



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Codman Academy Charter Public School Year Twelve Site Visit Report

Boston, MA
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School Profile

<i>Codman Academy Charter Public School (Codman)</i>			
Type of Charter	Commonwealth	Location	Dorchester
Regional/Non-Regional	Non-Regional	Districts in Region	NA
Year Opened	2001	Current Enrollment	145
Maximum Enrollment	345	Students on Waitlist	707
Chartered Grade Span	K - 12	Current Grade Span	9 – 12

Mission

“Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.”

Demographics

The school reports the following racial and ethnic composition and percentages of selected populations of the student body as of the date of the site visit:

Racial and Ethnic Composition and Selected Populations

	Number of Students	Percentage of Student Body
African American	118	81%
Asian	2	Less than 1%
Hispanic	18	12%
Native American	2	Less than 1%
White	4	Less than 2%
Native Hawaiian, Pacific Islander	1	Less than 1%
Multi-race, non-Hispanic	0	0%
Special education	33	23%
Limited English proficient	3	Less than 1%
Low income	108	74%

The following participants conducted the site visit on April 25, 2013.

- Francis Cash, Charter School Office (CSO), Department of Elementary and Secondary Education (ESE)
- Puja Garg, CSO, ESE
- Eleanor Rounds, CSO, ESE
- Claire Smithney, CSO, ESE
- Bridget White, Excel Charter School

Before the visit, the site visit team reviewed the school’s 2011-12 annual report, 2009 summary of review, year eight site visit report, the school’s accountability plan, board materials and minutes, and recent internal and external assessment data. On site, the team reviewed curricular documents and other information provided by the school. The team conducted approximately 20

classroom observations and interviewed trustees (3), administrators (2), teachers (4), families (4), and students (6).

The purpose of this visit was to corroborate and augment the information contained in the school's annual report, to investigate the school's progress relative to its accountability plan goals, and to collect information that will help the Commissioner and Board of Elementary and Secondary Education make a renewal recommendation for the school's charter. The focus of the visit was on three central areas of inquiry:

- Faithfulness to the terms of the school's charter;
- Academic program success; and
- Organizational viability.

The team's findings in each of these areas are presented below.

I. Faithfulness to the Terms of the Charter

Are the school's mission, vision, educational philosophy, and pedagogical approach, as articulated in the charter application and subsequent amendments, implemented in the day-to-day operations of the school?

Finding: Site visitors observed many elements of Codman's charter being implemented in the school's program, specifically Expeditionary Learning. All stakeholders articulated the importance of community and serving the whole child.

All stakeholders identified the core of the school's mission as "to learn, to lead, and to serve." This year, Codman was granted an amendment to modify its mission statement to align more closely with the evolving nature of the school. The board of trustees and school administrators participated in a retreat prior to the beginning of the school year to work with an external consultant to update the school's mission statement. While the overall message remains, stakeholders repeatedly noted the importance of describing the education provided by Codman as "transformative"; administrators stated that the mission was not solely about being accepted to a college. Instead, Codman's transformative education focuses on transforming the students' lives, making every moment a teachable moment, and using every adult in the building as an educator. The Expeditionary Learning (EL) program was identified by teachers, trustees, and school leaders as the driving force of the transformative education at Codman. Additionally, Codman was granted an amendment to its charter in March 2013 which will expand its grade span and enrollment; the school will be expanding to include elementary grades in the upcoming years. With this change upcoming, school leaders recognized the value in creating a mission statement that could be applicable to all students in grades K through 12.

As an Expeditionary Learning school, Codman draws much of its educational philosophy from the ten design principles of Expeditionary Learning (EL) which can be applied within a classroom setting, or used to bring students to experience the outside world for academic purposes. The school has designed an EL academic program aligned with the Massachusetts Curriculum Frameworks (MCF). The EL design is based on the five core practices of curriculum, instruction, assessment, leadership, and culture and character. The model is built upon active, collaborative, interdisciplinary learning, and the common instructional model involves active

lessons in which students are often encouraged to do original research and fieldwork, assess their own progress toward mastering skills and content, and develop learning goals. Teachers and members of the board reported that the EL model allows the school to personalize learning, tailor instruction to meet the students where they are, engage students in topics that they are most interested in, and keep a focus on service and compassion. Although they did not explicitly mention EL, students spoke in depth about expeditions and internships. Students provided examples of visiting museums, parks, aquariums, using outdoor spaces to apply math concepts, and participating in internships at the Codman Health Center and local restaurants.

