

**Codman Academy Charter Public School
Annual Report 2017-2018
“To Learn, to Lead, to Serve”**



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Table of Contents

I. Introduction to the School	Page 3
II. School Performance and Program Implementation	
a. Faithfulness to the Charter	
i. Mission and Key Design Elements	Page 4
ii. Amendments to the Charter	Page 6
iii. Access and Equity	Page 6
iv. Dissemination Efforts	Page 7
b. Academic Program Success	
i. Student Performance	Page 10
ii. Program Delivery	Page 10
c. Organizational Viability	
i. Organizational Structure of the School	Page 11
ii. Teacher Evaluation	Page 11
iii. Budget and Finance	Page 11
1. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)	
2. Statement of net assets for FY17 (balance sheet)	
3. Approved School Budget for FY18	
4. Capital Plan for FY18	
III. Appendices	
a. Accountability Plan	Page 12
b. Recruitment and Retention Plan	Page 15
c. School and Student Data	Page 21
d. Additional Required Information	Page 23
IV. Additional Information	
a. Conditions	Page 24
b. Complaints	Page 25
V. Attachments	
a. 2017-2018 Organization Chart	Page 26
b. Financials	
i. Unaudited FY18 Income Statement	Page 27
ii. Statement of net assets for FY18	Page 28
iii. Approved school budget for FY19	Page 29
c. Letter from Commissioner of Elementary and Secondary Education	Page 30

I. Introduction to the School

Codman Academy Charter Public School			
Type of Charter	Commonwealth	Location of School	Dorchester, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	2001	Year(s) the Charter was Renewed	2006, 2011, 2016
Maximum Enrollment	345	Enrollment as of June 21, 2018	335
Chartered Grade Span	K1-12	Current Grade Span	K1-12
Number of Instructional Days per School Year	K1, K2: 175 Grades 1-8: 180 Grade 9: 196 Grades 10-12: 193	Students on Waitlist as of June 21, 2018	2,948
School Hours	Grades K1-8 8:30am-4:30pm M-Th: 8:30am-12:00pm Fri Grades 9-12 9am-5pm M-Th 9am-12pm Fri, Sat	Age of School as of 2017-2018 School Year	18 (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), American Youth Foundation (AYF), Dorchester YMCA, and Tutors for All, in addition to a number of smaller-scale partnerships.



II. School Performance and School Implementation

Faithfulness to Charter

Mission and Key Design Elements

The advancement of Codman's mission and vision is articulated in and tracked through our five-year strategic plan. Built on input from staff, faculty, board members, students, parents, alumni, and key stakeholders, our strategic plan reflects the current steps we are taking to remain faithful to our charter and deliver a high-quality experience for students. The plan was implemented in 2013 and closed at the end of the 2017 calendar year. The following is a summary of our progress made during the 2017-2018 school year.

1. Increase the quality and rigor of the academic program

As our staff grows and diversifies, we have invested deeply in standardizing our instructional practice across grades K1-12 to increase the quality and rigor of our academic program. For the first time in our history, Codman employed two full-time Instructional Coaches during the 2017-2018 school year who provided instructional practice support to veteran and novice teachers alike. Weekly meetings, in-class observations, and weekly professional development around best teaching practices have strengthened our ability to provide a rigorous academic experience for all students. STEM Instructional Coach Patrick White was instrumental in implementing an advanced math track this year for students who tested into a higher level of mathematics upon arriving at Codman. As a result 36% of grade 11 students will take Pre-Calculus during the 2018-2019 school year and be on track for AP Calculus in the 2019-2020 school year. During the spring and summer, coaches met with teachers to provide ongoing support. Principals, coaches and teachers conducted an audit of curricula in order to ensure standards were aligned to both Common Core Standards, and MCAS. Department Chairs, Grade Team Leaders, and Instructional Leaders met regularly to review student achievement data. This allowed our teams of teachers to identify students who needed extra support, and find trends in student learning.

To further support our instructional practices, Codman implemented the Activate Learning/INQUIST science curriculum in grades 2-8. This addition deepened students' understanding of foundational science concepts and introduced more advanced topics in grades 7 and 8. Not only has this improved the current Lower and Middle School science curriculum, it will also better prepare students for Upper School STEM classes and possible elective courses.

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

At Codman, our goal remains to match each graduating senior with the post-Codman opportunity that is the best match for him or her financially, socially, and academically. Our Dean of College and Career Advising works with students and their families from 9th grade on, managing visits to colleges/universities, organizing financial aid workshops, and preparing them for professional interviews. Although we require all students to apply to college during their senior year, we recognize that a four-year college is not the best or right path for every student and encourage students to consider options like two-year degrees, vocational programs, or professional training for a specific career.. The 2017-2018 school year represents the 14th year in a row (every year since our first graduating class!) that 100% of Codman seniors were accepted to college, receiving more than \$300,000 in scholarships.

Throughout the year, students meet with college and program representatives who visit Codman during the school day, which gives our students a connection and advocate at the school, and allows them to ask questions about the school or program. During the 2017-2018 school year, 42 admissions representatives from a variety of public and private colleges and universities visited Codman and met with students. This spring, all 12th grade students attended the Charter

School College Fair, an annual event sponsored in part by Codman. All 11th grade students participated in Codman’s annual “College Speed-Dating” event, which brought more than 20 college and career representatives to Codman for a morning of networking with students.

3. Define and achieve Codman whole-student success

Codman’s programming emphasizes the development of the whole student – mind, body, and character. We strive to support our students’ mental, social, and emotional development through our robust wraparound student support services. Codman employs a full-time school social worker that works closely with staff and families to ensure our students are receiving the supports they need. Our social worker also works closely with our Wellness Director to support and co-teach health and wellness classes on topics like safe sex, healthy relationships, substance abuse, and mental illness. To supplement the existing Wellness curriculum, we arranged guest presenters from local organizations like ABCD, My Life My Choice, BPHC, Start Strong Initiative, Let Girls Learn, and Families for Depression Awareness.

To further support our students who have identified special needs within the classroom, in the 2018-19 school year we will employ two (2) Special Education teachers in our Middle School. One of the teachers will focus on Humanities instruction and the other will focus on STEM, both working closely with lead teachers to ensure that material is accessible and appropriate for all learning styles and levels. These teachers join a team of 15 special education professionals and represent Codman’s ongoing commitment to serving every student that enrolls at Codman to the best of our ability.

Additionally, CACPS is in its final stage of designing a rigorous curriculum that ranges from K1-12 to support our English Language Learners (ELL). The revised curriculum will have strong emphasis on language acquisition. In the 2017-2018 school year, CACPS employed three (3) ELL teachers to increase out-of-classroom instruction time and to increase collaboration between classroom teachers to provide an in-depth analysis of classroom interactions and ELL students’ content access.

4. Expand to lower grades

As of fall 2016, Codman officially completed its expansion to a K1-12 school, serving 345 students across fourteen grades.

