develop our K1-8 curricula using tools like Achievement Network (ANet) to guide instruction and student growth. ANet provides regular testing for students along with feedback and resources for teachers for grades 2-8. Codman teachers can see student growth and achievement as well as a comparison of our scores and those of the City of Boston. Over the course of this year students narrowed the gap between Codman and Network schools (BPS and Boston charter schools) in every grade and every subject. Supported by ANet data analysis, Grade 2 students narrowed the gap in English Language Arts (ELA) by 10 percentage points and Grade 5 narrowed the gap in mathematics by 7 percentage points. We look forward to continued growth at all grade levels in the coming years.

Program Delivery

As a small, 'whole student' focused school, Codman is constantly adjusting and improving our curricula, instructional model, assessment methods, and student support programs to best serve our current cohort of students. Now in year 3 of our 4-year expansion to a K1-12 school, Codman staff have sought out ways to improve our curricula and support programs across grades K1-8 and to make the K1-12 Codman academic experience consistent and meaningful. Teaching staff in grades K1-8 used EngageNY to structure and guide our mathematics curricula, ensuring a logical continuity of material from grade to grade. The EngageNY model encourages an in-depth focus on fewer topics, providing rigorous classroom reasoning, extended class time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. To strengthen and unify our K1-12 Humanities (combined English Language Arts and history curriculum), teaching staff used the EmPOWER framework, which provides a systematic method for teaching academic writing using six steps. This has allowed teachers across grades and disciplines to teach writing skills in a consistent way. Codman staff in grades 5-7 continued to improve and adjust the curriculum to best suit our incoming students. This included a redesign of the 7th grade Humanities curriculum and the 5th – 7th grade science curricula (*see attached curriculum map for more detail*).

While Codman focuses on 'whole student' growth, we recognize the importance of standardized testing and consistent assessments to track student growth and achievement through various assessment methods. Students in grades 9-12 complete MAP testing for mathematics and reading and take MCAS, SAT, and ACCUPLACER exams as required during grades 10-12. During the 2015-2016 school year, students in Grades 2-7 completed three cycles of Achievement Network (ANet) testing and analysis and students in grades K1-3 completed three cycles of Fountas & Pinnell assessments. Additionally, students in grades K2-3 complete regular Dynamic Indicators of Basic Early Literacy Skills (DIBEL) assessments to measure phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

Codman consistently enrolls and serves a population of students with identified special needs at a higher rate than the district average. Approximately 24% of our student body and over 50% of our rising 12th Grade class has identified special needs, which necessitates a significant investment in Special Education, ELL, and student support staff and programs. We continue to strive to achieve maximum inclusion at Codman, and support diverse learners on a daily basis in the classroom and through our extensive Student Support programming. Codman also has a number of programs and options in place for students who excel academically. During the 2015-2016 school year, a Board of Trustees member volunteered to run an advanced math tutorial program for five to seven students in grades 5-7 once a week, allowing for further exploration of advanced topics. We also expanded our longstanding partnership with Tutors for All (our primary partner for our Saturday Tutorial Program) to serve students in 5th grade who need additional help with mathematics. The program ran for three hours a week once a week, with a 1:2 staff to student ratio for instruction in basic math skills. Humanities teacher Meghan Rosenberg organized and oversaw Codman's Debate Mate program, which is an after-school, interschool debate prep and competition for students in grades 5-7. This spring, Codman's debate team traveled to Harvard University to compete in the Debate Cup alongside 56 other teams from schools across the greater Boston area. Codman's team won four out of their six debates and one of the Codman teams placed 7th out of 58 teams.

During the 2015-2016 school year, staff in grades 9-12 remained fully committed to providing students with an environment conducive to learning by leveraging the naming of our K1-12 school's five Habits of Scholarship: Responsibility, Effort, Collaboration, Compassion, and Critique. The use of these Habits of Scholarship allowed staff to provide students with greater clarity around the behaviors and character traits that are required for a student's individual success and a positive school culture. Led by our Dean of Students, we implemented alternative methods to address offenses that previously were addressed through out-of-school suspensions. This transition, which occurred in the early spring, resulted in a quantitative drop in Out-of-School suspensions per month, from an average of 12.75 out-of-school suspensions per month from September to December to an average of 5.2 suspensions from January to June. Furthermore, we increased the frequency of student accountability professional development for teachers, providing monthly sessions for

staff to improve their student accountability practices, whereas last year we offered only three training sessions total. These additional sessions led to a staff-wide increase in agreement to the statement that “Codman staff members are consistently enforcing school rules” from 78% in December to 92% in May.

We are always looking for ways to improve our instructional practices and take students’ feedback about their Codman experience very seriously, whether it’s in response to school culture or academics and instruction. According to a school climate survey administered this spring to students in grades 5-12, 70% of students in grades 5-7 felt like their teachers worked hard to help them learn and have high expectations of them. In grades 9-12, 88% of students felt that their teachers worked hard to help them learn, 82% thought that their teachers made them explain their thinking, 79% said their teachers made them keep trying at a difficult task, and 83% said that teachers had high expectations of students. These encouraging results point to areas of growth and areas where we have succeeded at creating a challenging yet supportive school culture.

Organizational Viability

Organizational Structure of the School

Our 2015 site visit from the Department of Elementary and Secondary Education and our charter renewal application process highlighted the importance of a continued emphasis on instruction, particularly in light of our expansion. Therefore, we endeavored to develop an organizational structure that will be conducive to Codman’s long-term instructional, operational, and financial success for a school of 345 students, while at the same time allowing us to maintain Codman’s unique culture.

For the 2016-2017 school year, Principal Thabiti Brown will move to a new role as Head of School and will dedicate his time toward both being a strong school leader internally and representing Codman in the community. Our Chief Operating Officer will oversee administrative responsibilities, including Development, Human Resources, and Food Services. The K1-8 Principal and 9-12 Principal will supervise all teaching staff and report directly to the Head of School. This structure emphasizes a ‘whole school’ mentality and will allow for collaboration across grades academically and within the staff. Our Dean of Instruction and Academic Enrichment and an Instructional Coach for K1-8 will support instructional coaching for grades K1-12, ensuring that all teachers are supported and coached in a clear and consistent manner. Founder and Executive Director Meg Campbell will move into a new role as Chief of Innovation and Strategy. This new leadership structure is both financially responsible for the long-term sustainability of the school and allows for maximum focus on instructional coaching and the continued development of a rigorous academic curriculum.