In addition to EL, all stakeholders emphasized the importance of serving the whole child as a vital piece of the school's mission. School leaders reported that the school is committed to academic growth and a holistic approach to serving students. Because the school is housed within the Codman Square Health Center, the school is able to provide medical and emotional health services to students. Board members stated that Codman's partners, specifically the health center and the Huntington Theater, allow students the opportunity to experience possible career paths and exposure to the arts community. Board members discussed the role of the health center in helping student's gain job experience and awareness of career fields through the school's two week internship program for juniors and seniors. The school offers a lengthy list of extracurricular activities: track, baseball, basketball, wellness committee, nutrition action committee, summer community service projects, varsity sports program, and international travel opportunities. Students reported that the holistic approach at Codman has taught them leadership skills, how to reflect on and improve their behavior, and how to help other students make better decisions. Students specifically acknowledged the crew (advisory) program for helping them develop these important life skills. Parents echoed student sentiments that the school teaches conflict resolution and leadership skills.

Is the school's governance/leadership structure implemented as articulated in the charter application and subsequent amendments?

Finding: The school was recently granted an amendment to expand and the board is considering modifying the leadership structure in upcoming years.

In March 2013, Codman was granted an amendment to increase enrollment by 200 students and expand to grades K1 through 12. Beginning this fall, the school will begin adding grades K1, K2, 1, and 6. To prepare for this expansion, the executive director and board of trustees have secured a facility in close proximity to the current high school building and began hiring teachers. During the first years of expansion, the school plans to operate under the current organizational structure; the current principal will act as the school leader for both buildings. In the upcoming years, however, the board and administration expressed interest in hiring a separate principal for the elementary school and having the executive director supervise and evaluate both principals.

Finding: The school's governance and leadership structure is implemented as articulated in the charter.

Mirroring the structure articulated in its original charter application, Codman is overseen by a board of trustees and operated by an executive director. All stakeholders identified oversight of finances and facilities as the primary responsibilities of the board. Board members stated that they are researching and pursuing various options to ensure that the school's facilities meet the needs of the students and staff as the school adds grade levels. The board is also responsible for hiring and evaluating the executive director. The executive director is responsible for supervising

and evaluating the principal, student services department, and infrastructure (operations) department. In addition to serving as the direct contact between the school and the board, the trustees described the role of the executive director as being “a steward of academic excellence.”

Has the school met, or is it making progress toward meeting, the faithfulness to charter objectives set out in its accountability plan?

Finding: Codman met half of the measures related to faithfulness to charter contained in its accountability plan.

Codman’s approved accountability plan includes two objectives and four related measures concerning faithfulness to the charter. Codman met two out of four measures. More information about the school’s success in meeting the objectives and measures contained in its accountability plan can be found in Section IV, Accountability Plan Performance, of this report.

II. Academic Program Success

A. Curriculum

What is included in the documentation of the curriculum and what form does it take?

Finding: The curriculum is documented electronically and varies by content area. The curriculum includes learning targets for all content areas and scope and sequences for some subjects.

School administrators and teachers stated that the curriculum is created on an ongoing basis and tends to change every year. Currently, the majority of the school’s documented curriculum is kept on Codman’s computer server. Teachers are expected to create and store curriculum maps, expedition plans, and lesson plans on the server, but site visitors were unable to determine if that is done by each teacher. Based on a thorough review of provided curriculum documents, site visitors noted that the math curriculum for all grades is under revision and only includes learning targets; humanities curriculum is aligned to the Common Core, includes learning targets, and includes scope and sequences; science curriculum reference the Massachusetts Curriculum Framework and include learning targets; French curriculum includes detailed syllabi, learning targets, and course descriptions. The documented curriculum for all subject areas, with exception of math, is aligned to MCF; the school is in the process of aligning applicable content areas with Common Core standards. Curriculum documents showed inconsistency in format among subject areas and grade levels. Teachers reported that the online server is difficult to navigate and is challenging when trying to locate lessons and other curricular documents.

Does it articulate skills and concepts that each student should know?

Finding: The curriculum documents articulate the skills and concepts that each student should know.

Curriculum documents for all content areas and grade levels included a list of “big” and “small” learning targets. Big learning targets are the instructional goals for the unit, while small learning targets are goals for each lesson. Teachers described the learning targets as purposefully broad;

keeping learning targets broad allows teachers to keep EL at the forefront when creating lessons and keep an emphasis on inquiry and student-centered learning. Instead of planning around content, teachers stated, they plan around big picture themes and make the content as relevant to students as possible. In addition to learning targets, some courses offer students a weekly overview. During classroom observations, site visitors noted that all classrooms had learning targets displayed and easily accessible to students.

How is the curriculum reviewed and revised to ensure quality and effectiveness?