5. Define and improve health center relationship

Codman’s groundbreaking partnership with the Codman Square Health continues to provide unique opportunities and services for our students. Our full-time Partnership Director oversees collaborative efforts between the school and health center, including free dental and vision screenings for K1-8 students, dental hygiene education sessions, and a pilot round of hearing screenings for K1 students this year. The partnership also piloted a Sex Education program for our students, employing the help of the Family Medicine Department at the health center, ABCD (Action for Boston Community Development), and the Planned Parenthood of League of Massachusetts to teach sex education to our Middle and Upper School students. Codman students have access to free resources and services from the Family Medicine Department at the health center and a Family Planning Counselor held weekly confidential office hours, open to all Upper School students with questions or concerns.

6. Establish financial sustainability

Codman Academy’s annual fund continues to provide funding for general and programmatic operations at the school. Our largest fundraising effort is our annual event, held at the Boston Public Library every April. This event is responsible for approximately 25% of our annual fundraising goal. The 2018 event brought 211 guests to the library and raised a total of \$195,262, making it our second-most successful event in Codman’s history. We also increased the number

of corporate sponsorships secured, resulting in more than \$60,000 from a diverse pool of 31 corporate sponsors.

Following our decision to expand to a K1-12 school, Codman launched an ambitious capital campaign to fund the new building and secure programmatic funds for future students. The \$15 million campaign is divided into four main components: \$12 million for our newly renovated K1-8 building, \$1 million for staff professional development and retention, \$1 million for greening efforts on Codman’s campus and in Codman Square, and \$1 million for an endowment to support operating expenses. By leveraging New Market and Historical Tax Credits in addition to generous individual donations and pledges, we have raised more than \$8.1 million to date.

Amendments to the Charter

Codman Academy Charter Public School did not amend its charter in the 2017-2018 school year.

Access and Equity

The suspension rates for CACPS and its subgroups can be found in the table below. Historical discipline data can be located on our school profile (<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04380505&orgtypecode=6&=04380505&&fycode=2017>).

	In-School Suspension (%)	Out of School Suspension (%)
All Students	2.7%	12.9%
ELL	7.1%	21.4%
Economically Disadvantaged	2.4%	13.3%
Students with Disabilities	2.4%	14.1%
Female	0.5%	10.9%
Male	5.0%	14.9%
African American	3.1%	13.4%
Hispanic	1.5%	10.4%

ELL students experienced a higher suspension rate than the general population and other subgroups. The numbers are affected by the small sample size; we had 28 students classified as ELL and 6 of those students were disciplined. CACPS employed an additional ELL teacher this year to increase support in the classroom and to further collaboration between teachers, allowing for a more in-depth view of classroom dynamics and peer interactions. We believe this additional support will reduce the number of disciplinary incidents for our ELL students in the long run.

Additionally, CACPS has implemented a Positive Behavioral Interventions and Supports (PBIS) Program in order to support the encouragement of positive behavior through teaching expected behaviors and reducing unexpected behaviors. The program was piloted during the 2016-2017 school year, further developed this past school year and will be fully implemented in grades K1-8 in the coming school year. Based on research and with the support of Wediko Children’s Services, CACPS is confident this revised approach to school culture and discipline will support both staff and students in fully grasping and embodying school norms and expectations.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	School Representative	Criteria	Audience	Result of dissemination
Social Justice Curriculum	National Teacher of the Year speaking opportunities	Grade 9 Humanities Teacher (National Teacher of the Year)	Access and Equity	EL Education National Conference (Chicago, IL), TEDx Beacon Street (Boston, MA)	Sydney Chaffee spoke at two large conferences and shared her vision on the power of education. EL Education and TEDx Talks posted Sydney's talk on YouTube . CACPS did not receive any grant funding.
Social Emotional Learning in the Classroom	EL Education National Conference	Grade 2 Mentor Teacher	Culture and Family Engagement	EL Education National Conference Master Class (Chicago, IL)	Lindsey Minder shared her philosophy on getting students mentally and emotionally ready to learn. Her full description of her course can be found on page 17 in the 2017 EL Education National Conference Course Catalogue . CACPS did not receive any grant funding.
Student-designed sustainability	EL Education National Conference	Grade 11/12 Mentor Science Teacher	Program Delivery	EL Education National Conference Master Class (Chicago, IL)	Ed Yoo and Abby Randall from EcoRise shared student designed sustainability projects using microgrant funding. The full description can be found on page 33 in the 2017 EL Education National Conference Course Catalogue . CACPS did not receive any grant funding.
Student-student and student-teacher relationship building	Site Visit and School Tour	K1 Lead Teacher	Culture and Family Engagement	Tucker School (Milton Public Schools)	Visitors expressed their appreciation and gratitude for the time and the attention. CACPS did not receive any grant funding.
School design and EL Education	Site Visit and School Tour	Head of School	Mission and Key Design Elements	Kansas City Kansas Public Schools and Teach for America (Great Schools visit hosted by the Kaufman Foundation and SchoolWorks).	Visitors expressed their appreciation and gratitude for the time and the attention. CACPS did not receive any grant funding.
Trauma sensitive-design	Site Visit and School Tour	Chief of Innovation & Strategy	Mission and Key Design Elements	Boston Plan for Excellence	Visitors shared their excitement for implementation of trauma-sensitive design and their gratitude and appreciation for the after-hours tour. CACPS did not receive any grant

Best Practice Shared	Vehicle for Dissemination	School Representative	Criteria	Audience	Result of dissemination
					funding.
Trauma informed practices	Site Visit	Head of School	Mission and Key Design Elements	Boston University School of Education and School of Public Health	The majority of visitors shared their appreciation for the tour and shared their learning surrounding the school design, healthy lunches, and social justice-inspired curriculum. CACPS did not receive any grant funding.
Teacher development	Site Visit (training program at Harvard University School of Education)	Head of School	Hosting other educators onsite	Officials from Saudi Arabia's Department of Education	An overwhelming majority of visitors shared their appreciation for the tour and shared their learning (via a feedback form) on social emotional learning practices, authentic relationships between staff and students, and the use of appropriate technology in the school. CACPS did not receive any grant funding.
EL Education and Humanities Curriculum	Site Visit	Head of School	Mission and Key Design Elements	Mount Holyoke College	Visitors shared (via a feedback form) their impression on CACPS – “high energy and strong sense of community.” CACPS did not receive any grant funding.
EL Education	Site Visit	Head of School	Mission and Key Design Elements	Lighthouse Academics (Chicago, IL and Indianapolis, IN)	Visitors shared (via a feedback form) their learning on EL Education implementation practices. CACPS did not receive any grant funding.
Internship Program	Site Visit	Dean of Enrichment	Hosting other educators onsite	Lowell Public Schools (Project Learn)	Visitors shared (via a feedback form) their learning on CACPS's internship program. CACPS did not receive any grant funding.