Codman Academy’s 2016-2017 organizational chart is attached.

Teacher Evaluation

There was no formal change to teacher evaluation timeline or process during the 2015-2016 school year.

Budget and Finance

- a. Unaudited FY16 statement of revenues, expenses, and changes in net assets

Income	Jul '15 - Jun '16
4001 · Tuition	4,920,620.00
4100 · Government Grants & Funding	
4103 · Grants - Federal (thru DESE)	289,055.51
4510 · Regional Transportation Aid	200.00
4511 · Medicaid Reimbursements	19,007.87
Total 4100 · Government Grants & Funding	308,263.38
4105a · Grants - Private - Designated	3,870.00
4200 · Nutrition Funding	
4206 · Nutrition Funding - State	1,457.40
4207 · Nutrition Funding -Federal&Sta	141,482.53
4208 · Nutrition Funding -Sales	30,783.35
Total 4200 · Nutrition Funding	173,723.28
4400 · Private Support Funding	
4414 · Contributions - Component Unit	500,000.00
4415 · Contributions - Fundraising	15,147.00

4400 · Private Support Funding - Other	4,900.00
Total 4400 · Private Support Funding	520,047.00
4500 · Student Programs & Misc Fees	
4309 · Student Program Fees	15,842.26
4919 · Miscellaneous Income	19,943.53
4500 · Student Programs & Misc Fees - Other	30.00
Total 4500 · Student Programs & Misc Fees	35,815.79
Total Income	5,962,339.45
Gross Profit	5,962,339.45
Expense	
5000 · Personnel Costs	
5131 · Salaries - Business Manager	8,249.99
5121 · Salaries - Admin School Leader	160,000.08
5171 · Salaries - Admin Development	158,829.46
5181 · Salaries - Admin Clerical	111,450.18
5211 · Salaries - Instructional Leader	526,913.15
5211S · Salaries - Sped	290,754.99
5212 · Salaries - Grant Funded	52,833.31
5220 · Classroom & Specialist Teachers	
5221 · Salaries - Teachers Classroom	1,262,778.84
5223 · Salaries - Sub Teachers	18,440.00
5222 · Salaries - Specialists	144,569.86
Total 5220 · Classroom & Specialist Teachers	1,425,788.70
5231 · Salaries - Stipends	82,870.88
5232 · Salaries - Paraprofessionals	305,658.69
5243 · Supplies & Matls - Prof Develop	4,795.24
5244 · Travel & Other Exp -Prof Develop	9,141.33
5251 · Salaries- Guidance	233,700.00
5310 · Salaries - Pupil Services	60,666.18
5315 · Salaries - Food Services	122,084.63
5233 · Salaries - Athletic	4,800.00
5410 · Salaries- Oper & Maint of Plant	4,302.27
5520f · Fringe Benefits	23,291.36
5520h · Health Insurance	126,951.05
5520d · Dental Insurance	-444.00
5520t · Payroll Taxes	137,277.06
5520p · Payroll Processing Fee	9,769.89
5242 · Contr Serv - Prof Development	85,867.20
Total 5000 · Personnel Costs	3,945,551.64
5100 · Administrative Costs	
5185 · Printing and Postage/Mailing	197.80
5112 · Travel & Other Exp -Board of Tr	117.42
5132 · Contr Serv - Business & Finance	
5132b · Bank Service Charges	286.91
5132 · Contr Serv - Business & Finance - Other	146,641.12
Total 5132 · Contr Serv - Business & Finance	146,928.03
5142 · Contr Serv - Human Resources	29,145.98
5152 · Contr Serv - Legal	134.50
5163 · Supplies & Materials - IT	24,776.50
5173 · Fundraising	44,563.72
5182 · Recruitment and Advertising	
5182a · Recruitment	6,202.88
Total 5182 · Recruitment and Advertising	6,202.88
5183 · Travel, Dues & Other Exp -Admin	61,731.08
5184 · Supplies & Materials - Admin	25,911.90
Total 5100 · Administrative Costs	339,709.81
5200 · Instructional Services	
5214 · Supplies & matls -Instruc Leadr	369.21
5215 · Travel & Other Exp -Instruc Ldr	53.00
5234 · Contr Serv - Other Teaching	101,291.92
5253 · Contr Serv - Guidance & Testing	5,738.67
5254 · Supplies & Matls -Guidance&Test	1,704.88
5261 · Textbooks (Media/Materials)	1,076.39
5262 · Other Instructional Materials	0.30
5263 · Instructional Equipment	27,265.44
5264 · General Supplies -Instructional	94,731.35
5265 · Other Instructional Services	1,920.41
5266 · Classroom Instructional Tech	139,680.75
5267 · Special Education	128,799.61
5268 · Instructional Software	41.75
Total 5200 · Instructional Services	502,673.68
5300 · Other Student Services	
5320 · Health Services	510.05

5330 · Student Transportation	61,050.05
5350 · Food Services	
5350e · Food Equipment	218.86
5350f · Food Expense	
5350f-b · Breakfast	35,650.53
5350f · Food Expense - Other	129,178.43
Total 5350f · Food Expense	164,828.96
5350o · Food Supplies and Other Expense	15,657.68
5350 · Food Services - Other	668.57
Total 5350 · Food Services	181,374.07
5360 · Athletic Services	30,822.92
5370 · Other Student Activities	
5371 · Fieldwork	2,577.36
5380 · College Counseling	6,948.99
5385 · Alumni	4,218.24
5386 · Enrichment	49,413.61
5390 · Saturday Program	52,621.30
5387 · Uniforms	397.46
5391 · Scholarships	3,500.00
5392 · Graduation	4,310.89
5395 · Tutoring Program	69,435.83
5370 · Other Student Activities - Other	11,156.89
Total 5370 · Other Student Activities	204,580.57
Total 5300 · Other Student Services	478,337.66
5400 · Operation & Maint of Plant	
5420 · Utilities	84,077.88
5430 · Maint of Buildings & Grounds	158,541.28
5440 · Maintenance of Equipment	3,354.00
5450 · Networking & Communications	13,971.01
5740 · Rental/Lease of Bldg&Grnds	238,597.00
5745 · Condo Fee	90,588.88
Total 5400 · Operation & Maint of Plant	589,130.05
5500 · Other Fixed Charges	
5530 · Insurance (non-employee)	66,000.96
5750 · Depreciation Expense	33,243.23
Total 5500 · Other Fixed Charges	99,244.19
5600 · Community Services	
5620 · Civic Activities	1,627.15
Total 5600 · Community Services	1,627.15
Total Expense	5,956,274.18
Net Income	6,065.27

