



June 18, 2010

Thabiti Brown, Principal
Codman Academy Public Charter School
637 Washington Street
Dorchester, Massachusetts 02124

Dear Thabiti and Codman Academy Community,

This letter presents a summary of the data from our annual Implementation Review (IR). I have included some brief comments, that may make the aggregated numbers more meaningful, and offer some questions (*in italics*) to explore as well. In this meeting, I hope you will discuss your own interpretations and ask additional questions. Also, a summary of the PD surveys is attached.

Data Summary and Some Wonderings

N = Eleven total teacher surveys, with eight being complete and 3 being only school-wide measures. Data on an additional 4 teachers was provided by administration, but the teachers did not complete surveys.

Scoring is 1-4 with 4 = high level of implementation

Learning Expeditions Benchmarks	09-10 Score	Comments	08-09 Score
1. Compelling Topic	3		3
2. Linked projects & products	3	Low 3; Teachers self-scored lower than admin.	2
3. Fieldwork, service & experts	2	Solid 2; Teachers self-scored lower than admin.	2
4. High quality student work	3	Wide range of scores but solid 3	3

We named Fieldwork and Experts (#3) as a focus of work this year. Did we get anywhere on that? What helped and what else is needed to do more on that benchmark?

Any thoughts on the disparity between teacher scores and administrator scores for Projects and Products (#2)?

Active Pedagogy Benchmarks	09-10 Score	Comments	08-09 Score
5. Lesson design	3		3
6. Effective instructional practices	3	This is a low 3	3
7. Teach reading across disciplines	2		2
8. Teach writing across disciplines	2		2
9. Inquiry-based math	3	Wide range of scores but clear 3	3
10. Effective assessment practices	3	Very high 3	3

I'm surprised by the low 3 on Effective Instructional Practices (#6), given that much teaching in the building seems strong. Thoughts on this? Any particular area of instruction that needs attention?

Great to see the high 3 on Assessment Practices (#10). What aspects of assessment do you think are done well across the board and how does this relate to the "instructional practices" above?

Culture and Character	09-10 Score	Sub-categories that were consistently scored low (keeping the benchmark from being a 4)	08-09 Score
11. C&C in classrooms	3		3
12. C&C school-wide	high 3	Halls/common areas display student work & high-quality products	3
13. Professional Learning Ct.	high 3	Colleagues discuss what they learned in PD they attend	3
14. Leadership and SI	high 3	Multi-role Leadership team, Formal decision-making process, Whole staff work with disaggregated student data to close achievement gaps	3
15. School structures	3	Teachers who share students have CPT each week, Crew has clear purpose and agendas.	3
16. Grading & Reporting	2	Report cards show student progress toward LTs, not just grades, Grades are not averaged—they show <i>current</i> level of achievement	2

As you can see, scores look the same as last year, but represent higher numbers on sub-categories. Are the sub-categories that received consistently low scores areas that you want to work on? These have not been mentioned as goals of our EL work. Should any of them be?

Final Discussion Questions

- *Are there any surprises in this data summary for you, personally? Do these scores make sense to you?*
- *What areas do you think need the most attention next year and why?*
- *In what benchmark areas do you feel the school made the most progress this year?*

Thank you for engaging with this survey process and for your feedback on PD. Please see a summary of the PD questionnaires attached.

It has been a pleasure for me to work with you all this year. I certainly agree with your self-assessment that Codman has a strong and caring collegial culture. We will draft a work plan for next year that incorporates your ideas and supports your good work.

Congratulations on the end of the year and best wishes for a restorative summer!

Very truly yours,
Jill Mirman

Jill Mirman
School Designer, NE Region

**Codman Summary of Feedback on EL Professional Development
Off-site and On-site 2009-10 n=10**

1. What **off-site PD** did you *find most useful* and *why*?
 - Differentiated Instruction institute**
 - Outward Bound course*
 - Secondary Summer Institute Boston*
 - National Conference

2. What **off-site PD** would you *like more of*?
 - Science Expedition sharing
 - Shorter PD than 2-3 days and closer to home
 - More Site Seminars in the NE

3. What **on-site PD and support** did you *find most useful* and *why*? [SD = School Designer]
 - Good support, internally, for school culture & community and leadership****
 - Department work with SD, using her as resource (e.g. curriculum mapping, looking at student work)***
 - Team work with SD (e.g. portfolio process)**
 - Consistent grading practices with writing in beginning of the year (but then lack of follow-up)
 - Whole staff PD – broader range of topics
 - SD helped connect what I learned at the DI institute back at school

4. What **on-site PD and support** would you *like more of*? What **areas** do you think **need more support and attention**?
 - Work on consistent grading practices petered out. Need shared vision and continued work (e.g. looking at student work samples)***
 - More teaching involvement in setting agendas for PD and running meetings***
 - Tighten up learning expeditions – more clear structure*
 - Grade team and Department meetings did not always feel as productive as whole staff PD; our effort to focus sometimes felt like attention was diverted from other priorities
 - More school-wide focus on instruction
 - Scheduling of Fieldwork to include all students

5. How has **your teaching practice evolved** this year?
 - Differentiating instruction for special needs students*
 - Assessment practices*
 - Multiple ways of helping students with projects, higher-quality projects*
 - More literacy work in science
 - Classroom structures and routines

6. General comments and suggestions:
 - Need clearer agendas and objectives for meetings with SD*
 - This year's EL PD seemed more purposeful and better planned