

**Codman Academy Charter Public School**

Annual Report 2023-2024

*To Learn, to Lead, to Serve*

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**Introduction to the School**

<b>Codman Academy Charter Public School</b>			
<b>Type of Charter (Commonwealth or Horace Mann)</b>	<b>Commonwealth</b>	<b>Location (Municipality)</b>	<b>Dorchester</b>
<b>Regional or Non-Regional</b>	<b>Non-Regional</b>	<b>Districts in Region (if applicable)</b>	<b>N/A</b>
<b>Year Opened</b>	<b>2001</b>	<b>Year(s) Renewed (if applicable)</b>	<b>2006, 2011, 2016, 2021</b>
<b>Maximum Enrollment</b>	<b>345</b>	<b>Enrollment for 2023-24</b>	<b>336</b>
<b>Chartered Grade Span</b>	<b>PK-12</b>	<b>Grade Span for 2023-24</b>	<b>PK-12</b>
<b>Number of Instructional Days per School Year (as stated in the charter)</b>	<b>180</b>	<b>Students on the Waitlist for 2024-25</b>	<b>1,380</b>
<b>Number of Instructional Days during the 2023-24 School Year</b>	<b>180</b>		
<b>School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)</b>	<b>Grades K1-8</b> <b>8:30am-4:30pm</b> <b>M-Th</b> <b>8:30am-12:00pm</b> <b>Fri</b> <b>Grades 9-12</b> <b>9am-5pm M-Th</b> <b>9am-12pm Fri,</b> <b>Sat (optional off-campus)</b>	<b>Age of School in 2023-24</b>	<b>23 (2001-present)</b>
<b>Mission Statement: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.</b>			

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, in addition to a number of smaller-scale partnerships.



## **Letter from the Chair of the Board of Trustees:**

This was a transition year for Codman! Change is always difficult, but it is an important part of the growth of any individual or entity. As the school year has closed, I want to take a moment to reflect on the changes the school has implemented to support students and staff while fulfilling its fiduciary obligation as a publicly funded school and also want to acknowledge and celebrate the good, hard work done by students and staff. This year our work with The Codman Health Center became a more integral part of what we do. The career health pathway has expanded and become stronger both in the number of interns placed at Codman Health Center and Boston Medical Center and in the variety of new options made available. For the first time one of our pharmacy interns took the pharmacist technician exam and passed! And 4 more have followed her example. More students took exploratory courses like a 12-week EMT course to prepare to apply for full, at no cost, training sponsored by the city of Boston or a phlebotomist course for students interning in this field and earning dual credit with the goal of taking the certification exam. The school offered more dual enrollment opportunities and many seniors graduated with college credits. We started working with 7th and 8th graders as well. Other “firsts” this year include acceptances to Boston University, Parsons School of Design and the Maritime Academy. Much to be proud about! Next school year we plan to continue expanding in this area and capitalizing on the success of our pathway offerings.

This year, the school confronted a number of issues that originated prior to the pandemic. These issues included, but were not limited, to a downward trend of student academic performance for several years and a lack of school-wide policies and/or the adherence to policy.

In reviewing the academic data, the school was aware that the route to improvement entailed multiple years and even though it was a transition year, it put in place structures and practices to track its progress on a continuous basis and make more timely adjustments when necessary. The school created 6 data cycles instead of 3 to get more timely data. The unit of change shifted from cohort to individual student. The school expanded its capacity to manage data with ease by contracting with Open Architects, a comprehensive platform which allows for data-driven decisions. And, the purchase of TeachBoost allows the school to track teacher’s performance on classroom observations and instructional walkthroughs. From this data we can get a bird’s eye view of how staff are doing on learning targets for the year and of the support provided to them.

On the operational and financial practices, the Board has approved a number of policies that provide structure and needed guidance for the school to function smoothly and ensure clear expectations. The Board also addressed staff’s concern about compensation and benefits and, in April 2024, the board approved a new compensation plan for lead teachers with two options: a traditional locked step schedule or a performance-based grid. This new compensation and benefits package will ensure transparency and that Codman Academy continues to be financially competitive in recruiting and retaining staff as well as honoring the commitment, dedication, and efforts of Codman faculty. A major new benefit for all staff beginning the 24-25 SY is the \$1,200 match for the newly created 403(b) plan.

Finally, on behalf of the Board, we want to express our gratitude to Diana Lam for her leadership this year even when confronting difficult situations. We also welcome Derrick Ciesla, our new Head of School. Both Diana and Derrick have collaborated in creating a smooth transition. Derrick Ciesla and his team are ready to go!

Best,  
Rick Holden, Chair  
Codman Academy Board of Trustees

## I. School Performance and Program Implementation

### Faithfulness to Charter

#### Criterion I: Mission and Key Design Elements

##### Mission:

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

The 2023-2024 school year marked a period of transition for Codman Academy. Changes in leadership brought in an Interim Head of School for the year along with Interim Principals for both the Lower and Upper schools. Throughout all of these changes, we maintained a focus on the core elements of our mission that make our school innovative. At the beginning of the school year, the leadership established a one-year transition plan with staff feedback to set a small set of priorities for the school year ahead. These priorities included better alignment between the Instructional Leadership Team and School Culture Team across the school, strengthening our alignment with EL Education practices to prepare for future credentialing as an EL school, increasing instructional data cycles from three to six to better respond to student needs, refocusing our tutorial program to accelerate student learning, and improving operations and HR procedures to better serve student learning. This transition plan has remained a strong anchor throughout the school year to prepare for a transition to a permanent Head of School and leadership team starting in the 2024-2025 school year.

##### Key Design Elements:

1. CACPS will implement EL Education instructional practices and complementary strategies to ensure high levels of student achievement.

Each year Codman Academy partners with EL Education to develop a targeted work plan to set instructional priorities for the upcoming school year. This process includes deep dives into student achievement data, teacher observation data, and instructional walkthrough data to respond to instructional trends across the school. For the past several years, we have been working on improving elements of EL Education's Core Practice 11: Delivering Effective Lessons. During SY23-24, we specifically focused on teachers using common strategies to check for understanding and foster student engagement. Our Instructional Leadership team was led by the Interim Principal, Grades K1-8 and Interim Principal, Grades 9-12 to monitor schoolwide progress on this goal along with instructional coaches and teacher representatives. We focused on this common goal through regular one-on-one coaching and weekly professional learning community meetings.

2. CAPCS will develop and maintain the efficacy of outstanding educators and staff to ensure high levels of student achievement.

Codman has maintained a focus on outstanding educators in SY23-24 by maintaining a high level of resources and effort into recruiting, retaining, and developing all staff. Over the course of this school year, a focus group of teachers worked with our Interim Head of School to revisit and revise our teacher compensation plan. The new compensation plan has been approved by our Board of Trustees and now allows teachers to select one of two compensation pathways. One option is a traditional pathway that increases pay for teachers across the board and allows for a predictable percent increase in pay each year. The other option is a performance-based pathway that uses summative evaluations to place teachers into performance levels and allow them to achieve higher pay at a faster rate based on their performance. As teachers have signed offer letters for the new school year, many have elected to enroll in the performance-based pathway to take advantage of these benefits.

Additionally, Codman Academy continued our participation in the Teacher Diversity Professional Learning Community (PLC) in partnership with DESE and William James College to continue improving our recruitment and retention strategies. This year, our Interim Head of School, Chief Operating Officer, Interim Principals, and a teacher representative worked together in this PLC to create a plan for incorporating more meaningful Staff Crew time and Affinity Groups into our overall professional development plan for the upcoming school year.

As always, Codman Academy has also placed a lot of emphasis on professional development for all teachers. We have maintained a robust instructional coaching model to make sure all lead teachers are receiving regular feedback and coaching on their planning, instruction, and professional responsibilities from a dedicated instructional coach. We have also continued to dedicate Friday afternoons to staff professional development with a focus on PLCs that develop content-specific pedagogy strategies for all staff. Based on staff feedback, PD time during the final trimester of the year transitioned to structured Collaborative Planning Time for teachers to support one another in building their instructional capacity.

3.) CACPS will bolster capacity for families to support high levels of student achievement.

Codman continued to prioritize family engagement as our main tactic for building family capacity during SY23-24. The Principals and Deans of Culture for the Lower-Middle School and Upper School all led monthly Family Council meetings focused on providing information to families about standards-based grading, reading level data, current MCAS standings, Achievement Network testing, and student-led conferences. Additionally, an extra effort was made by all staff to increase attendance at student-led conferences to make sure families have a common understanding of their students' strengths and weaknesses. The data on our outcomes from student-led conferences is summarized in the table below.