Best Practice Shared	Vehicle for Dissemination	School Representative	Criteria	Audience	Result of dissemination
Integrating Health and Education	Site Visit (Chan Zuckerberg Initiative Health Integration Schools June Convening)	Head of School	Mission and Key Design Elements	Momentous Institute (Dallas, TX), The Primary School (East Palo Alto, CA), Monument Academy (Washington, DC), KIPP Harmony and the Rales Center (Baltimore, MD), Oylar School (Cincinnati, OH), Wediko School (Windsor, NH), Cunningham Children's Home (Urbana, IL)	Visitors shared their learning on school practices focused on integrating health and education services. CACPS did receive grant funding.
Targeted Academic and Social Emotional support for Black and Latino boys in elementary school	Site visit, collaborative conversations	Head of School	Access and Equity	King K1-8 School (Dorchester, MA), St. John Paul II – Neponset Campus (Dorchester, MA)	The Boston Compact funded this 2-year partnership. We presented work in progress at the 2018 COSEBOC Annual Gathering of Leaders in May.

Academic Program Success

Student Performance

Codman Academy Charter Public School's school report card (overview) can be found at <http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04380505&orgtypecode=6&fycode=2017>.

Codman uses a variety of metrics to track and evaluate our students' growth and achievement throughout the school year. In addition to state-mandated tests like the MCAS exam, students in grades 2-8 take Achievement Network (ANet) interim assessments three times per year. During the 2017-2018 school year, 45% of students in grades 2-8 achieved mastery on the ANet ELA interim assessments (a 3-point improvement from last year). Students in grades 2, 6, and 8 showed the most growth over the year: grade 2 improved from 51% to 66% mastery, grade 6 improved from 31% to 41% mastery, and grade 8 improved from 42% to 52% mastery. In mathematics, 36% of students in all grades achieved mastery on the ANet interim assessments (a 2-point improvement from last year). Similar to ELA results, students in grades 2, 6, and 8 made the most improvement: grade 2 improved from 44% to 56% mastery, grade 6 improved from 21% to 28% mastery, and grade 8 improved from 25% to 32% mastery.

During the 2017-2018 school year, our individual tutorial program served 47 students who demonstrated academic need, providing 40 hours of one-on-one tutoring. To monitor students' progress and growth, tutors distributed Show What You Know (SWYK) assessments two to three times per semester. Over the course of the program for 9th grade students, the average score on SWYK improved by 11% in the fall and 22% in the spring. While the most recent MCAS scores remain embargoed, mock MCAS tests for 10th grade students in tutorial showed a total average growth of approximately 13% in Math and approximately 18% in English Language Arts over the course of the program.

Program Delivery

Codman's comprehensive academic curriculum is supplemented by wraparound services and extracurricular offerings, engaging students through a number of programs and channels. The success of this model is demonstrated in Codman's high rates of promotion and graduation: the rising senior class (Class of 2019) will be the largest class to graduate Codman ever (42 students). Additionally, Codman's current 5-year graduation rate is 86%, compared to BPS' 76%, and our 4-year graduation rate is 75%, compared to BPS' 70%, despite similar rates of students with identified special needs.

The success can be attributed to a number of innovative practices at Codman:

- **Standards Based Grading:**

Instead of a traditional, test-based grading system, Codman employs a standards-based assessment system that allows students to track their performance through "learning targets." Standards Based Grading (SBG) highlights both areas of achievement and areas of growth for the student, giving students multiple opportunities to strengthen skills over the course of an assignment or class and to demonstrate their knowledge through "learning target assessments." This system is not only conducive to personal reflection, critique, and a growth mindset, but is more consistent from teacher to teacher than a typical grading system. Breaking down projects or units into learning targets also ensures that students master and understand each element of the

curriculum, preventing them from missing important content but still passing the class with a low grade.

Codman’s SBG system is successful, but we are working on refining the practice even further. To that end, Grade 11/12 Biology and Chemistry and Mentor Teacher Ed Yoo has been collecting feedback from students and staff around Codman’s SBG practices, systems, and areas for improvement. He has also visited other schools using similar methods to learn about best practices and alternative methods of tracking student achievement. He has been leading an effort to improve our standards based grading practices through teacher professional development and through the use of JumpRope, an online grade-tracking platform.

- **Academic Enrichment Block**

Academic Enrichment Block (AEB) is a daily block allocated for Upper School students to meet with teachers, complete homework or assignments, and work with support staff or fellow classmates. Students may opt into a teacher’s office hours or a teacher can “pull” a student for the period to work on a specific assignment. Students who are not working with a teacher might complete science labs, work on college applications with our Dean of College and Career Advising, or complete work in a supervised study hall. Additionally, we offered a tutorial program focused on MCAS preparation and grade-level proficiency through our partnership with Tutors for All during AEB on weekdays, a change from when we only offered it on Saturdays. This has allowed our teachers to coordinate more closely with the tutors to improve student learning.

- **In-House Summer School**

In years past, Upper School students who needed to recover credit in order to advance to the next grade were connected with programs at other schools and districts – typically Brookline Public Schools. To make the process more manageable for families and more closely aligned to Codman’s curriculum, we have created an in-house summer school option. Since our teachers know our students well and because SBG easily identifies gaps in learning, we are able to support students in effectively closing those gaps with speed, ensuring that they are able to be promoted to the next grade and be ready for success. The summer of 2018 also marks the fourth summer we have offered an in-house option for our K1-8 students. Codman’s “Summer Explorations” camp is specifically designed for students in grades K2-3 based on extended school year (ESY) requirements.

Organizational Viability

Organizational Structure of the School

The 2017-2018 Codman Academy Charter Public School Organization Chart is attached.

Teacher Evaluation

Codman Academy did not make any changes to the performance evaluation process for staff (teachers and non-instructional staff). We follow the ESE recommendation of a 90 day (for new staff), formative, and summative review.

Budget and Finance

Please see attachments A, B, and C for 2017-2018 financial statements and FY19 budget.

III. Appendices

- Accountability Plan Performance for 2017-2018 → Appendix A
- Recruitment and Retention Plan → Appendix B
- School and Student Data → Appendix C
- Additional Required Information → Appendix D

Appendix A
Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers.		
Measure: Each year, 90% of graduating Seniors earn acceptance to a 4-year college/university.	Met	100% of seniors were accepted to a 4-year college.
Measure: Each year, 90% of graduating Seniors will have completed all of the following activities: a) at least one multi-week internship, b) performed in a theatrical production, c) conducted fieldwork research, and d) completed a three-day outdoors leadership course.	Met	100% of all graduating seniors completed all four requirements.
Objective: Codman’s classrooms are conducive to learning and support student progress toward mastery.		
Measure: Lessons meet Codman’s criteria for high quality instruction as measured in an ongoing manner and by an annual review of documented and delivered lessons.	Partially Met	The Instructional Leadership Team (ILT) conducted 21 learning walks to ensure lessons were meeting high quality instruction. In an April observation, 7 of the 10 classes observed (70%) had over 75%+ of students engaged at all times. EL Education also conducted an implementation review in the spring and found that the classrooms they visited were at a Level 4 (highest rating) at the Lower and Middle School and level 3 (second highest rating) at the Upper School as measured by EL Education’s Effective Lessons Criteria.
Objective: Codman will provide high quality instruction via targeted professional development.		