Finding: Teachers reported having ownership over reviewing and revising curriculum in partnership with the department heads. The staff meets formally at the beginning and end of the school year to discuss curriculum adjustments.

Formal and informal review and revision of curriculum is done primarily by teachers and department heads. Informally, teachers and department heads participate in an ongoing conversation throughout the school year to identify areas where the curriculum could be strengthened. Teachers reported that school administrators allow teachers to take ownership of the curriculum and proactively propose modifications whenever they feel appropriate. Formally, the staff meets before and after each school year to discuss and review curriculum. All teachers participate in three professional development (PD) days prior to the beginning of the school year and one week of PD at the end of the school year.

B. Instruction and Learning

Is the observed instructional practice consistent with what the school describes, either verbally or in writing?

Finding: Site visitors observed all the described instructional practices in classrooms. However, the quality of implementation of key elements varied by classroom and grade level.

The instructional expectations at Codman, as explained by the principal and executive director, focus heavily on creating an engaging, rigorous, and safe environment for teachers and students. Instructionally, the principal stated that site visitors should observe clear learning targets written on the board or identifiable through the instruction, lessons that are engaging, whole group instruction followed by students working in small groups to engage in challenging problems, teachers providing opportunities for students to be leaders in the classroom, and classes sharing kudos and deltas at the end of each period. Each element is discussed below.

Learning Targets

In all but two of the twenty observed classrooms, learning targets were clearly displayed on the front white board of each room. All observed learning targets were in student friendly language and were explicitly referenced by students and teachers in the beginning of classes. A minority of classrooms displayed both big and small learning targets.

Engaging Lessons

Site visitors noted that upper level humanities and French courses provided the most engaging lessons. Students in these classes appeared to be on task and engaged approximately 90 percent of the time. These courses offered multiple opportunities for group work, applied Socratic method, and/or engaged students in thoughtful and challenging discussions. Five classrooms relied more heavily on teacher-centered instruction; most students were compliant during these

lessons but did not appear actively engaged. In few classrooms, a vocal minority of students in the room were able to distract the class and detract from learning.

Challenging Small Group Work

In almost all classrooms, site visitors observed students working in pairs or small groups following whole group instruction. Students were presented with guiding questions or content-relevant problems when asked to “turn and talk” or work with small groups. Although most students appeared engaged during small group work, site visitors observed several instances of off-task behavior during group work. The level of rigor of group work questions varied across classrooms; site visitors noted that in a majority of classrooms, guiding questions did not provide students with a challenging problem. Instead, questions required students to recall prior knowledge or relied on students to utilize memorized procedures, specifically in math, to complete the problem.

Student Leadership

Site visitors observed several examples of students taking leadership roles in the classroom. In many classrooms, specifically in the upper grade levels, site visitors observed students reporting to their peers following group work, leading kudos and deltas at the end of the class, facilitating discussions during crew (advisory), and coming up to the front of the classroom to debrief classwork with the whole group.

Kudos and Deltas

Class closings are meant to be uniform across classrooms, with students recording homework assignments, completing exit tickets, cleaning the classroom, and giving each other commendations or suggestions for improvement, known as kudos and deltas. Closing procedures were observed in a large majority of classrooms. Site visitors observed the kudos and deltas report out in all besides two of the 20 observed classrooms. Students appeared to be thoughtful and sincere when reflecting on their behavior and academic performance during the class, or in some cases, during the school day.

Is the classroom and school environment orderly, and does it support student learning?

Finding: Site visitors observed an orderly but casual atmosphere in classrooms. Implementation of behavior routines and expectations varied throughout the school.

Codman allows and encourages teachers to design a classroom management and behavioral system that meets the needs of their students; teachers are not required to implement one school wide behavioral management system. In a large majority of classrooms, site visitors observed a casual atmosphere in which students appeared to feel comfortable, communicated with adults using first names, and were able to enter and exit the classroom without acquiring permission from the teacher. In five of the 20 observed classrooms, the casual environment contributed to some off-task behavior and/or disruptions in instruction. Off-task and disruptive behavior included students engaging in off-topic conversations, students refusing to participate in the class activity, and/or students shouting answers or off topic statements during the lesson. In eleventh and twelfth grade classrooms, specifically those led by experienced teachers, site visitors observed that teachers had to do very little classroom management and students engaged in the lesson without needing redirection.

Is instruction effectively delivered and are students engaged in meaningful learning?

Finding: Site visitors observed a range of instructional effectiveness and student engagement.