TalkingPoints is used as a tool to strengthen our family communication across the board, especially for families requiring translation services. As shown in the appendix, teachers and families had a high amount of engagement using TalkingPoints to stay up to date on student learning needs. Specifically, the months of December and March show a high amount of TalkingPoints usage since those are the months when student-led conferences are coordinated.

Finally, Codman Academy reviewed and revised our family survey this year. We administered the survey in multiple languages in the month of June to capture family feedback on the year.

## Amendments to the Charter

Codman Academy made no amendments to our charter during the 2023-2024 school year.

## Criterion II: Access and Equity: Student Demographic Information

Enrollment by Race/Ethnicity:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04380000&orgtypecode=5&>

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	69.9
Asian	0.0
Hispanic	28.0
Native American	0.0
White	0.1
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.1

Selected Populations:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04380000&orgtypecode=5&leftNavId=305&>

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	23.5
English Language Learner	13.4
Low-income	78
Students with Disabilities	21.4
High Needs	83.9

Student Discipline:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04380000&orgtypecode=5&=04380000&>

2022-2023 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	351	3	-	-	-
English Learner	35	0	-	-	-
Economically Disadvantaged	291	2	-	-	-
Students with Disabilities	79	1	-	-	-
High Needs	309	2	-	-	-
Female	176	1	-	-	-
Male	175	2	-	-	-
American Indian or Alaska Native	0	-	-	-	-
Asian	0	-	-	-	-
African American/Black	258	3	-	-	-
Hispanic/Latino	89	0	-	-	-
Multi-race, Non-Hispanic/Latino	3	-	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	1	-	-	-	-

Codman Academy has a robust Positive Behavior Interventions and Supports (PBIS) system to proactively address all negative student behaviors. School Wide expectations for all spaces are explicitly taught to all students in the first weeks of school, reinforced by classroom teachers and through use of displays throughout the school, and students consistently meeting expectations are constantly recognized through school wide incentive systems. When challenging behaviors arise in the classroom, teachers are trained to use appropriate SEL strategies and common responses to address student needs. When necessary, Deans of Culture at all levels use a process of reflection to restoratively address behavior using strategies like mediation, conflict resolution, and restorative learning. Finally, Student Support Teams (including SEL staff, counselors, Special Education Staff, and General Education teachers) for all grade levels meet twice a month to address referrals, plan interventions, and track data over time.



**Criterion IV: Dissemination Efforts**

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (Describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Identify the title of the individual and/or name of the school or district as applicable)	<b>Result of dissemination</b> (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other schools/districts as a result of this dissemination activity.)
Facilitating Deeper Learning Through Science Partnerships	Teaching class at EL National Conference	STEM Instructional Coach, AP Environmental Science and AP Computer Science Teacher, G5/6 Science Teacher	Audience at EL National Conference	We shared some of the partnerships Codman's science department has leveraged centered around marine science, food access / agriculture, and Health Sciences. We then shared some of the best practices we've learned for establishing / maintaining partnerships to improve student learning, and we facilitated collaboration between participants looking to form new partnerships in their schools. No changes in practice or funding resulted from the dissemination.
Best reading intervention, family communication, and curricula practices	Presentation at U.S. Dept of Education's Teach to Lead Conference in Denver, CO	Upper School Humanities teachers and the Director of Tutorial	Audience of U.S. Dept of Education's Teach to Lead Conference in Denver, CO	No further connections came out of the presentation. No funding resulted from the dissemination.

[2023 School Report Card](#)

**Criterion V: Student Performance**

In addition to standards-based grading, Codman Academy uses Achievement Network assessments in grades 2-11 to track student progress on Massachusetts State Standards. Achievement Network (ANet) provides interim assessments for both ELA and Math aligned with our curricula, EL Education Modules and Illustrative Mathematics. While not a predictor of MCAS success, ANet is a useful data tool to allow teachers to reflect on the effectiveness of classroom instruction in partnership with administrators, instructional coaches, special educators, English language learner teachers, and tutors. This system also allows us to compare our school's data to that of the ANet Network of schools who use the same interim assessment schedule as us.

As shown in Appendix A, our overall math performance on ANet in SY23-24 was fairly similar to SY22-23 with some exceptions by grade level. We saw significant growth in achievement in Grade 2, Grade 3, and Algebra 1. All average scores were within 12% of the national network average. Data for Black or African American and Hispanic or Latino subgroups were similarly at or close to national network averages. Disaggregated data for students with IEPs or ELLs is not available from ANet due to a small sample size at our school.

Our overall math performance on ANet in SY23-24 increased slightly from SY22-23. We specifically saw significant growth in Grade 2, Grade 3, 7th Grade, and English II. All average scores were within 10% of the national network average. Data for the Black or African American subgroup showed similar trends to full school data. Data for the Hispanic or Latino subgroup shows slightly higher outcomes in general with Grades 2, 6, 7, 8, 9 and 10 showing performance well above Hispanic and Latino students in the national network. Disaggregated data for students with IEPs or ELLs is not available from ANet due to a small sample size at our school.

We do not currently have an interim assessment tool for science teachers. Images in Appendix A show grade distributions based on our standards based grading system using transfer tasks and assessment tools from the Open Sci Ed curriculum. Similar to SY22-23, this data shows that the majority of students are showing partial or full mastery of grade level standards across grades 5-12.

DIEBELS is used at Codman Academy to screen and monitor student reading skills at the beginning, middle and end of the year for grades K2-8. In SY23-24, many grades showed progress in moving students from the "below benchmark" category to "at benchmark" or "above benchmark." However, the number of students in the "well below benchmark" category stayed relatively stagnant.

**Criterion VI: Program Delivery**

Our K2-12 academics remained anchored in EL Education best practices and MA state standard frameworks in all grade levels. In all grades we prioritized using EL Education's Core Practices to develop active learning spaces where students engage in authentic, grade-level tasks to build academic mastery and positive habits of scholarship.

As in previous years, EL Education's Language Arts Curriculum Modules were used in grades K2-8 for Humanities courses. High School Humanities teachers partnered with middle school teachers to do a crosswalk on all ELA and Social Studies standards to strengthen the current High School curriculum written by teachers with culturally relevant texts and meaningful writing projects.

Grades K2-11 continued their implementation of Illustrative Mathematics in all grades. We also partnered further with EL Education to strengthen our math instruction with regular problem solving routines to increase student critical thinking

skills. In Science, Grades 3-5 participated in a Pilot for some units for Open Sci Ed curriculum while using Next Generation Science Storylines for the remaining content. Grades 6-8, High School Biology, High School Physics, and High School Chemistry classes all transitioned this year to using the Open Sci Ed curriculum to strengthen our inquiry-based science instruction in all grade levels.

We expanded our use of assessment data this year by splitting the school year into 6 distinct data cycles. Every teacher in every grade level identified priority standards to track throughout the year based on core learning for their content area. We tracked this data using classroom formative assessments and summative assessments using standards-based grading. For math and ELA, we also tracked progress using ANet. In addition to priority standards, each teacher also identified a representative subgroup of students (general education, special education, and ELL) to track student progress over time and plan interventions. These shifts allowed us to get more granular about what student data was telling us about learning and what next steps needed to be taken.

Finally, we continued to focus on additional supports in math and ELA to accelerate learning for all students. Grades K2-8 all received dedicated time in their schedules to math and ELA skills block. During these times, students were placed in differentiated small groups to receive focused academic instruction from their teachers, tutors, or math and reading specialists. These times also leveraged technology such as IXL, Lexia, and \_\_\_ to support consistent practice and repetition. Middle School students (Grades 5-8) also received a regular Science Skills class to support their development of science content knowledge using content from IXL and CK-12 for additional practice. Additionally, small groups of students in Grade 3-10 all received the opportunity to participate in additional Math and ELA tutoring sessions on select Saturdays and over April Break to fill in content gaps and strengthen grade level skills.