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure: Each year, the Instructional Leadership Team (ILT) develops and delivers high quality professional development (including observation/feedback, workshops) as measured by survey data. Each year, Codman teachers’ responses will meet or exceed the Boston Charters Average Response on Insight for the measure: “Professional Development opportunities at my school are well planned and facilitated.”</p>	Not Met	<p>This year CACPS hired two instructional coaches, resulting in a significant increase in teachers reporting high quality instructional practice coaching. However, only 20% of teachers surveyed reported Professional Development opportunities at the school as “well planned and facilitated” versus a 40% Boston Charter average.</p>

Dissemination

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: Codman shares best practices with public schools, parochial schools, independent schools, non-profits and other organizations over the course of the charter term.</p>		
<p>Measure: Codman will participate annually in the EL Education National Conference. Staff will present Master Classes, sharing Codman’s best practices with a national network of EL Education schools.</p>	Met	<p>This year, CACPS staff members presented two master classes at the EL Education National Conference in Chicago. Below Is the list of Master Classes taught at the conference and the presenters.</p> <ul style="list-style-type: none"> • Cultivating a More Mindful Classroom (Grade 2 Lead Teacher) • Student-Designed Sustainability Projects Using Microgrant Funding” (AP Bio and Chemistry Teacher) <p>Furthermore, 2017 National Teacher of the Year Sydney Chaffee was the keynote speaker at the conference.</p>
<p>Measure: Codman will collaborate with educators from local, national and international public, parochial and independent schools to improve practice of collaborating schools.</p>	Met	<p>This year, educators from across the country visited Codman to learn and observe many of Codman’s best practices, including Community Circle, Senior Talks, and Trauma Informed Design, and to learn more about EL Education.</p>

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		Visitors included representatives from the following organizations: Harvard University and a delegate from Saudi Arabia, Boston University, Teach for America, Kansas City Public School (Kansas, KS), Tucker School (Milton, MA), Boston Plan Excellence, Mount Holyoke College, Lighthouse Academics (Chicago, IL and Indianapolis, IN), and Lowell Public Schools (Lowell, MA).

Reach Objectives and Measures (if applicable)

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Codman provides an outstanding, transformative education that prepares students for post-secondary success in college, further education and careers.		
Measure: Each year, 75% of students in grade 3 read on grade level as measured by DIBELs or Fountas and Pinell.	Not Met	40% of students in grade 3 were reading at the benchmark level (compared to 33% of grade 3 students reading at the benchmark level last year). Our literacy specialists will continue to target students who need strategic and intensive support to improve students' reading levels.
Objective: The school receives a positive annual implementation review by EL Education.		
Measure: Each year, Codman will earn an overall EL Education Implementation Review score of at least 98 (threshold to apply to be a Credentialed school).	Not Met	As a K1-12 school, we scored a 93 (7 point improvement from last year) and are encouraged by the strong growth demonstrated by the 14-point improvement in grades K1-8.

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan

2017-2018 Implementation Summary:

1. This year marked the second year of the Boston Charter Public School Application. Similar to last year, we combined our general recruitment strategies (attending recruitment events at local elementary and middle schools) with the online system used in partnership with other Boston and Chelsea based charter schools. We had success in recruiting at schools and at after-school programming centers. We were also successful in distributing materials and receiving applications by going door-to-door and recruiting through our neighborhood partners, especially the Codman Square Health Center. We received a total of 3,251 applications, including 526 K1 applications, for 20 available seats and 469 9th grade applications for 30 available seats.
2. We did not receive a high number of sibling applications this year. We also had very few students held back.
3. As in previous years, we are confident our October 1, 2018 SIMS report will meet the comparison index for the Special Education/Students with Disabilities subgroup and the Low Income/ Economically disadvantaged subgroup. To date, we have enrolled several 9th grade students identifying as English Language Learners. We believe CACPS will meet the gap narrowing target percentage for the Limited English Proficient Student subgroup. We will continue to use a mix of old and new strategies as outlined in the 2018-2019 Recruitment Plan to increase our enrollment of Limited English Proficient Students.

General Recruitment Activities for 2017-2018

- Meet potential students and distribute recruitment and application materials at neighborhood organizations and community centers like the Kroc Corps Community Center and the Dorchester and Roxbury YMCA.
- Publish the link to the Boston Charter School Application and our website in local newspapers like the Dorchester Reporter.
- Attend recruitment events and fairs at local elementary, middle, and high schools and other neighborhood events.
- Distribute Boston Charter School Application flyers and recruitment materials door to door and to neighborhood partners such as the Dorchester YMCA and Codman Square Health Center.
- Mailing of Boston Charter application flyers and recruitment materials to all of our families and currently enrolled students to encourage sibling applications.
- Send out school messenger notifications and emails to all current Codman families to encourage sibling applications and to encourage the children of the members of their networks to also apply.
- Hold meetings with Codman Square Health Center providers to encourage them to encourage their patients to apply, particularly those families who have students with disabilities and limited English language proficiency.
- Display application information and oversized recruitment banner in school buildings.

- Collaborate with other charter schools in the Boston Charter Alliance and attend joint recruitment activities and efforts.

Recruitment Plan – 2018-19 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.3%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 14.1%</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed The school will ensure all recruitment material clearly states our non-discrimination policy.</p> <ul style="list-style-type: none"> • The school will ensure that Special Education Programs are displayed alongside General Programming and given equal attention. • The school will ensure that all Special Education and related service providers are available for consult throughout the enrollment process.
<p>The school is above CI percentages</p>	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 6.1%</p> <p>GNT percentage: 13.1%</p> <p>CI percentage: 21.9%</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Meet with and recruit families at local churches serving these communities such as the Bethel Hispanic Seventh-day Adventist Church and Ephesus Haitian SDA church in Dorchester. • Establish and strengthen partnerships with local organizations like the Haitian Multi-Services Center who serve these communities.
<p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Reach out to enrollment staff members at charter schools in the BCA who enroll English Language Learners at CI and GNT percentages to learn how to improve our recruitment efforts for these students (1 year) • Continue to strengthen existing partnerships with local organizations who serve these communities of students (2-3 years) • Continue to disseminate all application and recruitment materials translated in Spanish and Haitian-Creole in our neighborhood (2-3 years).

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 53%</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The school will engage in recruitment at local middle schools where a higher percentage of students are economically disadvantaged or are otherwise
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<p>CI percentage: 49.2%</p> <p>The school is above CI percentages</p>	<p>identified as low income</p> <ul style="list-style-type: none"> 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 style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <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 ensure all recruitment materials clearly state admission is not contingent on academic achievement, any entrance test or formal interview.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</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><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</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>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Representatives from the school’s male student population will be present at some recruitment events including high school fairs, student panels, open houses and information sessions.