As stated above, instructional quality varied across classrooms. In more than half of the observed classrooms, site visitors noted that lessons were engaging, student-centered, and students were on task throughout the class. In these classrooms, students clearly understood and followed classroom routines and procedures, demonstrated respect towards their teacher and classmates, and kept their attention on the lesson throughout the period. In five observed classrooms, instruction was teacher-centered and generally did not engage students; teachers were doing most of the speaking and thinking while students were asked to independently take notes and complete practice questions. Student behavior in these classes ranged from quiet non-compliance to disrespectful behavior (students were silently seated but not completing assigned tasks, having side conversations with other classmates, and/or shouting out to get the teacher's attention or emphasize their refusal to complete the given task). Students reported that their classes "were not easy" but that it was common for students not to complete homework.

While there was a high level of classroom management and engagement, site visitors noted a low level of rigor (below grade level content, low cognitive demand, recall-centered tasks) in ninth and tenth grade classes. In response to this issue, teachers and administrators reported that students enter the school with significant learning gaps and students are generally well below grade level upon entering the school. Rigor, engagement, and classroom management in French classes were high. In French classes, students remained fully engaged throughout the period. In one instance, students begin speaking in French during a pre-calculus class to explain how they solved a problem.

Do the school's instructional practices include the implementation of strategies that address the needs of diverse learners, including special education students?

Finding: The school has processes in place to identify and serve special education students and English language learners. The school provides a continuum of placements for special education students.

Codman serves a broad range of disabilities in full inclusion, partial-inclusion, and a substantially separate classroom. The school currently has one special education administrator, and one special education teacher, as well as three inclusion associates who provide support to students with disabilities in the general education classrooms. The core academic substantially separate program is taught for one 120 minute block of Humanities by the Humanities special education teacher and two 90 minute blocks by a math and science teacher. Additionally, students in these classes are in inclusion classes for Crew, Physical Education and Saturday classes. The school has a well-understood referral process for special education through the Student Support Team. If teachers have concerns about a student, there is frequent communication between the teacher and crew leader, as well as the families. Teachers develop accommodations and interventions in consultation with the special education coordinator.

The special education coordinator reported that the model of co-teaching depends on the classroom teachers and that in some classrooms, the inclusion associates act more as consultants rather than co-teachers. Classroom observations confirmed that the special education teacher

and inclusion associates played a consultative role, primarily standing in the back or floating to assist students during the course of the class.

Codman's English language learner (ELL) population is small and is currently only three students. Codman has one ELL teacher, who is part-time, and an ELL coordinator. The Coordinator oversees the student identification process and works with the ELL teacher to develop a schedule of services. Codman uses a home language survey in the enrollment packet and administered the WIDA-APT at the beginning of the school year.

Finding: In observed classrooms, there was a range of implementation of accommodations for students.

Site visitors observed arrange of accommodations being implemented in general education classrooms, including some differentiation of materials and verbal support and redirection of students. The school offers a wide variety of academic supports for students who are struggling in their classes, such as academic enrichment block, office hours, Saturday tutoring, small group instruction, and after-school help. The school also employs a speech-language pathologist, school psychologist, occupational therapist, school nurse, and a social worker. Over the past year, school administrators have noticed an increase in students with challenging behaviors. As a result, they have contracted with a behavior specialist for consulting and provided additional professional development opportunities for teachers and staff.

How and from whom do teachers receive feedback, guidance, supervision, and evaluation to improve instructional practice and student achievement?

Finding: Teachers receive feedback formally and informally during the school year from the principal and department heads. Codman recently adapted the model educator evaluation system and utilizes a modified rubric.

Codman's principal and department heads are primarily responsible for evaluating, supervising, and supporting teachers. Teachers receive ongoing informal and formal feedback throughout the school year. Informally, the principal uses a checklist tool and tries to observe teachers approximately six times per year. The principal observes new and beginner teachers once every couple weeks and utilizes the same checklist tool during observations. In addition to the principal, department heads provide support for teachers

As a Race to the Top school, this year Codman adopted the Massachusetts Educator Evaluation system. In anticipation of this change, prior to the beginning of the school year the administrators thoroughly reviewed the evaluation rubric and determined that it did not provide the level of detail that the school desired. The principal and executive director worked with six other educators to adapt the state rubric and add components of Kim Marshall's teacher evaluation rubrics.

How is qualitative and quantitative data used to inform planning and improve student achievement?

Finding: The school uses various forms of qualitative and quantitative data to inform planning and provide remediation.