b. Statement of net assets for FY16 (balance sheet)

Jun 30, 16	
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash and Cash Equivalents	
1002 · Citizens x1391	181,109.94
1004 · Eastern Bank x1926	468,434.88
Total 1000 · Cash and Cash Equivalents	649,544.82
Total Checking/Savings	649,544.82
Accounts Receivable	
11000 · Accounts Receivable	98,854.45
Total Accounts Receivable	98,854.45
Other Current Assets	
1207 · Due from Related Parties	500,000.00
1308 · Prepaid Expenses	13,248.00
Total Other Current Assets	513,248.00
Total Current Assets	1,261,647.27
Fixed Assets	
1514 · Building/Leasehold Improvement	19,681.33
1515 · Furniture and Equipment	
1515a · Computers and IT Equip	244,400.63
1515b · Instructional Furn & Equip	40,039.65
1515c · Admin Furn & Equip	11,350.00
Total 1515 · Furniture and Equipment	295,790.28

1616 · Less Accumulated Depreciation	-188,844.63
Total Fixed Assets	126,626.98
TOTAL ASSETS	1,388,274.25
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2024 · Accounts Payable	85,909.50
Total Accounts Payable	85,909.50
Other Current Liabilities	
2101 · Accrued Expenses	22,000.00
2102 · Accrued Payroll	233,367.48
2103 · Accrued Payroll Taxes	7,018.98
2125 · Accrued Expenses/Accrued Payrol	
2150 · 403(b) Liability	-734.41
2155 · Employee Advance	-913.49
2160 · MTRS Liability	27,770.95
2170 · OBRA Liability	4,049.75
2195 · Dental Insurance Liability	482.00
2196 · FSA Deductions	17,058.13
Total 2125 · Accrued Expenses/Accrued Payrol	47,712.93
2327 · Due to Related Parties	320,507.00
Total Other Current Liabilities	630,606.39
Total Current Liabilities	716,515.89
Total Liabilities	716,515.89
Equity	
3900 · Retained Earnings	665,693.09
Net Income	6,065.27
Total Equity	671,758.36
TOTAL LIABILITIES & EQUITY	1,388,274.25

c. Approved School Budget for FY17

Codman Academy Charter Public School	
FY2017 Budget	
<i>FY17 Proposed Budget</i>	
REVENUE	
Tuition	5,278,500
Government Grants	294,953
CAF Support - Program	500,000
CAF Support - Occupancy	120,000
Student Fees and Miscellaneous	17,000
School Lunch Revenue	150,750
TOTAL REVENUE	6,361,203
EXPENSES	
<i>Total # of Employees</i>	
Staff Salaries	3,773,760
Health Insurance	204,000
Payroll Taxes	113,213
Fringe Benefits	108,000
Professional Development	90,000
Total Personnel Costs	4,288,973
Wellness Programs	75,000
Contracted Programs	135,000
Student Support	147,660
Tutoring Program	55,000
Alumni Support & College Counseling	30,000
Instructional Supplies & Materials	142,500
Classroom Technology	110,500
Equipment Rental, Maint, & Repairs	-
Student Lunch	200,000

Student Transportation	60,000
Enrichment & Saturday Programs	55,000
Total Student Costs	1,010,660
Walczak Rental Expense	175,000
Lithgow and Temp Space Rental Expense	270,000
Utilities	50,000
Cleaning & Repairs	150,000
Total Occupancy Costs	645,000
Professional Fees	202,250
Dues, Fees & Memberships	-
Insurance	54,100
Office Supplies & Equipment	-
Office Technology	14,000
Development	60,000
Miscellaneous Admin Costs	78,583
Total Administrative Costs	408,933
TOTAL EXPENSES	6,353,566
Surplus (Deficit)	7,637

d. Capital Plan for FY17

Codman’s \$15 million five-year capital campaign opened to the public this fall. As mentioned in the ‘Mission and Key Design Elements’ section, the Campaign for Codman’s Future consists of four different components related to the growth and sustainability of Codman Academy: our academic program through the purchase and renovation of the Lithgow Building (\$12 million), our campus with the design and implementation of a campus greening strategy (\$1 million), our faculty with the creation of a Fund for Staff Support (\$1 million), and our financial sustainability with the establishment of an Endowment for Growth & Sustainability (\$1 million).

We have prioritized the growth and sustainability of our academic program with our expansion to serve an additional 200 students in grades K1-8. The purchase and renovation of the Lithgow Building (directly across the street from our upper school home in the William J. Walczak Health and Education Center) was completed and ready for occupancy for the opening of school this fall. We have financed the building through a combination of Qualified Zone Academy Bonds (QZAB), New Market Tax Credits, Massachusetts Historical Credits, and private donations. We have already raised \$7 million to date during both the quiet and ongoing public phase of the campaign. Following the completion of the Lithgow Building, we will expand our focus to our campus greening strategy, staff development fund, and endowments in the coming years.