Retention Plan

2017-2018 Implementation Summary

At the end of each year, students who begin at Codman transfer to other schools for a number of reasons, including a desire for a shorter school day, family relocation, or desire to be in a larger population of students. Our goal has been to reduce the number of students who leave Codman for reasons within our control. **Our overall attrition rate for 2017-2018, as reported by ESE, is 6.7% with a retention rate of 93.3%, which exceeds our annual goal.** For the students with disabilities subgroup our overall attrition rate was 6.3%, compared to 9.6% in the state of Massachusetts. 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:	90%

Retention Plan –2018-19 Strategies

Special education students/students with disabilities

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 6.3% Third Quartile: 17.6%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Provide intensive support for IEP/504 students at all levels <ul style="list-style-type: none"> • Support inclusive environment for all students with scaffolds and differentiated materials • Partner with teachers to develop curriculum to meet needs of IEP/504 students • Plan and implement skills groups based on student needs at all grade levels
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 12% Third Quartile: 20.2%</p> <p>The school's attrition rate is below third quartile</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <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
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Retention Plan –2018-19 Strategies	
percentages.	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 5% Third Quartile: 20.7%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Summer programming: Research shows that it is extremely important that high school students engage 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. We 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 K1-8 since our expansion, including an annual summer theatre program run by the Huntington Theatre Education department, the American Youth Foundation (AYF) National Leadership Conference Trip or other leadership courses, summer programming at AYF’s Camp Merrowvista, and participation in Breakthrough Greater Boston. • Saturday Courses: 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 students to provide a rich and transformational educational experience. (Note: All 10th graders and sub-proficient 9th graders attend required tutorial sessions with Tutors for All during the school day, Monday-Thursday). For more detailed information on Saturday electives, please see page 5. <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Retention Plan –2018-19 Strategies

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none">• One-on-one tutoring: The school’s one-on-one tutoring program is 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. Because students who are sub-proficient are at high risk for dropping out, moving students 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.• Standards Based Grading (SBG): The school just completed its sixth year of school-wide implementation of standards based grading. At its core, SBG 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.• In order to support students who have not met mastery in coursework and/or are testing below proficient on state testing, CACPS has increased opportunities during the school day for students to have access to tutoring that is specifically aligned to determined skill gaps.• Data reviews from predictor tests, ANET, and MCAS have allowed CACPS to group students and focus on skill improvement in areas that have negatively impacted overall scores.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none">• Professional internships: 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. 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 apply their education to real-world opportunities, explore a new passion or interest, and achieve success in a way they might not experience in the classroom. In doing so, students build an important résumé credential and gain professional 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.• Varsity competition participation requirements: 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

Retention Plan –2018-19 Strategies	
	<p>play in inter-school matches, helps motivate students to achieve academic success. This is particularly useful in motivating students who are highly interested in interscholastic competition, which applies to several students identified as at risk of dropping out.</p> <ul style="list-style-type: none"> The school worked to widen its range of internship offerings to students to ensure students had access to real life experiences that connected to post graduation plans. This supported students in remaining engaged in school and excited about the outcomes that follow a high school diploma.
<u>Students who have dropped out of school</u>	<p>(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> The school will pay significant attention to improving supports for the small number of our students at the 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 (DCF) 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.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Developing mentor relationships through community partners: 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. YMCA Program: Our growing partnership with the Dorchester YMCA provides a full-service fitness facility to every student, including a summer membership.

Appendix C
School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	264	79%
Asian	0	0%
Hispanic	67	20%
Native American	1	0%
White	1	0%
Native Hawaiian, Pacific Islander	2	1%
Multi-race, non-Hispanic	0	0%

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Special education	67	19%
Limited English proficient	21	6%
Economically Disadvantaged	178	53%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Thabiti Brown, Head of School	Oversees all school functions; liaison to Board of Trustees and Codman Academy Foundation Board and primary partner with the Codman Square Health Center	2001	
Pam Casna, Principal K1-8	Serves as the instructional leader of grades K1-8, working and communicating with the Head of School and faculty on an ongoing basis	2011	
Dawn Leanness, Chief Operating Officer	Reports to the Head of School and serves as Codman’s operational and administrative leader responsible for development, finance, food services, operations, technology, and strategy	2009	
Brendan O’Connell, Principal 9-12	Serves as the instructional leader of grades 9-12, working and communicating on an ongoing basis with the Head of School and faculty	2008	June 2018

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	43	10	11	Not a good fit for the role (3), Personal reasons (14), Moving out of state (1), Professional opportunity elsewhere (1), Contract not renewed (2)
Other Staff	28	5	4	Not a good fit for the role (2), Personal reasons (3), Moving out of state (1), Professional opportunity elsewhere (1), Contract not renewed (1), Graduate School (1)

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	12
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Dudley Blodget	Director	Governance	4	9/2016 – 9/2018
Thabiti Brown	ex-officio		1	7/2016 – present
Sandra Cotterell	Clerk		2	4/2017 – 9/2019
Juma Crawford	Director		2	9/2016 – 9/2019
Martin Familia '05	Director	Alumni Success	2	9/2017 – 9/2020
Anthony Helies	Director	Academic Achievement (Chair)	3	9/2016 – 9/2018
Richmond Holden	Director	Academic Achievement	3	9/2017 – 9/2020
Anthony Alan Parker	Director		3	9/2016 – 9/2018
Thomas Quirk	Treasurer	Finance (Chair)	5	9/2016 – 9/2019
Carla Small	Director	Finance	2	9/2016 – 9/2018
William Walczak	President		5	9/2016 – 9/2019
Liza White 'P20	Director	Parent Council	1	2/2017 – 9/2020

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	William Walczak	No Change
Charter School Leader	Thabiti Brown	No Change
Assistant Charter School Leader	Dawn Leanness	No Change
Special Education Director	Pam Casna	No Change
MCAS Test Coordinator	Dana Robin	New
SIMS Coordinator	Shalaun Brown	No Change
English Language Learner Director	Katie Jennings	New
School Business Official	Elizabeth Stasiowski	No Change

Position	Name	No Change/ New/Open Position
SIMS Contact	Shalaun Brown	No Change

Facilities

Location	Dates of Occupancy
637 Washington Street, Dorchester, MA 02124	August 2012 – present
622 Washington Street, Dorchester, MA 02124	August 2015 – present

CACPS did not relocate or acquire new facilities in the 2017-2018 school year.

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 27, 2019
Lottery	March 6, 2019

IV. Conditions

This February, the Department of Elementary and Secondary Education (DESE) conducted a site visit to evaluate our progress to date. DESE found that CACPS has made progress on its action plan and academic program delivery while increasing capacity of its leadership team and improving program delivery in the classroom. As a result, the following conditions have been removed.

1. By June 30, 2016, CACPS must submit to the Department a comprehensive evaluation of the school's mathematics, English language arts (ELA), and science programs including (but not limited to) whether and how such programs effectively create an environment conducive to learning and foster student engagement. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to, and approved in advance by, the Department.
2. By July 31, 2016, CACPS must submit an action plan to improve academic performance to the Department for approval. Such action plan must specify the strategies to improve mathematics, ELA, and science performance 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.