## Organizational Viability

### Criterion: Finance

Unaudited FY24 statement of revenues, expenses, and changes in net assets ( income statement):

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2024 - UNAUDITED

	SCHOOL	FOUNDATION	COMBINED June 30, 2024
<b>REVENUES</b>			
District Funding (per pupil)	\$ 9,267,903		\$ 9,267,903
Government Grants & Funding	977,957		977,957
Government Nutrition Subsidy & Cafeteria Sales	301,155		301,155
Private Support			-
Contributions - In-kind	1,221,518		1,221,518
Contributions - Component Unit	350,000		350,000
Contributions - Individuals & Foundations		556,036	556,036
Total: Private Support Funding	1,571,518	-	1,571,518
Student Programs & Other	164,573		164,573
Interest & Dividends		208,363	208,363
Rental Income		615,136	615,136
<b>Total Revenues</b>	<b>\$ 12,283,106</b>	<b>\$ 1,379,535</b>	<b>\$ 13,662,641</b>
<b>EXPENSES</b>			
In-Kind Pension Expense	\$ 1,221,518		\$ 1,221,518
Salaries & Related	7,963,799		7,963,799
Administrative Costs	653,471	15,120	668,591
Instructional Services	703,555		703,555
Other Student Services	752,724		752,724
Operation & Maint of Plant	840,892		840,892
Grant Expense - Component Unit	-	350,000	350,000
Bond Interest	-		-
Depreciation & Amortization	476,607	380,208	856,815
Miscellaneous	21,893		
<b>Total Expenses</b>	<b>\$ 12,634,459</b>	<b>\$ 745,328</b>	<b>\$ 13,379,787</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ (351,353)</b>	<b>\$ 634,207</b>	<b>\$ 282,854</b>

Statement of net assets ( Balance Sheet ) :

**CODMAN ACADEMY CHARTER PUBLIC SCHOOL & COMPONENT UNIT**

**STATEMENT OF NET ASSETS AT JUNE 30, 2024 - UNAUDITED**

ASSETS	COMBINED		
	SCHOOL	FOUNDATION	June 30, 2024
<b>Current Assets</b>			
Cash and Cash Equivalents	1,274,782	6,463,634	7,738,416
Accounts Receivable	543,070		543,070
<b>Other Current Assets</b>			
Prepaid Expenses	101,577		101,577
Deposits		5,327	5,327
Due from Related Parties	267,602	917,823	1,185,425
<b>Total Other Current Assets</b>	<b>369,179</b>	<b>923,150</b>	<b>1,292,329</b>
<b>Total Current Assets</b>	<b>369,179</b>	<b>7,386,784</b>	<b>7,755,963</b>
<b>Fixed Assets, net of depreciation</b>	<b>391,158</b>	<b>11,755,385</b>	<b>12,146,543</b>
Notes Receivable			-
Lease Receivable		10,507,804	
Right of Use Asset	6,119,694		
<b>TOTAL ASSETS</b>	<b>\$ 8,697,883</b>	<b>\$ 29,649,973</b>	<b>\$ 38,347,856</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	424,335	250,000	674,335
<b>Other Current Liabilities</b>			
Accrued Expenses	139,797	6,523	146,320
Accrued Payroll & Taxes	362,264		362,264
Payroll Withholdings			-
Deferred Revenue	10,000	7,337	
Due to Related Parties	1,186,821	(335,531)	851,290
<b>Total Other Current Liabilities</b>	<b>1,698,882</b>	<b>(71,671)</b>	<b>1,627,211</b>
<b>Total Current Liabilities</b>	<b>2,123,217</b>	<b>(71,671)</b>	<b>2,051,546</b>
Notes Payable		3,900,000	3,900,000
Lease Liability	6,889,908		
Deferred Inflow of Resources		9,261,489	
<b>TOTAL LIABILITIES</b>	<b>\$ 9,013,125</b>	<b>\$ 13,089,818</b>	<b>\$ 22,102,943</b>
<b>Net Assets</b>			
Unrestricted	(355,046)	3,528,150	3,173,104
Temporarily Restricted		612,369	612,369
Permanently Restricted		30,044	30,044
Capital	391,158	11,755,385	12,146,543
Net Income	(351,353)	634,207	282,854
<b>Total Net Assets</b>	<b>\$ (315,241)</b>	<b>\$ 16,560,155</b>	<b>\$ 16,244,914</b>

School Budget for FY25: Approved April 2nd, 2024

<b>Codman Academy Charter Public School</b>	
<b>FY2025 Budget Approved</b>	
<i>FY25 Budget</i>	
<b>REVENUE</b>	
Tuition	9,845,217
Government Grants	1,074,756
CAF Support - Program	200,000
CAF Support - Occupancy	
Student Fees and Miscellaneous	111,863
School Lunch Revenue	275,000
<b>TOTAL REVENUE</b>	<b>11,506,836</b>
<b>EXPENSES</b>	
Staff Salaries	7,355,199
Health Insurance	825,700
Payroll Taxes	183,880
Fringe Benefits	138,650
Professional Development	130,810
<b>Total Personnel Costs</b>	<b>8,634,239</b>
Wellness Programs	125,111
Contracted Programs	27,393
Student Support	180,508
Tutoring Program	22,660
Alumni Support & College Counseling	48,970
Instructional Supplies & Materials	245,357
Classroom Technology	273,328
Student Lunch	253,174
Student Transportation	6,477
Enrichment & Saturday Programs	111,261
<b>Total Student Costs</b>	<b>1,294,239</b>
Walczak Rental Expense	160,000
Lithgow and Temp Space Rental Expense	235,000
Utilities	136,578
Cleaning & Repairs	309,742
<b>Total Occupancy Costs</b>	<b>841,320</b>
Professional Fees	181,430
Dues, Fees & Memberships	52,654
Insurance	89,744
Office Supplies & Equipment	23,255
Office Technology	53,766
Development	119,532
Miscellaneous Admin Costs	128,761
<b>Total Administrative Costs</b>	<b>649,142</b>
<b>TOTAL EXPENSES</b>	<b>11,418,940</b>
<b>Surplus (Deficit)</b>	<b>87,896</b>

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	345
Number of students upon which FY25 budget tuition line is based	345
Number of expected students for FY25 first day of school	345
<p>Please explain any variances: <i>[Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year for 5-10 fewer students than expected. We exhausted our waitlist earlier than anticipated and need to implement a subsequent application cycle.]</i></p>	

Capital Plan: The school does not have a capital plan for FY25.

**APPENDIX A**

Accountability Plan Evidence 2022-2023

Faithfulness to Charter:

	<b>2023-24 Performance</b>	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
	<i>M (Met)</i> <i>NM (Not Met)</i>	
<b>Objective: CACPS will implement EL Education instructional practices and complementary strategies to ensure high levels of student achievement.</b>		
<b>Measure:</b> Each year, at least 90% of students will reach their learning target outcomes because of teachers using specified EL and Codman instructional practices.	<b>NM</b>	In 2023-24, 69% of students reached their learning target outcomes.
<b>Measure:</b> Each year, 100% of students will earn credit for completion of at least one project that improves the world, in every course / grade level.	<b>M</b>	100% of our students earned credit for completion of at least one project that improved the world in every course/ grade level, ranging from the school-wide Walk on Washington project, to the middle schoolers upstanders projects.
<b>Objective: CAPCS will develop and maintain the efficacy of outstanding educators and staff to ensure high levels of student achievement.</b>		
<b>Measure:</b> Each year, at least 75% of lead teachers will Agree or Strongly Agree to the statement, "I am satisfied with the support I receive at my school for instructional planning." 40% of lead teachers will respond to the annual Insight survey.	<b>Not rated</b>	The data is invalid because the survey was sent to staff members that were not lead teachers. And, we cannot correct the error as participation and responses are done anonymously. For example, data shows that in the fall the survey was distributed to 53 "lead teachers" and to 63 "lead teachers" in the spring. During the 2023-24 school year the school did not employ 53 or 63 lead teachers as the data that was received stated. The number of lead teachers did not exceed 30 in the fall and 28 in the spring.
<b>Measure:</b> Each year, 90% of staff members in their third year or beyond will perform at or above Proficient, as measured by the summative rating on their annual performance review, which is aligned to EL Education Core Practices.	<b>M</b>	In 2023-24, 95% (18 out of 19) of staff members in their third year or beyond performed at or above Proficient, as measured by the annual performance review.

Objective: CACPS will bolster capacity for families to support high levels of student achievement.