III. Appendices

- Accountability Plan performance for 2015-2016 → Appendix A
- Recruitment and Retention Plan → Appendix B
- School and Student Data → Appendix C
- Additional Required Information → Appendix D

Appendix A
Accountability Plan Evidence 2015-2016

Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s)		

<p>Measure: Students engage annually in 5 or more structured conversations with a small group of staff and peers about their personal growth and life goals. Each year, at least 90% of students reflect on their successes and challenges by creating written intention statements.</p>	<p>Partially Met</p>	<p>While the process of creating written intention statements has not been formalized for students in grades K1-8, those students still engage in 5 or more structured conversations about their personal growth and goals through the Open Circle curriculum. Students in grades 9-12 participated in the creation of intention statements and in conversations about their progress against the intention statements with multiple staff members and with Crew leaders.</p>
<p>Measure: Through collaborations with school partners, 90% of graduating students complete all of the following activities: 1) a multi-week internship experience for credit, 2) participation in a theatrical production as a performer or stage crew member, 3) fieldwork research for a class, and 4) completion of a three day outdoor leadership course.</p>	<p>Met</p>	<p>100% of graduating students completed all four requirements.</p>
<p>Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment and other unique elements defined in the charter application and any subsequent approved amendments(s).</p>		
<p>Measure: The school receives a positive annual implementation review by Expeditionary Learning (EL), earning a score of at least 3 (out of 4) for at least 3 measures identified at the outset of each school year (changes annually). The review assesses the level of implementation of EL's core practices and evaluates the school's progress toward annual goals.</p>	<p>Met</p>	<p>In 2015-2016, the school scored 3 or higher on the Implementation Review for 26 out of 26 measures.</p>
<p>Measure: 90% of graduating students earn 70% or higher on a capstone research project in which they choose, research and design a social justice project to benefit the community.</p>	<p>Met</p>	<p>100% of students earned a 70% or higher on the Senior Social Action Project (SSAP) focused on community-police relations.</p>

Academic Program Success

	<p>2015-2016 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.</p>		
<p>Measure: The percentage of students earning a score of Proficient or Advanced will meet or exceed the average between the local district and state.</p>	<p>Partially met (2014-2015) Result not in yet (2015-2016)</p>	<p>In 2015, the percent of students who earned a score of Proficient or Advanced matched the state-district average in ELA (86% to the state-district average of 86%). However, the percent of students who earned a score of Proficient or Advanced fell short in Math (46% to the state-district average of 73%); and Science (23% to the state-district average of 61%).</p>
<p>Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.</p>		
<p>Measure: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate in all subject areas tested for</p>	<p>Met (2014-2015)</p>	<p>In 2015, the SGP for ELA was 50 and 64 for mathematics in the aggregate.</p>

accountability purposes.	Result not in yet (2015-2016)	
Measure: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher for all statistically significant sub-groups in all subject areas tested for accountability purposes.	Met (2014-2015) Result not in yet (2015-2016)	In 2015, the SGP for all statistically significant subgroups was above 40 for all groups with results. SGP ranged from 49 to 59.5 in ELA and 62 to 66 in mathematics
Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
Measure: 90% of graduating seniors earn a minimum of 70% in all core academic classes prior to graduating in addition to demonstrating proficiency of at least 80% on the Graduation Portfolio, a multi-year investigation culminating in a graded portfolio presentation to a panel comprised of faculty, students and parents.	Met	100% of graduating seniors earned a minimum of 70 in all core academic classes. The school adopted a revised portfolio process that included written and presented work culminating in a non-percentage graded assessment, after piloting the process during the 2014-2015 school year.
Measure: As part of the school's curricular requirements, 90% of graduating students will have delivered at least two prepared speeches/presentation to audiences of at least 50 people. Speeches and presentations will increase in complexity across the grade span and will be graded according to a detailed rubric, with 70% of students earning proficiency of at least 80%.	Met	100% of students in 12 th grade delivered a Senior Talk, with previous performances including competing in the National Endowment for the Arts' Poetry Out Loud competition in 9 th grade and the National Shakespeare Competition in 10 th grade. 100% of students earned proficiency of at least 80% on all speeches and presentations.

Organizational Viability

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: The school's annual budget is sustained by enrollment	Met	The school's core academic program is sustained by enrollment. The school receives additional funding from individual donors, private foundations, and corporate sponsors to cover additional programming (Saturday classes, college advising, enrichment opportunities, capital needs, etc.)
Objective: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	Met	The school received an unqualified opinion on its FY15 Financial Audit.
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	The school received an unqualified opinion on its FY15 Financial Audit.
Objective: The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school.		

Measure: The board establishes a finance subcommittee that meets at least six times per year and reports monthly at board meetings as evidenced in board minutes. The finance committee is charged with ensuring strong fiscal oversight of the school, including working with staff leadership to develop the annual budget.	Met	The Board's finance subcommittee met at least six times this academic year and reported monthly at board meetings. Separate records of finance subcommittee meeting minutes are kept on file. The finance subcommittee ensures fiscal oversight of the school and works with school leaders to develop the annual budget.
Objective: The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.		
Measure: The Fiscal Policy Manual is reviewed annually as part of the school's independent audit.	Met	The Fiscal Policy Manual was reviewed during the FY15 Financial Audit, and the school received an unqualified opinion on said audit.
Objective: The school implements the student recruitment, retention and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations		
Measure: Each year, the school sends a mailing to 100% of 8 th graders enrolled in the Boston Public Schools.	Met	100% of 4 th and 8 th graders enrolled in the Boston Public School received a school mailing.
Measure: Each year, the school's applicant pool is at least three times the size of the incoming class.	Met	This year the school received 1,835 applications for 90 seats.
Objective: The school defines and delineates clear roles and responsibilities among board and staff.		
Measure: The school annually reviews and adopts a decision making organizational tool delineating job functions and areas of individual and collective responsibility. The tool outlines school-wide decision making processes and communication structures. The decision making tool is shared with the entire staff at the start of each year.	Met	The school updated the decision-making tool for 2015-2016 and published for full staff.
Measure: On the year-end faculty survey, staff report a strong understanding of their role and responsibilities as evidenced by at least 80% responding favorably to the question (from Gallup Q12 survey): Do you know what is expected of you at work?	Met	Of the 55 faculty members who took the Q12 survey, 97% responded they know what is expected of them at work.
Objective: The school involves parents/guardians as partners in the education of their children.		
Measure: 90% of parents/guardians meet with the school's social worker prior to their child's first day of school.	Met	All new students met with the school's social worker or a Student Support Coordinator prior to the student's first day of school.
Measure: At least 90% of families participate once a year in student/teacher conferences.	Met	More than 90% of families of students in grades K1-12 participated in at least one student/teacher conference during the 2015-2016 school year.