However, DESE also found that CACPS is not fully meeting the Department criteria for mission and key design elements, instruction, and supports for diverse learners. Below is the condition CACPS did not meet.

1. By December 31, 2017, CACPS must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, ELA, and science.

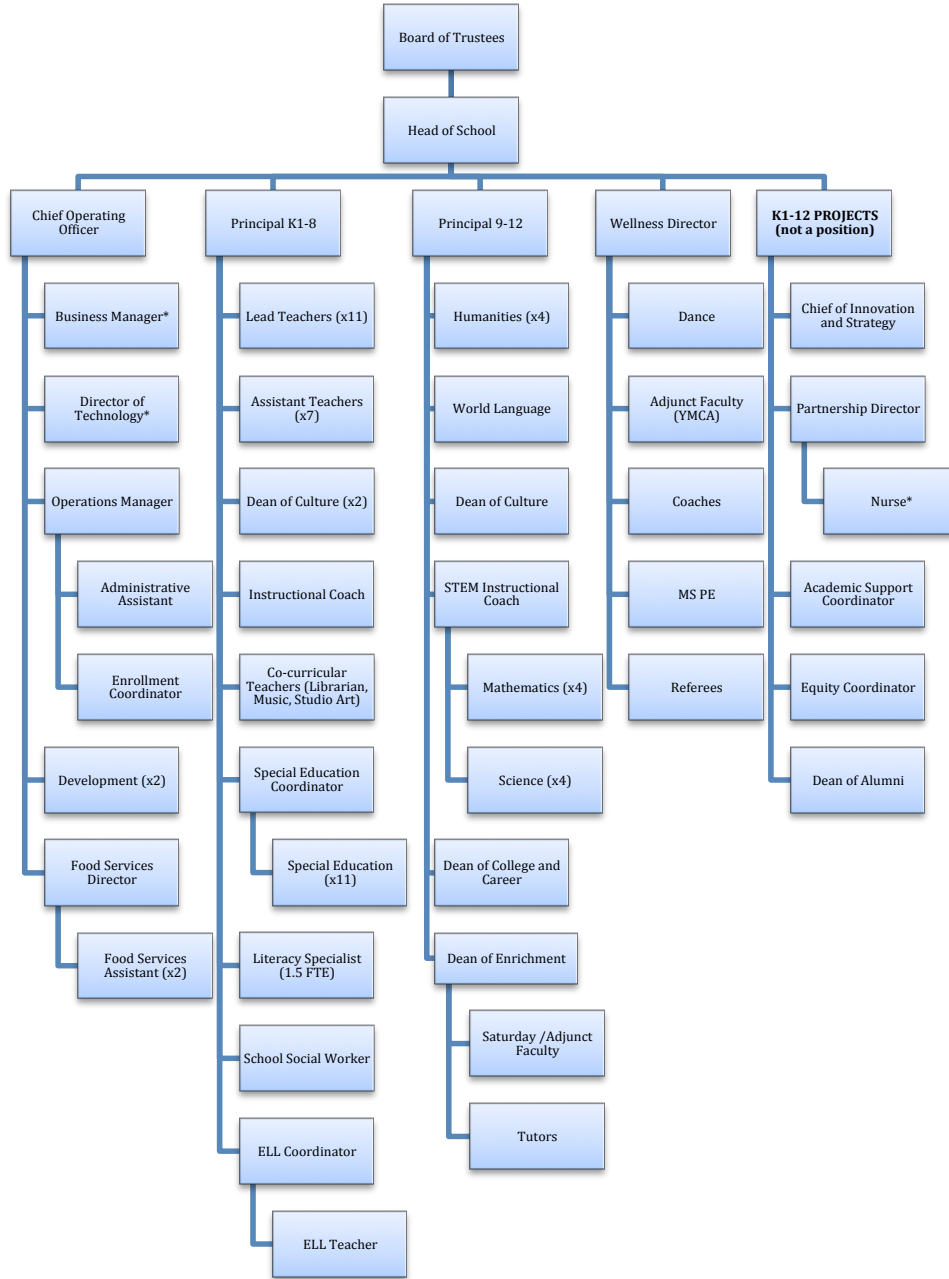
DESE and the commissioner have recommended that the above condition remain in effect for an additional two assessment cycles and expect to see improvement and growth in the school's 2018 Next-Generation MCAS scores. Please see attached letter from the commissioner for the full report of DESE's visit in February.

V. Complaints

CACPS did not receive any complaints during the 2017-2018 school year.

VI. Attachments

1. 2017-2018 Codman Academy Charter Public School Organization Chart



* Position contracted through an external provider

2. Financials

A. Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)

	<u>Jul '17 - Jun 18</u>
Income	
4001 · Tuition	6,039,753.00
Total 4100 · Government Grants & Funding	500,220.79
4105a · Grants - Private - Designated	45,000.00
4105b · Grants - Private - Undesignated	422.05
Total 4200 · Nutrition Funding	192,370.19
Total 4400 · Private Support Funding	370,000.00
Total 4500 · Student Programs & Misc Fees	<u>52,559.28</u>
Total Income	<u>7,200,325.31</u>
Expense	
5000 · Personnel Costs	
Total 5000 · Personnel Costs	4,766,037.43
Total 5100 · Administrative Costs	226,499.87
Total 5200 · Instructional Services	613,544.70
5300 · Other Student Services	
Total 5350 · Food Services	163,610.35
5360 · Athletic Services	112,838.80
5370 · Other Student Activities	
5371 · Fieldwork	30,927.30
5380 · College Counseling	2,272.71
5385 · Alumni	8,914.04
5386 · Enrichment	73,571.88
5390 · Saturday Program	23,721.49
5387 · Uniforms	9,283.43
5391 · Scholarships	16,200.00
5392 · Graduation	10,809.70
5395 · Tutoring Program	64,500.00
Total 5370 · Other Student Activities	<u>240,200.55</u>
Total 5300 · Other Student Services	579,294.15
5400 · Operation & Maint of Plant	
5430b · Buildings/Grounds Supp&Equip	12,673.61
5420 · Utilities	81,301.66
5430a · Maint of Buildings & Grounds	175,971.39
5450 · Networking & Communications	28,541.78
5740 · Lithgow & Temp Space Rental Exp	240,000.00
5745 · Walzcak Condo Fee & CAM	205,149.71
Total 5400 · Operation & Maint of Plant	<u>743,638.15</u>
5500 · Other Fixed Charges	
5530 · Insurance (non-employee)	57,255.96
5750 · Depreciation Expense	41,119.12
Total 5500 · Other Fixed Charges	<u>98,375.08</u>
5600 · Community Services	
5620 · Civic Activities	5,798.98
Total 5600 · Community Services	<u>5,798.98</u>
Total Expense	<u>7,033,188.36</u>
Net Income	<u>167,136.95</u>