Teachers and school leaders reported that the school uses various forms of qualitative and quantitative data to identify areas of student need. Primarily, the school relies on MCAS, PSAT,

and SAT results to determine learning gaps. This year, the school also began using the Accuplacer test to determine which students need remedial classes. The purpose of the Accuplacer was to determine and address learning gaps before students go to college so that they would not spend their first few semesters taking high-school level courses. Codman also uses the GRADE and GMADE assessments to track reading and math progress. In the past, administrators reported using the Degrees of Reading Power (DRP) assessment to track progress in literacy skills; the school has phased this assessment out of the program and now relies more heavily on the GRADE assessment. Departments and grade level teams meet on a weekly basis to discuss student data and plan upcoming lessons and units. The principal meets with department heads biweekly to review student and teacher progress and identify gaps in student achievement. Since renewal in 2011, administrators reported that the school has dramatically changed their approach to grading. After spending much time refining and defining learning targets, the school transitioned from a traditional grading system to a standards-based system. Teachers and administrators reported that the new grading system more accurately reflects student progress and achievement.

In addition to student achievement data, the school also uses qualitative data to inform planning. The school administers climate surveys to parents, teachers, and students every year. Data from these surveys is used to inform professional development, community events, whole school meetings, and overall school climate issues.

C. Student Achievement

Are students reaching Proficiency on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS)?

Finding: During the past four years, student proficiency on the math and ELA MCAS has been increasing. Proficiency scores on the Science MCAS have decreased between 2009 and 2012. All MCAS results for ELA, math, and science that are available from the last four years are presented below. This data includes the Composite Performance Index (CPI), a 100-point index that measures the extent to which students are progressing towards proficiency and which reflects the distribution of student scores of the four MCAS performance categories.

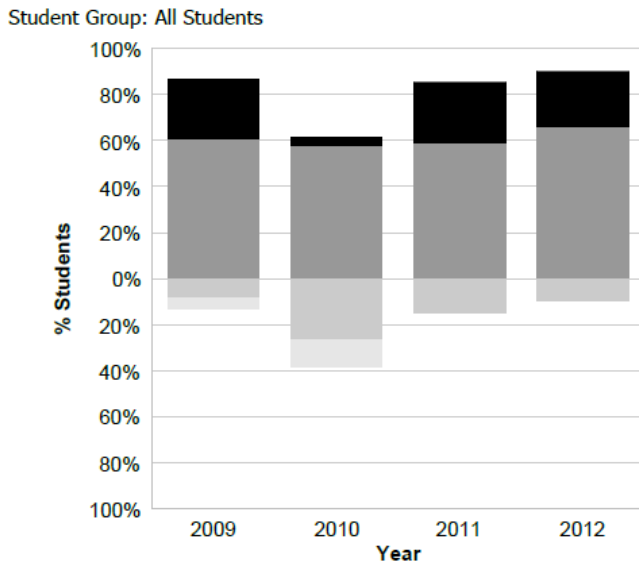
English Language Arts MCAS Scores

Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %

2012 MCAS ELA Performance

Grade 10



Student proficiency on the ELA MCAS has increased since 2009. Additionally, in the past two years, no Codman students have been identified as failing. CPI on the ELA MCAS has also increased by 5.2 points over the past four years.

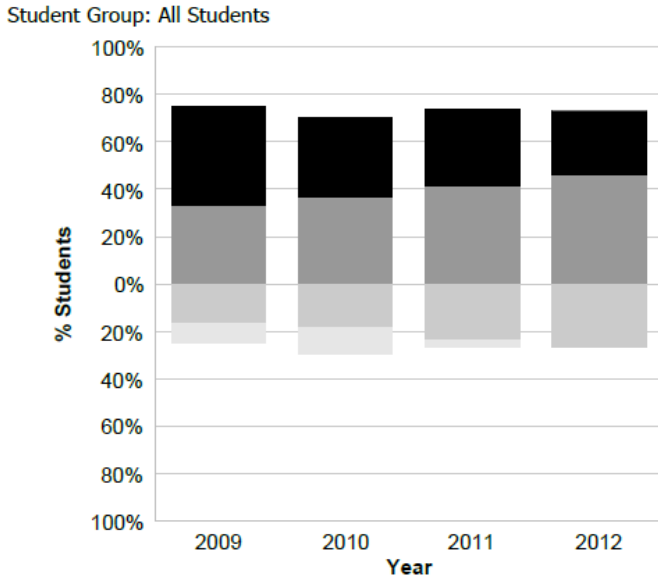
ELA Performance Grade 10				
Grade 10 ELA	2009	2010	2011	2012
% Advanced	26	4	26	24
% Proficient	61	58	59	66
% Needs Improvement	9	27	15	10
% Failing	4	12	0	0
N	23	26	34	41
CPI	92.4	84.6	96.3	97.6

Mathematics MCAS Scores

Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %

**2012 MCAS Mathematics Performance
 Grade 10**



Student proficiency on the mathematics MCAS has increased over the past four years. From 2009 to 2012. The overall percentage of students scoring proficient has increased by 13 percentage points. The percent of students scoring advanced has decreased by 15 percentage points over the past four years. In 2012, Codman had no students failing the mathematics MCAS.