Appendix B
Charter School Recruitment and Retention Plan

Recruitment Plan 2016-2017

School Name: Codman Academy Charter Public School

Date: 7/31/16

- Please provide a brief narrative report on implementation of recruitment strategies from last year’s plan.
- Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.
- Please provide a brief explanation if you think that your incoming class of students (as captured in October 1, 2016 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please indicate if you would like further discussion with the Department regarding the school’s Recruitment Plan once you have submitted your October 1st SIMS demographic information.

2015-2016 Implementation Summary:

During this application season, we collected a total of 1,835 applications: 513 9th grade applications with 50 seats, 332 applications for grade K1 with 20 seats, 103 for 5th grade with 20 seats and 888 applications for students applying to grades K2, 1st, 2nd, 3rd, 6th, and 7th. 30% of 9th grade students scheduled to enroll in the 2016/2017 school year are enrolling with an identified IEP, as applicants were made well aware of the services we provide to students with IEPs. Additionally, we provided Spanish translators at all information and orientation sessions and posted our application in four different languages in an attempt to reach families with English as a second language. The 2016-2017 application season was the second time we hosted an online application, which yielded over 900 entries.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2016-2017:

- Attendance and recruitment at Charter School Showcase
- Application and information mailed home to all 4th and 8th grade families in Boston
- Application and information mailed to all middle and K-8 schools in Boston (charter and district)
- Publicized open houses and information sessions on our website
- Open houses and information sessions open to all students and families
- Publicized open seats for lower school via newspaper ads and features
- Created an oversized recruitment banner displayed in the Codman Square Health Center
- Distributed materials at the local winter farmers’ markets
- Distributed materials door-to-door in neighborhood
- Met with Codman Square Health Center providers to encourage referrals from their patients, particularly students with disabilities and limited English proficiency

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
-------------------	------------

Special education students	<ul style="list-style-type: none"> • The school will ensure all recruitment material clearly states our non-discrimination policy. • The school will ensure that Special Education Programs are displayed alongside General Programming, given equal attention. • The school will ensure that all Special Education and related service providers are available for consult throughout the enrollment process. <p>Goal: The school will continue to serve a higher proportion of special education students than area charter schools.</p>
Limited English-proficient students	<ul style="list-style-type: none"> • The school will ensure all recruitment material clearly states our non-discrimination policy and is translated into most prevalent languages: Spanish, Haitian Creole, Cape Verdean Creole. • The school will provide translators at recruitment events and throughout the enrollment process. • The school will ensure that all LEP programming is clearly articulated in all recruitment material. <p>Goal: Based on these recruitment strategies, the school’s applicant pool will become increasingly representative of the demographics of the sending district, particularly in the area of limited English-proficient students</p>
Students eligible for free or reduced lunch ¹	<ul style="list-style-type: none"> ▪ The school will engage in recruitment at local middle schools where 65% or more students are economically disadvantaged or are otherwise identified as low income. ▪ The school will prepare and serve food on site in our kitchen, allowing the school to serve breakfast, hot lunch, and afternoon snack. All students, regardless of income, will receive meals for free. <p>Goal: The school’s student demographics will be similar to that of the sending district, particularly in the area of Economically Disadvantaged students.</p>
Students who are sub-proficient	<ul style="list-style-type: none"> ▪ The school will recruit from communities serving a large percentage of students who are sub-proficient. ▪ The school will recruit at Citizen Schools, Tenacity, and other organizations that serve students who are sub-proficient. ▪ The school will offer individual tutoring to all students in grade 10 and all students in grade 9 who are sub-proficient. This is especially relevant for students and to families of students who are sub-proficient. <p>Goal: Student growth percentiles (SGP) on state standardized exams will exceed state and district averages.</p>

¹ Please note: The Department has a new metric, called Economically Disadvantaged, which encapsulates “free or reduced lunch”. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> ▪ The school will disseminate recruitment and school information to local youth organizations, schools serving students who are at risk of dropping out of school, and professionals working with similar populations. ▪ Through its recruitment efforts the school will make clear that we offer a vast range of supports for students at risk of dropping out. ▪ The school will use its primary partnership with the Codman Square Health Center as well as a variety of external partnerships to provide mental health counseling, primary care, and any other necessary services that may hinder a student’s ability to stay in school. <p>Goal: The student support team will identify students at risk at dropping out of school and create individual plans to ensure they graduate from Codman Academy or another high school. Strategies include: home visits with families, the Drop Out Prevention Tool, referral for services, and/or referrals to area high schools and middle schools.</p>
<p>Students who have dropped out of school</p>	<ul style="list-style-type: none"> ▪ The school will disseminate recruitment and school information to local youth organizations and professionals working with students who have dropped out of school. ▪ Through its recruitment efforts the school will make clear that we offer a vast range of supports – both internally and through external partnerships – for students who have dropped out of school or are at risk for dropping out of school. ▪ The school will use its primary partnership with the Codman Square Health Center as well as a variety of external partnerships to provide mental health counseling, primary care, and any other necessary services that may hinder a student’s ability to stay in school. <p>Goal: The student support team will identify students who and create individual plans to ensure they graduate from Codman Academy or another high school. Strategies include: home visits with families, the Drop Out Prevention Tool, referral for services, and/or referrals to area high schools and middle schools.</p>
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> ▪ Representatives from the school’s male student population will be present at all recruitment events including high school fairs, student panels, open houses and information sessions. ▪ The school will present to single sex groups on middle school visit to emphasize the different programs available to each gender (Crew, YMCA partnership etc.) <p>Goal: To recruit and retain young men of color at a similar percentage as the sending district.</p>

Retention Plan 2016-2017

Please provide a brief narrative report on implementation of retention strategies from last year’s plan.