B. Statement of net assets for FY18 (balance sheet)

	<u>Jun 30, 18</u>
ASSETS	
Current Assets	
Total 1000 · Cash and Cash Equivalents	319,804.09
Total Checking/Savings	319,804.09
Total Accounts Receivable	295,173.30
Other Current Assets	
1207 · Due from Related Parties	370,000.00
1308 · Prepaid Expenses	69,208.21
Total Other Current Assets	439,208.21
Total Current Assets	1,054,185.60
Fixed Assets	
1514 · Building/Leasehold Improvement	139,875.33
1515 · Furniture and Equipment	
1515a · Computers and IT Equip	244,400.63
1515b · Instructional Furn & Equip	50,015.12
1515c · Admin Furn & Equip	19,486.75
Total 1515 · Furniture and Equipment	313,902.50
1616 · Less Accumulated Depreciation	-282,841.59
Total Fixed Assets	170,936.24
TOTAL ASSETS	<u><u>1,225,121.84</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	53,639.92
Other Current Liabilities	
2101 · Accrued Expenses	24,000.00
2102 · Accrued Payroll	262,159.05
2125 · Accrued Expenses/Accrued Payrol	
2150 · 403(b) Liability	3,103.10
2160 · MTRS Liability	26,891.87
2196 · FSA Deductions	10,945.13
Total 2125 · Accrued Expenses/Accrued Payrol	40,940.10
2327 · Due to Related Parties	-28,850.21
Total Other Current Liabilities	298,248.94
Total Current Liabilities	351,888.86
Total Liabilities	351,888.86
Equity	
3900 · Retained Earnings	706,096.03
Net Income	167,136.95
Total Equity	873,232.98
TOTAL LIABILITIES & EQUITY	<u><u>1,225,121.84</u></u>

C. Approved School Budget for FY19

Codman Academy Charter Public School FY2019 APPROVED Budget

<i>REVENUE</i>	
<i>Tuition</i>	5,974,000
<i>Government Grants</i>	295,000
<i>CAF Support - Program</i>	500,000
<i>CAF Support - Occupancy</i>	120,000
<i>Grant-funded Salaries</i>	70,000
<i>Student Fees and Miscellaneous</i>	54,842
<i>School Lunch Revenue</i>	146,200
TOTAL REVENUE	7,160,042
<i>EXPENSES</i>	
<i>Total # of Employees</i>	
<i>Staff Salaries</i>	4,175,873
<i>Health Insurance</i>	300,000
<i>Payroll Taxes</i>	250,552
<i>Fringe Benefits</i>	61,300
<i>Professional Development</i>	140,600
Total Personnel Costs	4,928,325
<i>Wellness Programs</i>	102,436
<i>Contracted Programs</i>	45,585
<i>Student Support</i>	193,000
<i>Tutoring Program</i>	70,000
<i>Alumni Support & College Counseling</i>	24,600
<i>Instructional Supplies & Materials</i>	153,929
<i>Classroom Technology</i>	183,135
<i>Student Lunch</i>	200,000
<i>Student Transportation</i>	50,000
<i>Enrichment & Saturday Programs</i>	84,650
Total Student Costs	1,107,335
<i>Walczak Rental Expense</i>	175,000
<i>Lithgow and Temp Space Rental Expense</i>	255,000
<i>Utilities</i>	79,100
<i>Cleaning & Repairs</i>	210,888
Total Occupancy Costs	719,988
<i>Professional Fees</i>	136,500
<i>Dues, Fees & Memberships</i>	37,300
<i>Insurance</i>	60,000
<i>Office Supplies & Equipment</i>	13,000
<i>Office Technology</i>	20,900
<i>Development</i>	61,768
<i>Miscellaneous Admin Costs</i>	73,000
Total Administrative Costs	402,468
TOTAL EXPENSES	7,158,116
<i>Surplus (Deficit)</i>	1,926

3. Letter from Commissioner of Elementary and Secondary Education to Members of the Board of Elementary and Secondary Education




Jeffrey C. Riley
Commissioner

**Massachusetts Department of
Elementary and Secondary Education**

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Jeffrey C. Riley, Commissioner of Elementary and Secondary Education

Date: May 9, 2018
Subject: Charter Schools – Report on Conditions for Codman Academy Charter Public School

At its meeting in February 2013, the Board of Elementary and Secondary Education (Board) authorized the Commissioner to act on its behalf in “(a) granting charter renewals that do not involve probation; (b) approving charter amendments that do not involve changes in grade span, maximum enrollment, or districts served; and (c) removing or continuing conditions imposed on charters of charter schools; provided that the Commissioner shall report to the Board on all charter renewals, charter amendments, and conditions that have been so approved; and provided further, that the Commissioner shall notify the Board in advance of all such intended actions, and a Board member may request that the Commissioner place the charter matter(s) on the agenda of the Board for discussion and action.”

I intend to extend the academic condition currently imposed on the charter of Codman Academy Charter Public School (CACPS). I summarize my rationale for this decision below, details about the school can be found starting on page two of this memorandum.

The school’s charter was renewed with conditions related to academics in 2016 following academic declines over the course of the previous charter term. The school met the first two conditions on its charter, CACPS conducted a self-evaluation of its program and developed an action plan for academic improvement; however, the school has not met the third condition requiring it to demonstrate significant and sustained academic improvement in mathematics, English language arts (ELA), and science.

Please let me know by **Wednesday, May 16, 2018** if you wish to have this proposed action brought to the full Board for review and vote at its meeting scheduled for May 22, 2018.

Codman Academy Charter Public School			
Type of Charter	Commonwealth	Location	Boston
Regional or Non-Regional	Non-Regional	Districts in Region	N/A
Year Opened	2001	Year(s) Renewed	2006, 2011, 2016
Maximum Enrollment	345	Current Enrollment	345
Chartered Grade Span	PK-12	Current Grade Span	PK-12
Students on Waitlist	3,159	Current Age of school	17
Mission Statement: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.			

School History

Codman Academy Charter Public School (CACPS) opened in 2001 serving students in grades 9 through 12. Since its inception, the school has identified itself as an EL Education (EL formerly known as Expeditionary Learning) school. EL Education is an educational model that encourages hands-on learning experiences and taking education outside of the classroom and into the community. The school collaborates with national EL staff to implement the EL educational model.

In 2010, the school submitted, and was granted, an expansion request to increase its enrollment from 120 students to 145 students. Further, in 2012-2013, the school requested, and was granted, an amendment to increase its maximum enrollment from 145 to 345 and increase its grades served to PK through 12. In August 2015, the school submitted an amendment request to further increase its maximum enrollment by 20 seats. The request was not granted. The school reached the full grade span of PK to 12 during the 2016-2017 school year.

In the second year of the school's expansion, the 2014-2015 Site Visit Report (Year 14) noted significant concerns about instructional quality (specifically in the newly added grades) and about the capacity of teachers and leaders. In response, the Department of Elementary and Secondary Education (Department) conducted a targeted check-in site visit in October 2015 as well as a full renewal inspection later that fall. In 2016, based on declining academic performance on MCAS and PARCC assessments as well as continued concerns about instructional quality, the school's charter was subsequently renewed with conditions related to academics. A report on those three conditions is found below.