Mathematics Performance Grade 10				
Grade 10 Math	2009	2010	2011	2012
% Advanced	42	33	32	27
% Proficient	33	37	41	46
% Needs Improvement	17	19	24	27
% Failing	8	11	3	0
N	24	27	34	41
CPI	89.0	90.9	89.0	90.9

Science MCAS Scores

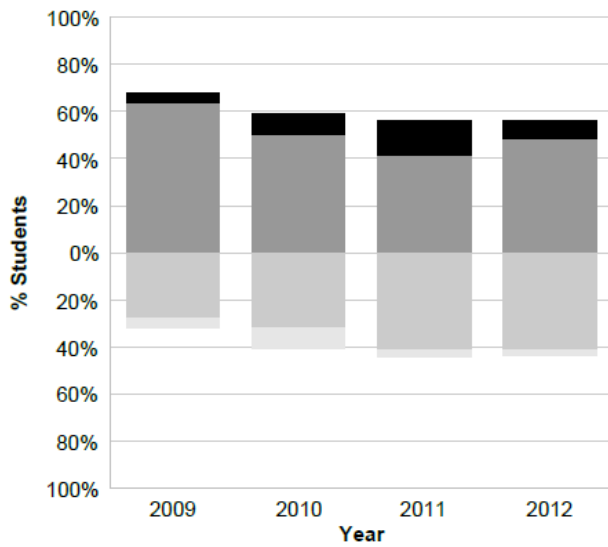
Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %

2012 MCAS Mathematics Performance

Grade 10

Student Group: All Students



Student proficiency on the science MCAS has been decreasing over the past four years. Between 2009 and 2012, the amount of students scoring proficient decreased by 15 percentage points. Additionally, the percent of students needing improvement increased by 13 percentage points.

Science MCAS Scores

Aggregate chart -- Science

Science Grade 10	2009	2010	2011	2012
% Advanced	4	9	15	8
% Proficient	64	50	41	49
% Needs Improvement	28	32	41	41
% Failing	4	9	3	3
N	25	22	34	39
CPI	87.0	83.0	85.3	84.0

Are students meeting accountability targets in order to meet the goal of halving proficiency gaps by 2017?

Finding: In 2012, Codman has an Accountability and Assistance level of 1. Codman met targets in the aggregate and/or for all statistically significant sub-groups in 2012.

Beginning with the 2012-13 school year, accountability reports have changed significantly as a result of Massachusetts' waiver of certain No Child Left Behind (NCLB) requirements: the NCLB goal of 100 percent proficiency is replaced with a new goal of reducing proficiency gaps by half by 2017; the NCLB accountability status labels of improvement, corrective action, and restructuring are eliminated; only state accountability and assistance levels are used for districts and schools, including charter schools; Adequate Yearly Progress (AYP) is replaced with a new performance measure (the Progress and Performance Index, or PPI) that incorporates student growth and other indicators, including science and dropout rates; and reports show a new "high needs" subgroup, an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students.

In 2012, the school met English language arts (ELA) proficiency gap narrowing targets in the aggregate. All measurable subgroups met ELA proficiency gap narrowing targets.

In 2012, the school met mathematics proficiency gap narrowing targets in the aggregate. All subgroups met mathematics proficiency gap narrowing targets. African American students, the only measurable subgroup, performed above target.

In 2012, the school had no change in science proficiency gap narrowing targets in the aggregate or measurable subgroups.

Has the school met or is it making progress toward meeting the academic success objectives set out in its accountability plan?

Finding: Codman met a majority of the measures related to academic success contained in its accountability plan.

Codman's approved accountability plan includes three objectives and five related measures concerning academic success. Codman met four out of five measures. More information about the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section IV, Accountability Plan Performance, of this report.

III. Organizational Viability

Does the school have systems and structures in place to review the effectiveness of the academic program and guide its improvement?

Finding: The school relies on various indicators and systems to review and ensure the effectiveness of the program.

The school has systems in place to review the effectiveness of the academic program. At the school level, the school leaders and teachers rely on student achievement data and attendance data to monitor the effectiveness of the academic program. Academic departments are responsible for monitoring the effectiveness of the curriculum and identifying areas for

improvement and recommending curricular adjustments. Additionally, the whole staff convenes formally before the beginning and after the end of the school year to discuss curriculum, instruction, and qualitative and quantitative student data. The principal and executive director reported that Codman uses the annual report process as an opportunity to “step back and review what worked and what didn’t work during the school year.” The school leaders allocate time in June to plan for the following school year and evaluate the progress they have made on the school’s 5-year strategic plan.