2015-2016 Implementation Summary:

At the end of each year, some students who begin at Codman transfer to other schools for a variety of reasons, ranging from a desire to have a shorter school day to a family relocation. Our task over the last seven years has been to reduce the number of students who leave Codman. Our overall attrition rate for 2015-2016, as reported by ESE, is 7.7% with a retention rate of 92.3%, which exceeds our annual goal. For the students with disabilities subgroup our overall attrition rate was 4.7%, compared to 8.1% at Boston Public Schools. We continued to partner with community agencies, programs and businesses to provide summer opportunities for all students and to offer additional support to subgroups.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Demographic	Strategies
Special education students	<ul style="list-style-type: none"> • Provide intensive support for IEP/504 students at all levels • Encourage and foster inclusive environment for all students • Differentiate curriculum to meet needs of IEP/504 students • Plan and implement skills groups based on student needs <p>Goal: Retain special education students at a level higher than the local district.</p>
Limited English-proficient students	<ul style="list-style-type: none"> • Employ full time, dedicated staff for ELL student support • Assist teachers in completing SEI Endorsement to better serve students • Provide inclusive, culturally diverse environment <p>Goal: Retain English language learners at a level higher than the local district. This year, both students coded as English language learners earned credit in all courses.</p>
Students eligible for free or reduced lunch ²	<ul style="list-style-type: none"> • <u>Summer programming:</u> Research shows that it is extremely important that high school students be engaged in meaningful summer experiences, in order to avoid a multitude of risks including ‘brain drain,’ dropping out of school, or engaging in unsafe behaviors. One problem, however, is that economically disadvantaged parents often cannot afford to enroll their children in excellent summer programs. As a result of this need, Codman Academy will continue to develop relationships with community partners to offer students a wide range of excellent summer programming opportunities, now extending downward to our middle school students as well. It will also continue to require all upper school students to complete at least two summers of approved programming in order to graduate. Summer offerings have been expanded to include opportunities for students K1-12, such as participation in Breakthrough Greater Boston, an annual summer theatre program sponsored by the Huntington Theatre Education department, AYF National Leadership Conference Trip and other courses, and AYF Camp Merrowvista scholarships. • <u>Saturday Courses:</u> Economically disadvantaged students often do not receive a large range of enrichment opportunities due to insufficient resources. Codman Academy offers a range of enrichment courses to all 11th and 12th grade students to provide students with a rich and transformational educational experience. (Note: All 10th graders and 9th graders who are sub-proficient attend required tutorial sessions every Saturday with Tutors for All). Recent Saturday courses include Robotics, filmmaking at Boston News Network, SAT Prep, and Philosophy at Harvard University. <p>Goal: Provide summer opportunities and Saturday enrichment courses to economically disadvantaged students and ensure that this subgroup completes at least two summers of approved summer credit.</p>

² Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> • <u>One-on-one tutoring</u>: The school's one-on-one Saturday tutoring program is designed and tailored specifically to the needs of individual students. It is particularly beneficial for students who arrive in 9th grade sub-proficient. The program, coupled with the school's rich curriculum, has had profound effects in terms of maximizing student growth, as evidenced by the school's student growth percentiles on recent MCAS exams. Students who are sub-proficient are at high risk for dropping out. Thus, moving students academically out of this category is one of the most important ways in which the school can increase retention rates within this subgroup. Based on the success of this program, we have created a corollary program for students in our middle school grades starting in the 2015-2016 school year. • <u>Standards-based grading</u>: The school just completed its fifth year of full school implementation of standards based grading. At its core, standards based grading is intended to provide a clear picture of student mastery of learning targets (LTs) and identify specific LTs that have not yet been mastered. This clarity is particularly important for students who are sub-proficient as it focuses teachers, students, and parents on actionable steps that need to be taken in order to achieve proficiency. <p>Goal: Student growth percentiles (SGP) on state standardized exams will exceed state and district averages.</p>
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • <u>Professional internships</u>: The school requires all upper school students to complete professional internships. This is especially critical for students at risk of dropping out, given that many of the school's students in this category are older than their peers and eager to receive real world, job experience. This program provides a concrete opportunity for students to develop their professional skills. Internships are important on several levels for this particular subgroup. Many students at risk of dropping out feel constrained by the core structure of the academic program and have not realized as high levels of academic success as their peers. Internships provide students with an opportunity to shape their high school career and follow their passion, by choosing their placement site. Internships are also an additional site for students to achieve success. In doing so, students build an important resume credential and job experience that helps lead to summer job placements. This is extremely valuable given that many students in this subgroup (because of their age) feel a strong need to earn money out of school. • <u>Varsity competition participation requirements</u>: While the wellness and athletics program serves all students and accomplishes a myriad of school goals, the academic participation requirement, which states that students must earn a 70% or higher in all academic courses to play in inter-school matches, motivates students to achieve academic success. This is particularly useful in motivating students who are highly interested in inter-scholastic competition. School data suggests this applies to several students identified as at risk of dropping out.
<p>Students who have dropped out of school</p>	<ul style="list-style-type: none"> • The school will pay significant attention to improving supports for the small number of our students at highest risk of leaving Codman and not enrolling in another high school. • The school will employ a full-time social worker to communicate with the Department of Children and Families when needed if students who have dropped out are under the care of DCF or their whereabouts may be unknown due to runaway status. • Through the Social Work department, the school will work with the Codman Square Health Center, Home for Little Wanderers, Epiphany School, and other local organizations that support similar populations to provide extensive services for at-risk students and families.
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap (young men of color)</p>	<ul style="list-style-type: none"> • <u>Developing mentor relationships through community partners</u>: The school's Student Support Team has developed relationships with community organizations to pair at risk students in this subgroup with mentors, including a mentor program with TD Bank that now serves students in grades 5-12. • <u>YMCA Program</u>: Our growing partnership with the Dorchester YMCA provides a full-service fitness facility to every student, including a summer membership. <p>Goal: Partner with community organizations to offer students in this subgroup additional wrap-around supports.</p>