<p><b>Measure:</b> Each year, at least 75% of parents/guardians report gaining new learning about students by participating in school events, including but not limited to student-led conferences, character development practices, and special education PAC meetings. 40% of parents who participate in a school event will respond to post-experience surveys.</p>	<p><b>M</b></p>	<p>80% of parents/guardians participated in school events ranging from student-led conferences, monthly parent council meetings, school-wide events and showcases, and special celebrations which allowed them to gain new insight to their child’s learning experience.</p> <p>78% (198 out of 253) Families Responded to our annual school survey.</p>
<p><b>Measure:</b> Each year, 95% of families will agree or strongly agree that the school provides them resources and information to support their student’s learning. 50% of families will respond to the annual school survey.</p>	<p><b>PM</b></p>	<p>78% (198 out of 253) families responded to our annual school survey.</p> <p>In SY23-24, we changed our survey questions to make them more family-friendly and easy to translate. Based on those changes, here are the answers most related to this measure:</p> <p>In response to the question “How satisfied are you with the frequency of communication from your child’s teacher?” 82% of families responded “I am happy with the frequency of communication.”</p> <p>In response to the question “How helpful has the communication from the school been this school year?” 82% of families responded “Extremely Helpful” or “Quite Helpful.”</p>



	<b>2023-24 Performance</b>  <i>M (Met)</i> <i>NM (Not Met)</i>	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
<b>Objective: CACPS shares best practices with public schools, parochial schools, independent schools, non-profits and other organizations over the course of the charter term.</b>		
<b>Measure:</b> Each year, CACPS members will participate in the EL Education National Conference. Staff will present Master Classes, sharing Codman’s best practices with a national network of EL Education schools.	<b>M</b>	During the 2023-2024 school year, Codman had three teachers present Master Classes, “ Facilitating Deeper Learning through Science Partnerships.”
<b>Measure:</b> Each year, CACPS will collaborate with educators from local, national and international public, parochial and independent schools to improve practice of collaborating schools.	<b>M</b>	During the 2023-2024 school year, Codman shared best practices locally, nationally, and internationally. This year, Codman had the pleasure of hosting a new group of Dutch visitors who focused on best instructional and cultural practices through focus groups and classroom visits. We also hosted visitors from the Chilean Delegation, focusing on the partnership of schools and health centers. Our Math department collaborated with local educators to co-host a math professional learning community.

**APPENDIX B**

**Recruitment and Retention Plan 2024-2025**

**2023- 24 Implementation Summary:**

1. Please list the successes and challenges of implementing the school's recruitment strategies from the 2023-24 Recruitment Plan.

- Codman's success in implementing recruitment were:
- Codman attended 3 recruitment fairs this year.
- Codman held 2 open houses prior to the lottery closing where we assisted prospective families and returning families in applying online.
- Codman posted on all our social media platforms.(e.g. LinkedIn, Facebook and Instagram)
- Codman posted physical flyers (in appropriate languages) in local community centers, churches, health centers, laundromats, libraries and restaurants.
- Codman's challenges in implementation recruitment were:
- Codman's major entry points are K1 and 9th grade. Several families have multiple students in other grades that will automatically get waitlisted until we have an opening.
- Codman has several competing schools in the area in the entry grades.
- More families with school-age students are moving out of the city which is creating less opportunities for recruitment.

**List the school's general recruitment activities, i.e. those intended to reach all students.**

**General Recruitment Activities for 2024-25:**

Codman will participate in all events with the Boston Charter Association joint enrollment coordinator group to share and learn from other charter schools experiences.  
Codman will utilize the enrollment and recruitment toolkit presented by the MCPSA's digital and social media consultant. In particular, the creation of Codman family ambassadors.  
Codman will post flyers and recruitment posters in the Codman Square Health Center and in and around the immediate Codman Square community.  
Codman will post on all our social media platforms  
Codman will participate at least 3 recruitment fairs  
Codman will hold 2-3 open houses for prospective families with translators available.  
Codman will utilize the BPS family mailing list to send out our school specific recruitment materials. We will follow all requirements set forth in the Massachusetts charter school statute, [G.L. c. 71, § 89\(g\)](#)

**Recruitment Plan – 2024-25 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Students with disabilities/ Special education students**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 21.4%</p> <p><b>CI percentage:</b> 16.7%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <p>Met CI: no enhanced/additional strategies needed</p> <p>Above third quartile: 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> <ul style="list-style-type: none"> <li>• According to Codman’s District Profile, our attrition rates for high-needs students and students with disabilities are 6.7% and 6.4%, respectively, far below the third quartile percentage.</li> <li>• We have added a full time speech pathologist, increased co-teaching opportunities to support inclusion and revamped our Special Education Advisory Committee to connect parents of students with disabilities to each other and the school.</li> <li>• We added targeted skills blocks at the high school level for students with disabilities to get direct support from special education liaisons daily.</li> </ul>
	<p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p>Met CI: no enhanced/additional strategies needed.</p> <p>Above the third quartile. 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"> <li>• We have added a full time speech pathologist and .5 speech pathologist. Co-teaching opportunities increased in the high school and middle school areas. We had small gains in our Special Education Advisory Committee that connected parents of students with disabilities to each other and the school.</li> <li>• The targeted skills blocks at the high school level for students with disabilities to get direct support from special education liaisons daily was met and will continue into the next school year.</li> </ul>

**English learners<sup>[a]</sup> / Limited English-proficient students**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 13.4%</p> <p><b>CI percentage:</b> 22.4%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• Utilize ML-specific fieldwork to support student-to-student engagement in curriculum</li> <li>• Revise ML curriculum to align with WIDA ELD Standards</li> <li>• Develop individualized Language Objectives for students, based on data from the WIDA MODEL and Screeners, and track progress toward objectives through periodic and structured reviews of supporting data points</li> </ul>
	<p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Host open houses and informational sessions in multiple languages with translators available for Spanish, Haitian Creole, Chinese, Vietnamese, Crioulo, and Portuguese-speaking families. Ensure that enrollment forms and materials are translated.</li> <li>• Organize virtual informational meetings in the prevalent languages to reach families who may have limited mobility or transportation access.</li> </ul>

**Low-income/ Students eligible for free or reduced lunch**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 78%</p> <p><b>CI percentage:</b> 62.1%</p> <p>The school is <u>above</u>CI percentages</p>	<p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <p>Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• <b>Enrichment Courses:</b> 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.</li> <li>• <b>Academic Support:</b> All 9th and 10th graders attend required tutorial sessions during the school day, Monday-Thursday.</li> <li>• <b>Robust and unique summer programming:</b> Codman Academy will continue to develop relationships with community partners to offer students a wide range of excellent summer programming opportunities that may not otherwise be available to low-income students. 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 theater 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.</li> </ul>
	<p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>One-on-one tutoring:</b> 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 at Codman sub-proficient. 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.</li> <li>• <b>Standards Based Grading (SBG):</b> The school just completed its eighth 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.</li> <li>• <b>In order to support students who have not met mastery in coursework and/or are testing below proficient on state testing,</b> CACPS has increased opportunities during the school day for students to have access to tutoring that is specifically aligned to determine skill gaps.</li> <li>• <b>Data reviews from predictor tests, ANet, and MCAS</b> have allowed CACPS to group students and focus on skill improvement in areas that have negatively impacted overall scores.</li> </ul> <p><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Provide additional and/or enhanced strategies needed.</li> </ul>

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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. 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.</li> <li>● Varsity competition participation requirements: While the wellness and athletics programs serve all students and accomplishes a myriad of school goals, the academic participation requirement, which states that students must earn a 70% or higher in all academic courses to play in inter-school matches, 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.</li> </ul> <p><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>· Provide additional and/or enhanced strategies needed.</li> </ul>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;"><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● The school will pay significant attention to improving support for the small number of our students at the highest risk of leaving Codman and not enrolling in another high school.</li> <li>● 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.</li> <li>● 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.</li> <li>● Enrichment 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.</li> <li>● Academic Support: All 9th and 10th graders attend required tutorial sessions during the school day, Monday-Thursday.</li> <li>● Robust and unique summer programming: Codman Academy will continue to develop relationships with community partners to offer students a wide range of excellent summer programming opportunities that may not otherwise be available to low-income students. 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 theater 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.</li> </ul>

**List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.**

**2023-24 Implementation Summary:**

One of the key challenges that confronts Codman Academy is the current length of the academic day, coupled with the half day on Fridays for PD. Parents have voiced concerns relative to childcare responsibilities enlighth of Codman PD on Friday. Is particularly impactful on our low school grades. Another challenge Codman faces relative to its high school is the lack of a school gymnasium.

One of our successes is our sibling enrollment which speaks to the positive experience families receive at Codman. Another key success is that the K1-12 grade structures offer families stability and consistency once their student has enrolled that they can finish their education at one school. They are not forced to plan for alternative schooling once their student has finished middle school. As it relates to grades 5-8 we strengthen our z partnership with 3 specific businesses (Codman Kickboxing, Storyteller, and Hair Stylist).

In addressing concerns expressed about the conditional renewal of Codman’s charter based on academic performance, we will continue to provide information on our inclusion model and data driven instruction to our staff, families and caregivers.