Board members reported that they receive updates on student and teacher progress from the school leaders on a regular basis. In addition to attending all board meetings, the executive director remains in constant communication with the trustees to ensure they are aware of everything that is going on in the school building. Additionally, the principal, who also attends all board meeting, sits on the academic committee and shares student data and progress. Board members reported that they rely on graduation rates, college acceptance data, post-secondary choices, and general student satisfaction as criteria to determine whether the school is effective.

How does the board of trustees provide oversight and leadership in key areas of the school, including academic achievement and fiscal planning?

Finding: Stakeholders reported that the board of trustees is primarily responsible for oversight on finances and facilities. Trustees rely on the school’s five-year strategic plan for planning and decision-making.

Codman’s board of trustees is actively engaged in overseeing and supporting the school. The board maintains four committees: academic, finance, nomination, and development/real estate. Trustees reported that the real estate committee was formed this year to assist with the facility needs as Codman expands to a K – 12 school beginning in September 2013. The board described themselves as very active in the school’s progress while maintaining a governance-centered role. They meet monthly, approximately 10 times throughout the school year, and generally have an attendance rate between 50 – 75 percent. While they are active and well-informed of the academic success of the school, all stakeholders reported that the board of trustees’ primary responsibility lies in the oversight of finances and facilities and evaluation of the executive director. The board of trustees reported that their goal is to formally evaluate the executive director annually. In the past several years, however, board members stated that the evaluation has become bi-annual. The executive director stated that Codman will be transitioning to the ESE Model Evaluation System for Superintendents this school year and that she will be formally evaluated by the board of trustees annually. Board minutes confirmed that the executive director has been evaluated on a bi-annual basis prior to this school year.

Is the school environment physically safe and free from harassment and discrimination?

Finding: Students and parents reported that the school environment is both physically and emotionally safe. Some students reported anxiety about their safety while commuting to and from school.

Students reported feeling safe in the school. They also noted that the school runs a Gay-Straight Alliance (GSA) every week and that they feel emotionally supported by school staff. In the focus group, some students noted concerns with the safety in traveling to and from school. Parents

reported that they have no concerns about safety and also noted the high levels of social-emotional supports that available for students.

Are the physical facilities adequate for the program of the school?

Finding: The school recently relocated to the newly constructed current facility. The facility is adequate for the program of the school. The building is fully programmatically accessible. Codman’s renovated facility is next door to the Codman Square Health Center; they moved into the new space in the winter of 2011. The new building consists of 11,000 square feet of classroom space and includes a cafeteria, a library, and the “black box” theatre space (used for whole school meetings). There are classrooms on two floors, offices on three floors, and an elevator. There are two science labs. All program elements are fully programmatically accessible to persons with disabilities by use of ramps, accessible bathrooms and other architectural features.

Are professional staff members qualified by training and/or experience in the areas to which they are assigned?

Finding: During the 2011-12 school year, 82 percent of the core academic teaching staff was highly qualified.

During the 2011-12 school year, the most current year for which there are data, Codman employed 15 teachers and 82 percent of those teachers were highly qualified.

<http://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=04650105&orgtypecode=6&>. The table below notes the total and school-specific teaching experience of Codman teachers.

Years of Teaching Experience for Lead/Core Subject Teachers 2012-2013

	1 Year	2 Years	3 - 5 Years	5 - 10 Years	11+ Years
Teachers with this number of years teaching	2	2	4	4	0
Teachers with this number of years teaching at Codman	3	2	6	1	0

N = 12

Are school community members satisfied with the performance of the school?

Finding: Based on the surveys and focus groups, all stakeholders are satisfied with the performance of the school.

Over two years of survey data on parent satisfaction has been collected by Codman. For two years in a row, 100 percent of parents strongly agreed and agreed with the statement that “the school is a good place for my child to learn.” In the parent focus group, parents reported that their students were supported and receiving individualized attention from staff. In the student focus group, participants reported that the school’s multiple opportunities for learning, including internships and the partnership with the Huntington Theatre, are the best things about the school.

Student survey results also note similar trends in satisfaction; 85 percent of students strongly agreed and agreed with the statement that “this school is a good place for me to learn.” Ninety-one percent of teachers strongly agreed and agreed with the statement that the “principal sets high standards for student learning.”

Finding: Codman met all of the measures related to organizational viability contained in its accountability plan.