Appendix C

School and Student Data Tables

Codman Academy Charter Public School student demographic enrollment data:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04380505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	250	79%
Asian	0	0%
Hispanic	60	19%
Native American	0	0%
White	1	0.3%
Native Hawaiian, Pacific Islander	1	0.3%
Multi-race, non-Hispanic	2	0.6%
Special education	79	25%
English Language Learner	16	5%
Economically Disadvantaged	141	45%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Thabiti Brown, Principal	Oversees all academic programming and classroom teachers; co-administers school discipline guidelines; coordinates professional development for all teaching and administrative staff	2001	
Elizabeth Butler, Middle School Academic Dean	Serves as the instructional leader of the Middle School, working and communicating on an ongoing basis with the Principal, Executive Director and faculty	2008	2016
Meg Campbell, Executive Director	Oversees all school functions; liaison to Board of Trustees and Codman Academy Foundation Board and primary partner with the Codman Square Health Center	2001	
Greg Carlson, Upper School Academic Dean	Serves as the instructional leader of the Upper School, working and communicating on an ongoing basis with the Principal, Executive Director and faculty	2014	
Pamela Casna, Director of Special Education and ELL	Administers special education and English language learners program	2011	
Dawn Leanness, Director of Institutional Advancement	Develops and implements a comprehensive advancement program for Codman Academy, including strategic planning, fundraising, board relations, data and evaluation, operating procedures, and partnerships	2009	
Maile Madigan, Lower School Academic Dean	Serves as the instructional leader of the Lower School, working and communicating on an ongoing basis with the Principal, Executive Director and faculty	2015	2016

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR

	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	43	3	11	Personal reasons (2); contract not renewed (3); graduate school (3); professional opportunity elsewhere (2); moving out of state (2); not a good fit for the role (2)
Other Staff	29	4	6	Personal reasons (0); graduate school (2); professional opportunity elsewhere (4); moving out of state (1); not a good fit for the role (2)

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Heather Ayres	Director	Academic Achievement	1	11/2015-11/2018
Dudley Blodget	Director	Facilities Planning and Oversight	3	9/2015-9/2018
Meg Campbell	Director, ex officio	Facilities Planning and Oversight	5	2001-present
Sandra Cotterell	Director	Facilities Planning and Oversight	2	4/2014-4/2017
Juma Crawford	Director	Development	1	9/2013-9/2016
Martin Familia '05	Director	Finance	1	10/2014-10/2017
Anthony Helies	Director	Academic Achievement (chair)	4	2/2014-2/2017
Richmond Holden	Director	Finance	1	11/2015-11/2018
Meredith Hollis	Vice President	Board Development	5	2/2014-2/2017
Tyrone Latin	Clerk	Academic Achievement	3	9/2015-9/2018
Anthony Alan Parker	Director	Academic Achievement	3	9/2013-9/2016
James Pender	Director	Academic Achievement	2	5/2015-5/2018
Thomas Quirk	Treasurer	Finance (chair)	4	10/2015-10/2018
Carla Small	Director	Finance	1	5/2016-5/2019
William Walczak	President	Facilities Planning and Oversight	5	2/2014-2/2017

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

Location	Dates of Occupancy
CACPS did not relocate or acquire new facilities in the 2015-2016 school year.	

Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2017
Lottery	March 8, 2017

IV. Conditions

In February 2016, the MA Department of Elementary and Secondary Education (DESE) renewed the charter of Codman Academy Charter Public School with three conditions. The first condition required that Codman submit to DESE a comprehensive evaluation of its mathematics, English language arts, and science programs prepared by an external consultant. On May 23rd and 24th, 2016, a team of observers from EL Education conducted formal observations and prepared a report complete with a summary recommendation for improvement to provide a more conducive learning environment for students. The overarching question explored by EL Education was: *Whether and how do the mathematics, English language arts and science instructional programs at Codman Academy effectively create an environment conducive to learning and foster student engagement?*

The report completed by EL Education provided the following four areas for improvement to positively impact student academic achievement in mathematics, English language arts, and science for all student groups.

1. Focus on the tasks that students do during lessons.
2. Focus on checking for student understanding throughout the lesson.
3. Focus on the questions that teachers ask during lessons.
4. Focus on students demonstrating crew spirit during lessons.

The second condition requires Codman to submit an action plan to improve academic performance across all subjects for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timetable and deadlines for completion of key tasks, to allow the school's board of trustees and the Department to monitor implementation. The school has prepared an action plan in accordance with this condition, to be delivered to DESE in July 2016.

The Action Plan is organized into three segments:

- *Strategic Priority #1: Instructional Practice* - practices staff will use in classrooms to improve instruction
- *Strategic Priority #2: Student Outcomes* - measures of student achievement
- *Strategic Priority #3: Professional Learning* - the ways staff work together to move the needle on instructional practice and student outcomes.

Our Theory of Action is as follows: If the Codman school community focuses on instructional improvement in the areas of learning tasks, checking for understanding, questioning techniques and crew spirit, then we will create classroom environments conducive to learning, have higher levels of student engagement, and stronger student outcomes.