**Overall Student Retention Goal**

*The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.*

**Annual goal for student retention (percentage):**

90%

**Retention Plan – 2024-25 Strategies**

List strategies for retention activities for each demographic group.

**Special education students/students with disabilities**

**(a) CHART data**

**School percentage:** 9.9%  
**Third Quartile:** 16.7%

The school’s attrition rate is below third quartile percentages.

**(b) Continued 2023-24 Strategies**

At or below third quartile: no enhanced/additional strategies needed  
Below third quartile: no enhanced/additional strategies needed

- The director of Special Education and SPED staff will attend all of the SPED/PAC meetings to provide additional support to families and students and review their growth.
- Analyzing the data on academic progress of IEP/504 students at all levels
- Support inclusive environment for all students with scaffolds and differentiated materials
- Partner with teachers to develop curriculum to meet needs of IEP/504 students
- Ensure timely communication to families and caregivers with issues brought forth

**Limited English-proficient students/English learners**  
 Limited English-proficient students

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 9.4%  <b>Third Quartile:</b> 17.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b><u>(b) Continued 2023-24 Strategies</u></b></p> <p>At or below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• Utilize ML-specific fieldwork to support student-to-student engagement in curriculum.</li> <li>• Revise ML curriculum to align with WIDA ELD Standards</li> <li>• Develop individualized Language Objectives for students, based on data from the WIDA MODEL and Screeners, and track progress toward objectives through periodic and structured reviews of supporting data points</li> </ul>
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**Students eligible for free or reduced lunch (low-income)**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 9.1%  <b>Third Quartile:</b> 18.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b><u>(b) Continued 2023-24 Strategies</u></b></p> <p>At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Enrichment 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.</li> <li>• Academic Support: All 9th and 10th graders attend required tutorial sessions during the school day, Monday-Thursday.</li> <li>• Robust and unique summer programming: Codman Academy will continue to develop relationships with community partners to offer students a wide range of excellent summer programming opportunities that may not otherwise be available to low-income students. 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 theater 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.</li> </ul>
<p><b><u>Students who are sub-proficient</u></b></p>	<p><b><u>(d) Continued 2023-24 Strategies</u></b></p> <ul style="list-style-type: none"> <li>• 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 at Codman sub-proficient. 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.</li> <li>• Standards Based Grading (SBG): The school just completed its eighth 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.</li> <li>• 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 determine skill gaps.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>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. 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.</li> <li>Varsity competition participation requirements: While the wellness and athletics programs serve all students and accomplishes a myriad of school goals, the academic participation requirement, which states that students must earn a 70% or higher in all academic courses to play in inter-school matches, 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.</li> </ul>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;"><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>The school will pay significant attention to improving support for the small number of our students at the highest risk of leaving Codman and not enrolling in another high school.</li> <li>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.</li> <li>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.</li> </ul>



<b>APPENDIX C</b>
School Data Tables

<b>Administrative Roster During the 2023-24 School Year</b>			
<b>Name</b>	<b>Title</b>	<b>Start date in current role</b>	<b>End date</b> (if no longer employed at the school)
Diana Lam	Interim Head of School	July 1, 2023	June 30, 2024
Patrick White	Interim US Principal	July 1, 2023	N/A
Christina Qualls	Interim LS Principal	July 1, 2023	June 30, 2024
Melita Garrett	Chief Operating Officer	December 1, 2023	N/A

<b>Teacher and Staff Attrition for the 2023-24 School Year</b>				
	<b>Number employed as of the last day of the 2023-24 school year</b>	<b>Number of departures during the 2023-24 school year</b>	<b>Number of departures following the end of the 2023-24 school year through July 31st</b>	<b>Reason(s) for Departure</b> (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	32	5	6	Professional opportunities elsewhere, Contract not renewed. See more below.
Other staff	57	14	13	Personal reasons, professional opportunity elsewhere. See more below.
Total	89	19	19	

There were four key factors which impacted Codman Academy’s staff retention for the 23-24 school year: (1) Overstaffing relative to student enrollment, (2) Fiscal restraint, (3), Preparing for the loss of ESSER funds, and (4) Recent leadership transitions. By aligning our staffing levels with our financial realities and student needs, as well as the new school leadership priorities, we can create a more sustainable, effective, and supportive school environment for both staff and students.

1. Overstaffing Relative to Student Enrollment: The staffing levels that were in place when the Interim Head of School assumed the role in July 2023 were misaligned with Codman Academy’s student enrollment. With less than 345 students enrolled and 105 full-time positions budgeted for the 2023-24 school year, Codman had a student-to-staff ratio that exceeded operational needs. By comparison, similar charter schools with approximately 450 students function efficiently with 86 full-time staff members. This discrepancy indicates that Codman Academy was significantly overstaffed for the 23-24 school year, necessitating a realignment

of personnel to better match our enrollment figures and enhance and support efficiency in the delivery of academic services for the 23-24 and 24-25 school year.

2. Fiscal Restraint: To ensure financial stability and sustainability, we implemented budgetary measures that align our spending with available resources. This necessitated a critical review and adjustment of staffing levels for both the 23-24 and 24-25 school year to control costs effectively while realigning and prioritizing needed academic support.

3. Loss of ESSER Funds: The pending expiration of Elementary and Secondary School Emergency Relief (ESSER) funds on October 24 has created a substantial challenge in our financial planning to improve academic performance at Codman Academy. These funds previously supported various operational and educational initiatives, and their loss requires us to reassess our budget, including staffing expenditures, as well as the effectiveness of staffing models for the 24-25 school year.

4. Head of School Transitions: The school has undergone two recent transitions (interim and permanent) regarding the Head of School position. This has led to changes in leadership and administrative focus for the 24-25 school year. As with any transition, these changes have contributed to uncertainty and instability within the staff. With the recent selection of a permanent Head of School for the 24-25 school year a more stable and streamlined staffing structure will assist in maintaining consistency in school operations and educational service delivery with the goal of improving student outcomes.

<b>Board Membership During the 2023-24 School Year</b>					
<b>Name</b>	<b>Position on the board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served on the board</b>	<b>Length of each term (start and end date)</b>	<b>Final year of service possible based on term limits in bylaws</b>
Diana Lam	Ex-Officio	Finance, Academic Achievement	N/A	7/2023-6/2024	2024
Sebastian Hamilton	Director	Advancement	1	10/2022-6/2025	2031
Richmond Holden, Jr.	President	Finance, Academic Achievement	5	11/2012 - 9/2014 9/2014 - 9/2017 9/2017 - 9/2020 9/2020-6/2023 6/2024-6/2027	2027
Tiana McLean	Director		2	9/2021-6/2024 6/2024-6/2027	2030
William Walczak	Director	Governance	8	2/2001 - 9/2004 9/2004 - 9/2007 9/2007 - 9/2010 9/2010 - 9/2013 9/2013 - 9/2016 9/2016 - 9/2019 9/2019 - 6/2022 6/2022-6/2025	2025
Yves Salomon-Fernandez	Director	Academic Achievement	1	6/2024-6/2027	2033
Ibrahim Wanu	Director		1	8/2023-6/2026	2032

Dawn Leanness	Director	Finance	1	10/2023-6/2026	2032
Regina Campbell-Malone	Director	Academic Achievement	1	10/2023-6/2026	2032
Sandra Cotterell	Clerk		5	9/2011-6/2024	2024
Anthony Parker	Director	Academic Achievement	6	10/2007-6/2024	2024
Thomas Quirk	Treasurer	Finance	7	9/2006-6/2024	2024
Juma Crawford	Director		5	10/2013-6/2024	2024

[Board of Trustee and Committee Meeting Notices](#)

<b>APPENDIX D</b>
Additional Required Information

**Facilities**

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

**Enrollment**

Action	2024-25 School Year Date(s)
Student Application Deadline	February 28, 2025
Lottery	March 6, 2025

**APPENDIX E**

Conditions, Complaints, and Attachments

Conditions:

<b>Efforts to Address Concerns Resulting in Conditions</b>
<b>Condition</b>
By December 31, 2024, Codman Academy Charter Public School 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.
<b>Actions taken by the school in 2023-24 to address the concern that resulted in the condition</b>
<ul style="list-style-type: none"><li>• The school’s efforts to address the concern that resulted in conditions include restructuring instructional roles to provide coaching and supervision by subject and grade level. These roles augmented the school’s capacity to leverage evaluative systems, such as the Achievement Network, to analyze and use formative data on student progress throughout the year. All teachers received high quality instructional coaching and personalized professional development to improve Tier 1 instruction in all classrooms. To further support academic achievement, we invested in hiring six full time tutors to support math and ELA classes through push-in and pull-out support. We used MCAS, ANet, DIEBELS, and in-class assignments to strategically assign students to tutorial services. Additionally, we restructured our Special Education Department to fully meet the needs of all students with IEPs through co-teaching, push-in, and pull-out supports aligned with their specific needs.</li></ul>