Codman’s approved accountability plan includes 7 objectives and 10 related measures concerning organizational viability. Codman met 10 out of 10 measures. More information about the school’s success in meeting the objectives and measures contained in its accountability plan can be found in Section IV, Accountability Plan Performance, of this report.

IV. Accountability Plan Performance

<u>A. Faithfulness to Charter</u>	2011-12 Performance (Met/Not Met)	Notes
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
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.	Met	<ul style="list-style-type: none"> • Crew (advisory) program • Intention Workshop where students craft character intention to guide their academic and personal growth
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	Met	<ul style="list-style-type: none"> • All students participate in two summer programs • Internship with CSHC • All graduating students have completed fieldwork research for a class • Outdoor leadership course for all graduating seniors
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 amendment(s).		
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	Not Met	<ul style="list-style-type: none"> • Shift in the EL point system resulted in the school being unable to select measures at the outset of the school year.
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	Not Met	<ul style="list-style-type: none"> • This year, 85% of graduating students earned a 70% or higher on the capstone project
<u>B. Academic Program</u>	2011-12 Performance	Notes
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>Measure: The percent of students earning a score of Proficient or Advanced will meet or exceed the average between the local district and state.</p>	<p>Met</p>	<ul style="list-style-type: none"> The percent of students who exceeded the state-district average: Math 73% (state-dist avg.. 70%); ELA 85% (state-dist avg. 76%); Science 56% (State-dist avg. 53%)
<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 accountability purposes</p>	<p>Met</p>	<ul style="list-style-type: none"> In 2012 the SGP for ELA was 75.0 and for mathematics was 84.5 in the aggregate.
<p>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</p>	<p>Met</p>	<ul style="list-style-type: none"> In 2012, the SGP for all statistically significant subgroups was above 40. SGP for subgroups ranged from 79.5 to 87.0 for ELA and mathematics.
<p>Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.</p>		
<p>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</p>	<p>Met</p>	<ul style="list-style-type: none"> 100% of graduating seniors earned a minimum of 70% in all core academic classes prior to graduating and 100% of graduating seniors earned at least an 80% on their graduation portfolio.
<p>Measure: As part of the school's curricular requirements, 90% of graduating students will have delivered at least two prepared speeches/presentations 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%.</p>	<p>Not met</p>	<ul style="list-style-type: none"> As stated in the school's 2011-12 annual report, the school in the process of making progress towards this measure. 100% of rising 10th grade students attempted a poem recitation with 83% completing the recitation.

		17% scored an 80% or higher on the assignment. The school's 9 th grade finalist did will but did not advance in regionals.
C. Organizational Viability	2011-12 Performance	Notes
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 its enrollment	Met	<ul style="list-style-type: none"> The school's core academic program is sustained by enrollment. The school receives additional funding from individual donors and private foundations; this funding covers additional programming (e.g. Saturday classes, Camp Merrowvista, 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	<ul style="list-style-type: none"> The school received an unqualified opinion on its FY11 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	<ul style="list-style-type: none"> The school received an unqualified opinion on its FY11 Financial Audit.
Objective: The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school; The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.		
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	Met	<ul style="list-style-type: none"> The board's finance subcommittee met more than six times this past academic year and reported monthly at

annual budget		board meetings. A separate record of finance subcommittee meetings is kept on file. The finance subcommittee ensures fiscal oversight of the school and works with school leaders to develop the annual budget.
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	<ul style="list-style-type: none"> • 100% of 8th graders enrolled in the Boston Public Schools received a school mailing.
Measure: Each year, the school's applicant pool is at least three times the size of the incoming class	Met	<ul style="list-style-type: none"> • This year, the school received nearly 650 applicants and accepted 62 students
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.	Not Met	<ul style="list-style-type: none"> • The decision making organizational tool was not updated during this school year. School leaders will update the tool this summer and share the tool with the entire staff in August. • Survey results show that staff have a strong understanding of their role and feel supported by school leaders.
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	Met	<ul style="list-style-type: none"> • 100% responded favorably to the question: "Do you know what is expected of you at work." Results

<p>expected of you at work?</p>		<p>from the remainder of the survey indicate that an overwhelming majority of staff have a strong understanding of their role and feel supported by their colleagues and school leaders.</p>
<p>Objective: The school involves parents/guardians as partners in the education of their children.</p>		
<p>Measure: 90% of parents/guardians meet with the school's social worker prior to their child's first day of school.</p>	<p>Met</p>	<ul style="list-style-type: none"> • The school's social worker met with all incoming 9th grade parents.
<p>Measure: At least 90% of families participate once a year in student/teacher conferences</p>	<p>Met</p>	<ul style="list-style-type: none"> • 99% of families participated in parent conference this academic year.