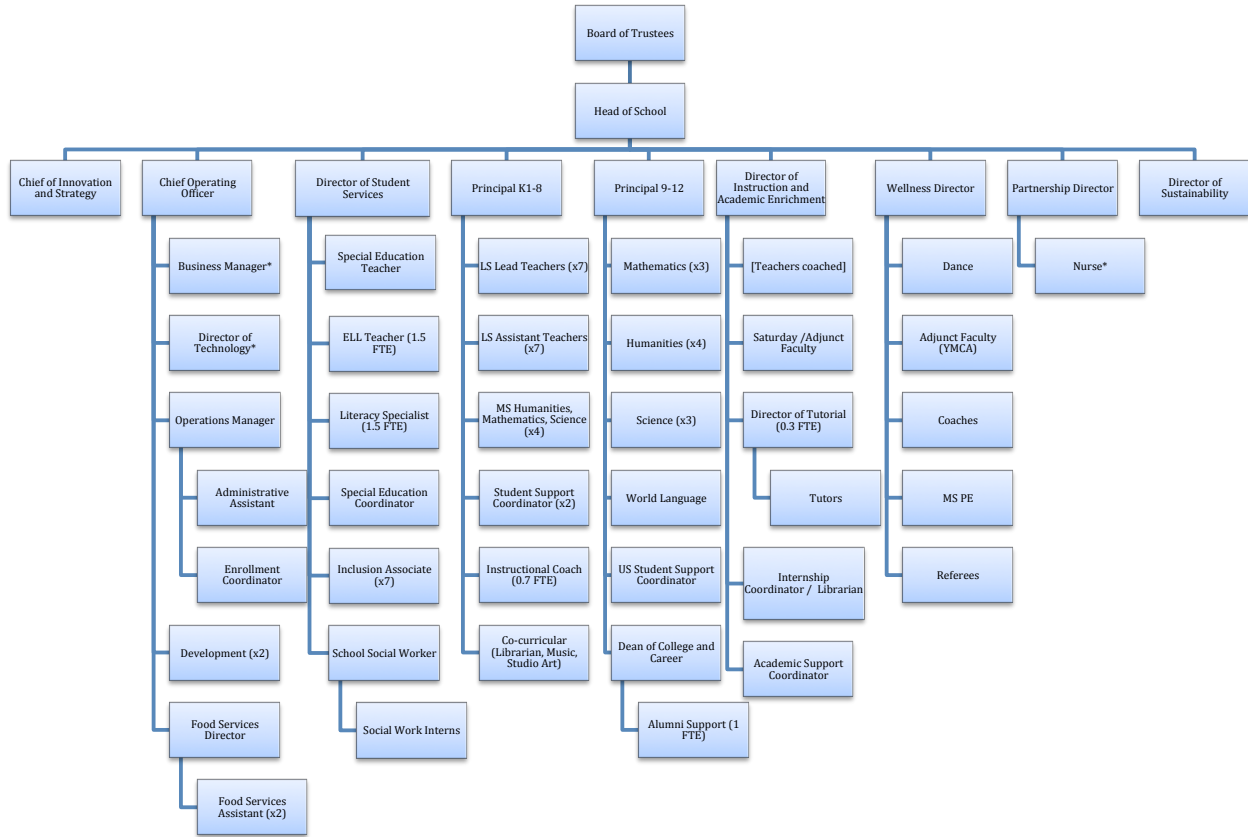
The third condition requires Codman to demonstrate academic success by December 31, 2017 by demonstrating significant and sustained academic improvement in mathematics, English language arts, and science. All school personnel are working toward meeting this goal.

V. Complaints

Codman Academy received a complaint regarding the lack of religious consideration for its Saturday School programming. The school worked with the family to find a resolution to ensure the student received the same services while accommodating the student's religious needs to resolve the complaint. On March 1, 2016, the Board of Trustees unanimously approved a policy to accommodate students whose religious practice precludes attendance at Saturday School. Any required Saturday tutoring program will be offered before school on a weekday for 60 hours and any required Saturday elective course will be offered after school on a weekday or over the summer.

VI. Attachments

1. Codman Academy Organizational Chart 2016-2017



2. Science Curriculum for grades 5-7

Codman Academy Middle School – Curriculum Map

Grade 5 Year At A Glance

	Humanities	Science	
	Expedition / Case Study	Year A 2015-2016	Year B 2016-2017
Sep	Life in the Colonies	How Do You Science?	How Do You Science?
Oct	Perspectives on the Revolution <i>EXPEDITION</i>	Heating Up, Chilling Out: Weather & Global Climate Change	Dorchester Rocks (& Minerals) Our Changing Earth - Plate Tectonics
Nov			
Dec			
Jan	Founding Documents	Energy – Reflected Around Us	Going Green(house): Plants & Photosynthesis
Feb			
March	Spirit Series	Building Green – Electric Energy Savers <i>EXPEDITION</i>	Secrets of the Saltmarsh – Restoration of the Neponset River Estuary <i>EXPEDITION</i>
April			
May			
June	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up

Grade 6 Year At A Glance

	Humanities	Science	
	Expedition / Case Study	Year A 2015-2016	Year B 2016-2017
Sep	Myths – Not Just Long Ago	How Do You Science?	How Do You Science?
Oct	Maps and Civilizations <i>EXPEDITION</i>	Heating Up, Chilling Out: Weather & Global Climate Change	Dorchester Rocks (& Minerals) Our Changing Earth - Plate Tectonics
Nov			
Dec			
Jan	Exploring Ancient Civilizations	Energy – Reflected Around Us	Going Green(house): Plants & Photosynthesis
Feb			
March	Spirit Series	Building Green – Electric Energy Savers <i>EXPEDITION</i>	Secrets of the Saltmarsh – Restoration of the Neponset River Estuary <i>EXPEDITION</i>
April			
May			
June	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up

Codman Academy Middle School

Curriculum Map 2015-2016 1

Grade 7 Year At A Glance

	Humanities	Science	
	Expedition / Case Study	Year C 2015-2016	Year D 2016-2017
Sep	Slavery – the People Could fly	How Do You Science?	How Do You Science?
Oct		Feast or Famine: Food, Nutrition & Our Body Systems <i>EXPEDITION</i>	Love the Dirty Water <i>EXPEDITION</i>
Nov			
Dec	Redefining a Nation	Cells	Chemical Reactions
Jan			
Feb	Small Acts of Courage <i>Expedition</i>	Where'd You Get Those Genes?	Phases & Phase Change Energy Transfer
March			
April			
May	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up
June			

	Humanities	Science	
	Expedition / Case Study	Year C 2015-2016	Year D 2016-2017
Sep	Perspectives on War	How Do You Science?	How Do You Science?
Oct		Feast or Famine: Food, Nutrition & Our Body Systems <i>EXPEDITION</i>	Love the Dirty Water <i>EXPEDITION</i>
Nov			
Dec	Finding Home: Refugees	Cells	Chemical Reactions
Jan			
Feb	Journey's and Survival <i>Expedition</i>	Where'd You Get Those Genes?	Phases & Phase Change Energy Transfer
March			
April			
May	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up	Celebration of Learning Prep & Wrap-Up
June			

Codman Academy Middle School

Curriculum Map 2015-2016 2