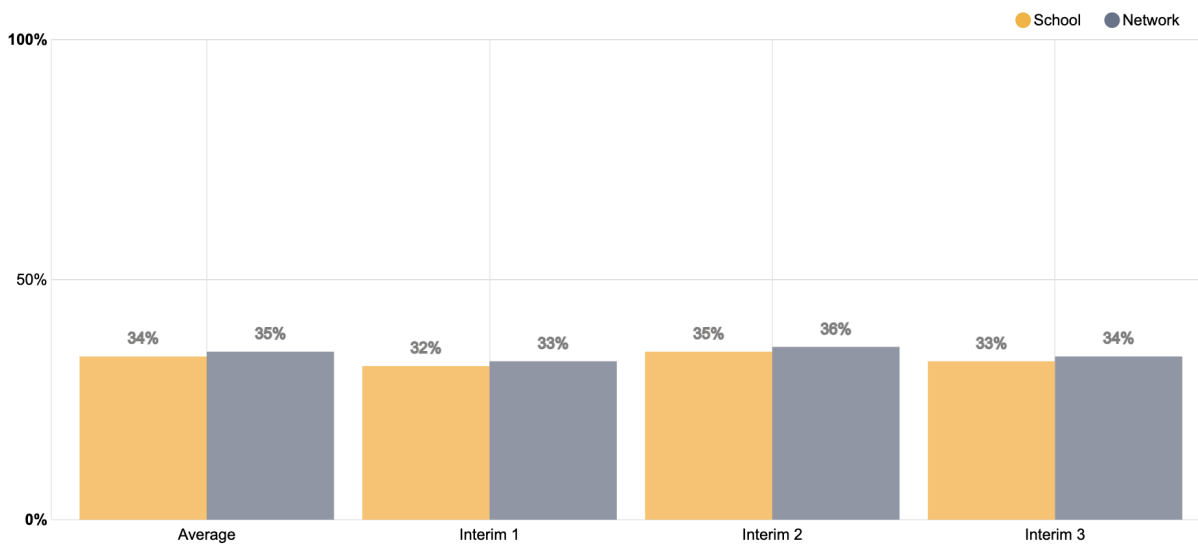
**Complaints:**

[Board of Trustees Contact Information](#)

There were no complaints during the 2023-2024 school year.

## Attachments

### 2022-2023 Math ANet Results Compared to Network

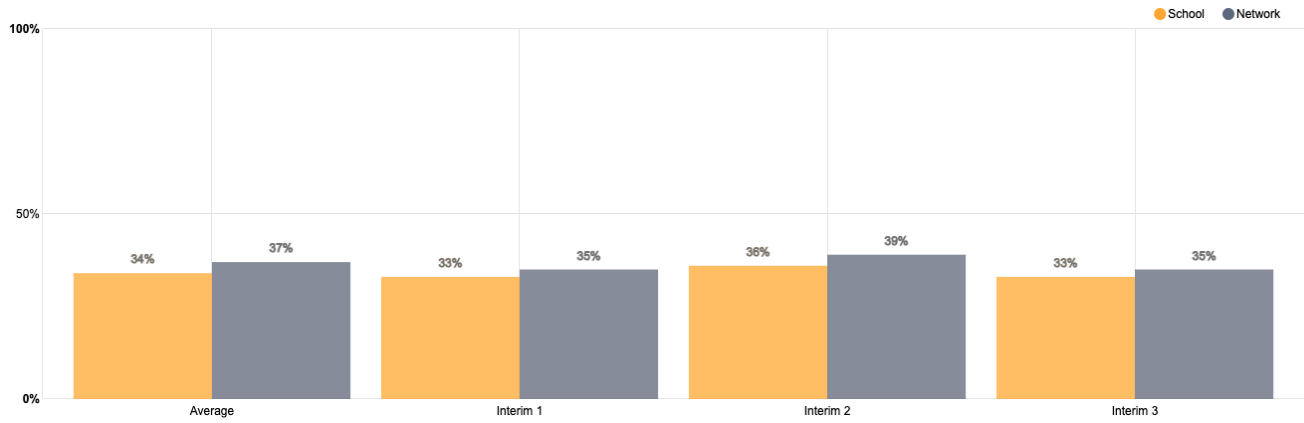


Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	63%	0%	44%	-14%	57%	0%	77%	9%
3rd Grade	26%	-13%	25%	-10%	34%	-8%	17%	-21%
4th Grade	30%	-10%	26%	-8%	31%	-10%	32%	-9%
5th Grade	44%	0%	45%	-4%	46%	3%	42%	0%
6th Grade	42%	6%	30%	4%	46%	7%	44%	6%
7th Grade	32%	0%	44%	8%	33%	0%	25%	-3%
8th Grade	36%	4%	40%	7%	40%	8%	32%	1%
Algebra I	27%	-2%	29%	2%	34%	-2%	17%	-6%
Algebra II	23%	-7%	23%	-5%	23%	-8%	21%	-8%
Geometry	29%	-2%	30%	-1%	30%	-4%	27%	-3%

### 2023-2024 Math ANet Results Compared to Network

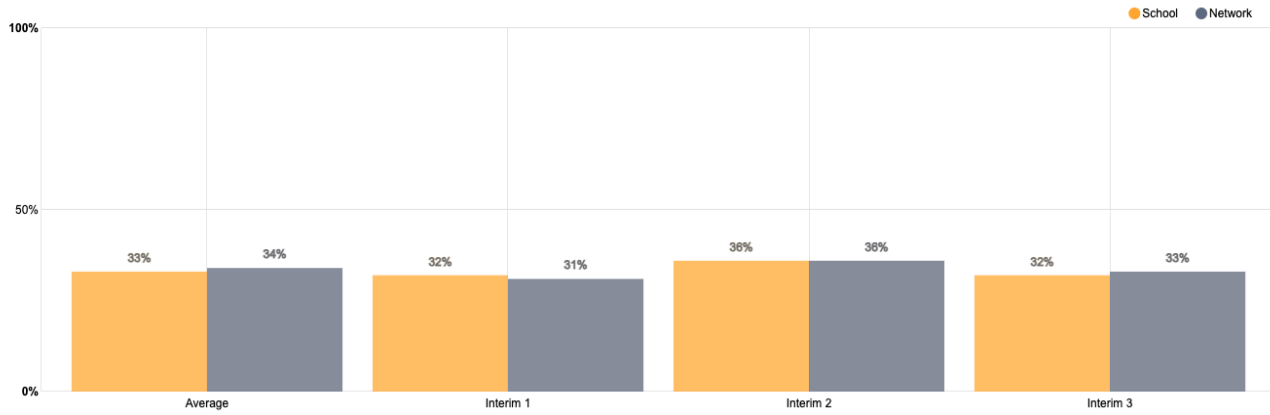
- Grade 2: 23 Students
- Grade 3: 22 Students
- Grade 4: 23 Students
- Grade 5: 19 Students
- Grade 6: 22 Students
- Grade 7: 21 Students
- Grade 8: 20 Students
- Algebra 1: 25 Students
- Geometry: 33 Students