Progress Towards Meeting Conditions

Condition 1: By June 30, 2016, CACPS must submit to the Department a comprehensive evaluation of the school's mathematics, English language arts (ELA), and science programs including (but not limited to) whether and how such programs effectively create an environment conducive to learning and foster student engagement. Such comprehensive evaluation must be

conducted by an external consultant(s) acceptable to, and approved in advance by, the Department.

Status: Met

The Department approved the school's selection of EL Education to conduct the comprehensive evaluative of CACPS. The comprehensive evaluation was conducted by EL Education and submitted to the Department on the due date of June 30, 2016. The evaluation included recommendations regarding instructional quality and suggested the school should focus on and improve the following: tasks that students complete during lessons, checking for student understanding throughout the lessons, questions that teachers ask during lessons, and demonstrating crew spirit during lessons.

Condition 2: By July 31, 2016, CACPS must submit an action plan to improve academic performance to the Department for approval. Such action plan must specify the strategies to improve mathematics, ELA, and science performance 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.

Status: Met

Based on the evaluation conducted by EL Education, CACPS developed and submitted its plan on July 29, 2016, prior to the due date. Department staff asked for and received further information from the head of school to clarify some parts of the plan. The action plan included the recommendations from EL Education, strategies for improvement, tactics, start dates, check-in dates, measures of success, and point people. Codman Academy Charter Public School provided an update to the action plan to the Department during the 2018 site visit. Based on evidence from focus groups and documents gathered during the site visit, the school and stakeholders are implementing and monitoring the action plan.

Condition 3: By December 31, 2017, CACPS must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, ELA, and science.

Status: Not Met

Codman Academy Charter Public School was placed on conditions, in part, based on low performance scores from the 2014 (MCAS) and 2015 (PARCC) assessments. Codman Academy Charter Public School continued to demonstrate low performance on assessments in 2016 and 2017, despite meeting gap-narrowing targets in 2016.

In 2016, the school administered the PARCC exam to grades 3-7 in ELA and mathematics. Codman Academy Charter Public School also administered the MCAS in grades 5 and 10 for science and technology/engineering and grade 10 for ELA and mathematics. On the PARCC assessment, 13 percent of students received a Level 4 or 5

in ELA, and 5 percent of students received a Level 4 or 5 in mathematics. At grade 10, 84 percent of students received a proficient or higher on the ELA MCAS, below the state average of 91 percent; and 70 percent of 10th grade students received proficient or higher in mathematics, below the state average of 78 percent. For 5th and 10th grade in science and technology/engineering, 22 percent of students received proficient or advanced, below the state average of 51 percent.

In 2017, the Next-Generation Massachusetts Comprehensive Assessment System (Next-Generation MCAS) was administered statewide for the first time. As such, a majority of schools did not receive accountability levels. Data from CACPS's administration of the Next-Generation MCAS is below.

In 2017, in grades 3 through 8, 8 percent of CACPS students met or exceeded expectations on the Next-Generation MCAS assessment in ELA, far below the state average of 49 percent. In mathematics in grades 3 through 8, 2 percent of students met or exceeded expectations on the Next-Generation MCAS assessment, far below the state average of 48 percent.

In 2017, CACPS administered the legacy MCAS in science and technology/engineering for grades 5, 8, and 10. In science and technology/engineering, 5 percent of students in grade 5 earned proficient or advanced on the legacy MCAS assessment, far below the state average of 46 percent; 0 percent of students in grade 8 earned proficient or advanced on the assessment, far below the state average of 40 percent.

In 2017, 87 percent of CACPS grade 10 students scored in the proficient and advanced categories on the ELA assessment. In mathematics, 73 percent scored proficient and advanced. These grade 10 scores represent improvement over the school's 2015 and 2016 assessment results. While CACPS did not meet statewide targets for 4- or 5-year graduation rates, in 2017, the school's dropout rate was 0.6 percent for all students and zero percent for high needs students.

Please see the attached Year 17 Site Visit Report for additional detail on academic outcomes.

Additional Evidence

The Department conducted a site visit to CACPS on February 13, 2018. The Department found that the school has made progress on its action plan and academic program delivery. Additionally, the school has developed capacity of its leadership team, and instruction has improved in classrooms. The Department also found that, while improved, CACPS is still not fully meeting Department criteria for mission and key design elements, instruction, and supports for diverse learners.

Key findings from the Department's recent site visit to CACPS are as follows:

4

- School stakeholders share a common understanding of the school’s mission to provide a transformative education to prepare students for future success. The school is working toward more consistently implementing its mission and its key design elements such as preparing students for post-secondary success and providing high-quality instruction via targeted professional development. The school implements many aspects of the EL model.
- The school’s documented curriculum is aligned to state curriculum frameworks; it is aligned horizontally across classrooms at the same grade level and vertically between grades at the same grade level; and is regularly reviewed and revised. The school is working to ensure that the curricula support opportunities for all students, including diverse learners, to master the skills and concepts outlined in state curriculum frameworks.
- The school gave the Department a list of common instructional routines and practices prior to the visit. Department visitors observed the common routines in the majority of classrooms.
- In a majority of observed classrooms, visitors observed instructional practices based on high expectations, instruction fostering student engagement, and classroom environments that were conducive to learning.
- The school uses qualitative and quantitative data to improve student outcomes and evaluate the effectiveness of its programs.
- The school has some systems and structures to meet the academic needs for all students, including (but not limited to) students with disabilities and English learners. The Department found some inconsistency in the ways in which CACPS implements a universal screener, provides tiered supports for its diverse learners, provides supports for diverse learners during instruction, and conducts programmatic evaluations for its special education and ELL departments.
- Codman Academy Charter Public School has developed its leadership capacity within the past two years. The school has defined clear roles and responsibilities for its school leadership team and developed a shared decision-making model.
- The school has comprehensive structures for teacher collaboration, professional development, and supervision.
- The Codman Academy Charter Public School board provides adequate governance to ensure the success and sustainability of the school.

Recommendation

Given this evidence regarding state assessment outcomes and recent qualitative observations of school operation, presented in more detail in the attached site visit report, I intend to extend the final condition currently imposed on the charter of CACPS for an additional two assessment cycles. Given that the school is completing its second year of its new, full grade span, I would expect improvement in the school’s 2018 Next-Generation MCAS scores. If the school does not demonstrate improvement in its 2018 assessments scores, I will keep members of the Board informed and consider additional action.

Condition 1: By December 31, 2019, CACPS must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. Should CACPS fail to demonstrate improvement based on 2018 statewide assessment, the Commissioner and the Board of Elementary and Secondary Education will consider further action, rather than wait until December 2019.

If you have any questions regarding this recommendation or require additional information, please contact Alison Bagg, Director of the Office of Charter Schools and School Redesign (781-338-3218); Cliff Chuang, Senior Associate Commissioner (781-338-3222); or me.

Attachments: Codman Academy Charter Public School Year 17 Targeted Site Visit Report