## Algebra 2: 35 Students



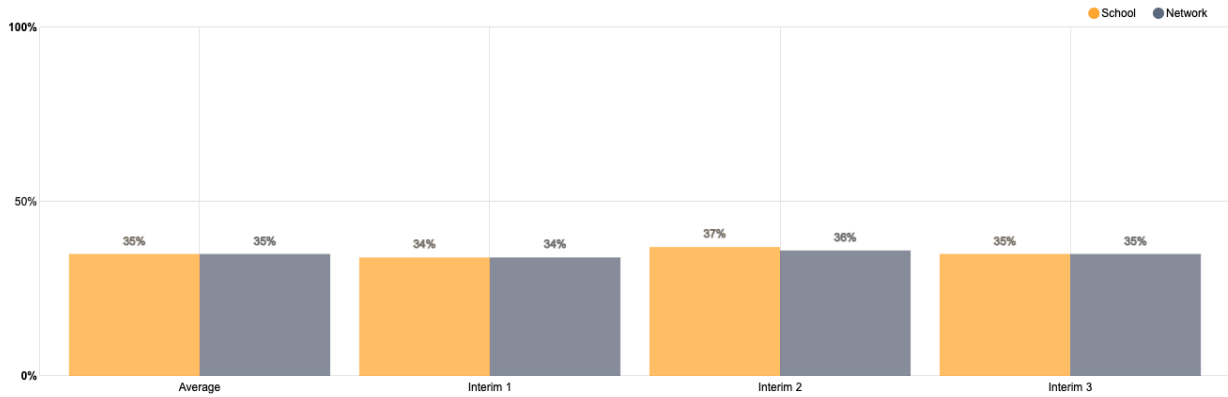
Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	74%	14%	49%	-4%	78%	20%	82%	18%
3rd Grade	38%	-9%	38%	0%	38%	-13%	-	-
4th Grade	28%	-12%	32%	-3%	29%	-13%	22%	-15%
5th Grade	28%	-11%	37%	-5%	27%	-14%	21%	-15%
6th Grade	28%	-9%	19%	-8%	36%	-6%	27%	-9%
7th Grade	32%	4%	39%	6%	35%	6%	26%	0%
8th Grade	32%	-5%	29%	-8%	35%	-3%	30%	-4%
Algebra I	35%	-3%	33%	1%	40%	-4%	32%	-3%
Geometry	30%	-9%	31%	-8%	31%	-7%	28%	-13%
Algebra II	21%	-10%	21%	-9%	20%	-11%	-	-

## 2023-2024 Black or African American Students Math ANet Data



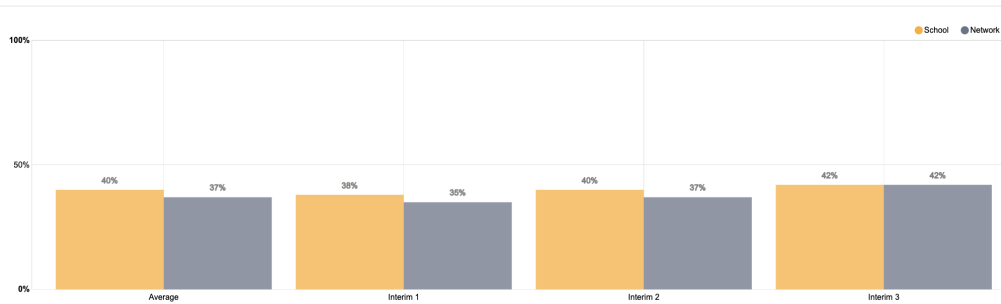
Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	75%	19%	53%	6%	79%	22%	83%	21%
3rd Grade	39%	-5%	39%	5%	40%	-9%	-	-
4th Grade	28%	-6%	30%	-1%	28%	-7%	24%	-8%
5th Grade	28%	-8%	35%	-2%	28%	-11%	23%	-11%
6th Grade	27%	-6%	18%	-5%	35%	-3%	26%	-7%
7th Grade	30%	3%	38%	8%	32%	4%	25%	1%
8th Grade	30%	-5%	27%	-9%	34%	-1%	28%	-5%
Algebra I	35%	0%	34%	4%	42%	0%	29%	-4%
Geometry	28%	-8%	30%	-6%	27%	-7%	26%	-13%
Algebra II	21%	-11%	21%	-7%	20%	-14%	-	-

## 2023-2024 Hispanic or Latino Math MCAS Data



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	72%	13%	42%	-8%	78%	21%	82%	19%
4th Grade	23%	-14%	31%	-3%	24%	-14%	18%	-18%
5th Grade	28%	-11%	39%	-4%	26%	-12%	20%	-16%
6th Grade	31%	-4%	-	-	-	-	-	-
7th Grade	36%	9%	39%	8%	41%	14%	29%	6%
8th Grade	34%	0%	33%	-2%	37%	1%	33%	0%
Algebra I	35%	-1%	32%	-1%	36%	-4%	40%	1%
Geometry	40%	1%	-	-	-	-	36%	-10%
Algebra II	21%	-7%	21%	-6%	21%	-7%	-	-

## 2022-2023 ELA ANet Results Compared to Network



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	38%	0%	13%	0%	19%	-13%	70%	0%
3rd Grade	27%	1%	26%	2%	31%	4%	22%	0%
4th Grade	43%	3%	40%	5%	45%	4%	44%	0%
5th Grade	39%	5%	46%	12%	42%	7%	31%	0%
6th Grade	39%	0%	37%	0%	45%	0%	36%	0%
7th Grade	46%	0%	43%	0%	48%	0%	47%	0%
8th Grade	41%	0%	38%	0%	33%	0%	50%	0%
English I	42%	0%	43%	0%	46%	0%	37%	0%
English II	40%	0%	38%	0%	40%	0%	42%	0%
English III	41%	0%	39%	0%	41%	0%	44%	0%



## 2023-2024 ELA ANet Results Compared to Network

Grade 2: 23 Students

Grade 3: 22 Students

Grade 4: 23 Students

Grade 5: 19 Students

Grade 6: 22 Students

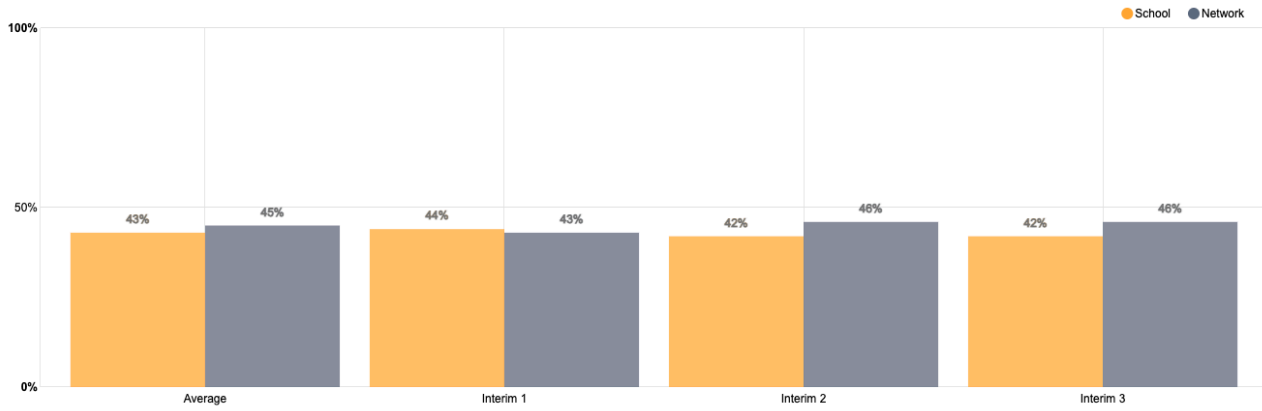
Grade 7: 21 Students

Grade 8: 20 Students

English 1: 25 Students

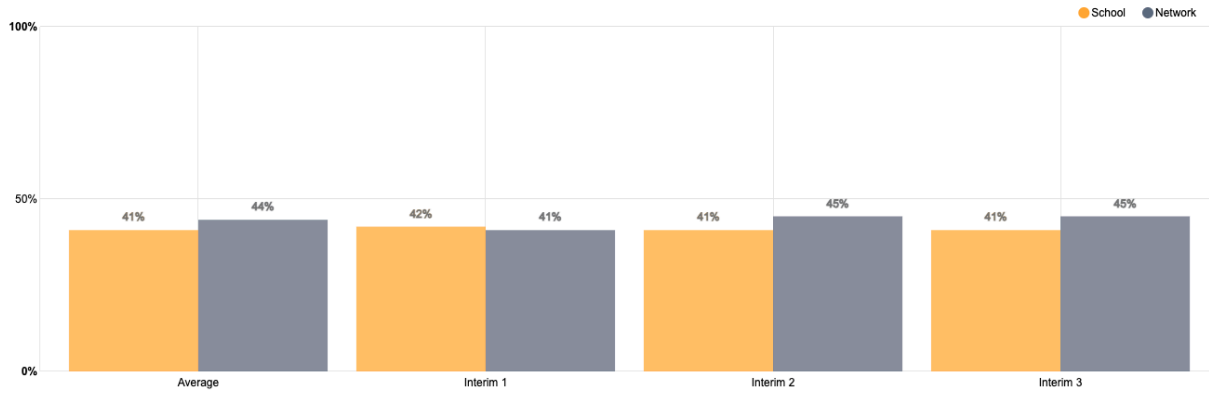
English 2: 33 Students

English 3: 35 Students



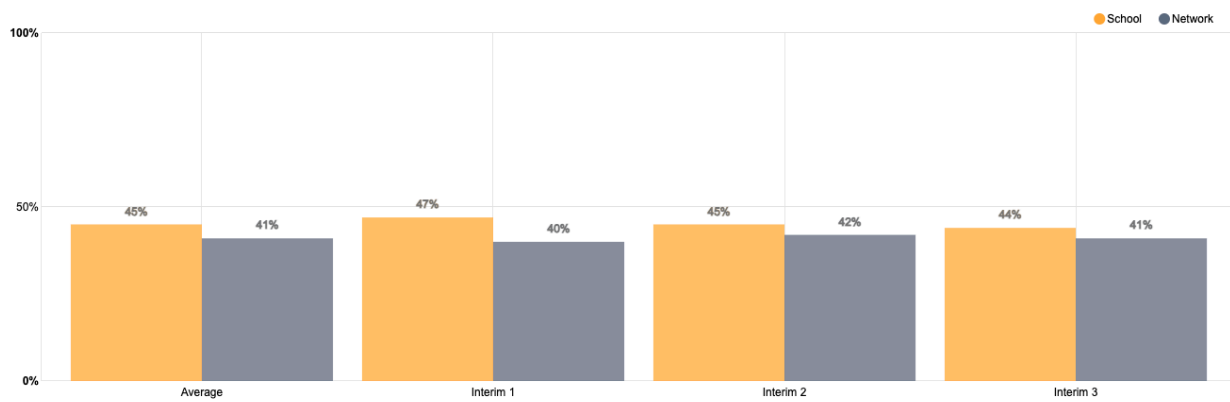
Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	75%	28%	67%	27%	80%	30%	77%	27%
3rd Grade	35%	-3%	37%	4%	32%	-5%	35%	-8%
4th Grade	30%	-10%	35%	-7%	26%	-12%	28%	-13%
5th Grade	37%	-5%	39%	-4%	35%	-6%	38%	-6%
6th Grade	35%	-5%	38%	-3%	36%	-4%	30%	-7%
7th Grade	50%	7%	54%	13%	53%	10%	43%	-4%
8th Grade	41%	-3%	41%	-3%	29%	-9%	53%	1%
English I	43%	-1%	44%	2%	50%	0%	32%	-6%
English II	49%	2%	43%	1%	55%	8%	50%	-1%
English III	39%	-8%	39%	-9%	44%	0%	31%	-17%

## 2023-2024 Black or African American Students ELA ANet Data



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	75%	29%	65%	24%	83%	34%	78%	27%
5th Grade	35%	-7%	35%	-8%	31%	-9%	38%	-7%
6th Grade	32%	-8%	36%	-10%	36%	-5%	25%	-12%
English I	40%	-3%	41%	0%	47%	-1%	29%	-8%
English II	47%	2%	42%	1%	53%	8%	49%	-2%
7th Grade	49%	5%	54%	12%	47%	6%	44%	-3%
8th Grade	39%	-10%	42%	-10%	26%	-15%	52%	-5%
3rd Grade	35%	2%	36%	7%	33%	1%	36%	-7%
4th Grade	30%	-12%	37%	-7%	23%	-16%	28%	-15%
English III	39%	-5%	39%	-5%	43%	1%	32%	-14%

## 2023-2024 Hispanic or Latino ELA MCAS Data




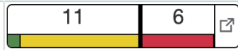
Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
2nd Grade	73%	29%	74%	35%	71%	23%	74%	28%
3rd Grade	33%	-3%	-	-	-	-	-	-
4th Grade	26%	-11%	28%	-11%	24%	-10%	25%	-11%
5th Grade	40%	-1%	43%	2%	38%	-1%	38%	-4%
6th Grade	44%	6%	-	-	-	-	-	-
7th Grade	52%	11%	53%	14%	63%	22%	42%	-4%
8th Grade	43%	3%	40%	0%	33%	-3%	56%	7%
English I	49%	9%	52%	12%	54%	7%	-	-
English II	58%	15%	52%	11%	66%	22%	-	-
English III	41%	-6%	38%	-11%	50%	6%	-	-

## Science Standards-Based Grades Distribution SY 22-23


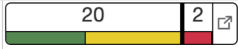
### Science 5

STANDARDS	GRADE DISTRIBUTION (Y1)
3.4.5 Sci - Grade 3-5 Science 	



### Science 6

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science 	


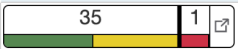
### Science 7

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science 	


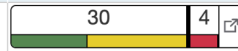
### Science 8

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science 	

### Biology Honors - 2 Classes

STANDARDS	GRADE DISTRIBUTION (Y1)
09.Bio - Biology 9 Honors 	

### Physics Honors - 2 Classes


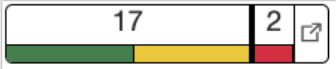
STANDARDS	GRADE DISTRIBUTION (Y1)
10.Phys - Physics Honors 	

### Chemistry Honors - 2 Classes



STANDARDS	GRADE DISTRIBUTION (Y1)
11.Chem - Chemistry Honors 	

## Science Standards-Based Grades Distribution SY 23-24


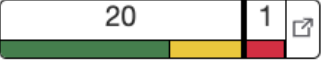
### Science 5

STANDARDS	GRADE DISTRIBUTION (Y1)
3.4.5 Sci - Grade 3-5 Science 	



### Science 6

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science 	



### Science 7

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science 	














### Science 8

STANDARDS	GRADE DISTRIBUTION (Y1)
6.7.8 Sci - Grade 6-8 Science 	













### Biology Honors - 2 Classes

STANDARDS	GRADE DISTRIBUTION (Y1)
09.Bio - Biology 9 Honors 	

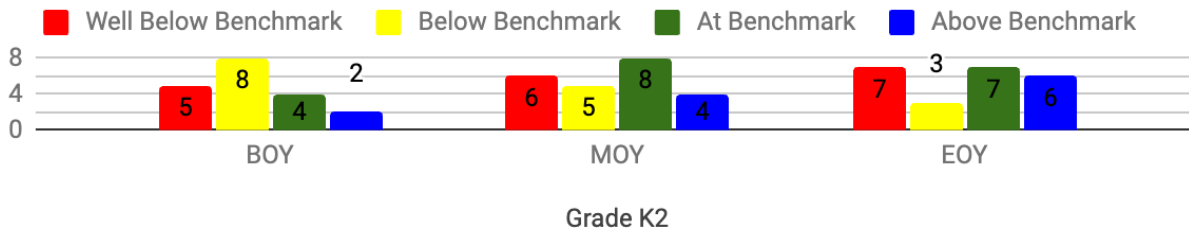
## Physics Honors - 2 Classes

STANDARDS	GRADE DISTRIBUTION (Y1)						
10.Phys - Physics Honors 	<table border="1"><tr><td data-bbox="998 216 1193 262">23</td><td data-bbox="1193 216 1323 262">10</td><td data-bbox="1323 216 1351 262"></td></tr><tr><td data-bbox="998 262 1193 285"></td><td data-bbox="1193 262 1323 285"></td><td data-bbox="1323 262 1351 285"></td></tr></table>	23	10				
23	10						
							

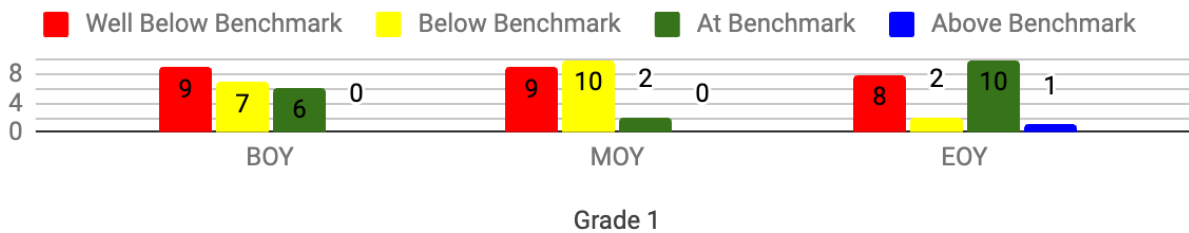
## Chemistry Honors - 2 Classes

11.Chem - Chemistry Honors 	<table border="1"><tr><td data-bbox="998 396 1193 443">16</td><td data-bbox="1193 396 1323 443">0</td><td data-bbox="1323 396 1351 443"></td></tr><tr><td data-bbox="998 443 1193 474"></td><td data-bbox="1193 443 1323 474"></td><td data-bbox="1323 443 1351 474"></td></tr></table>	16	0				
16	0						
							

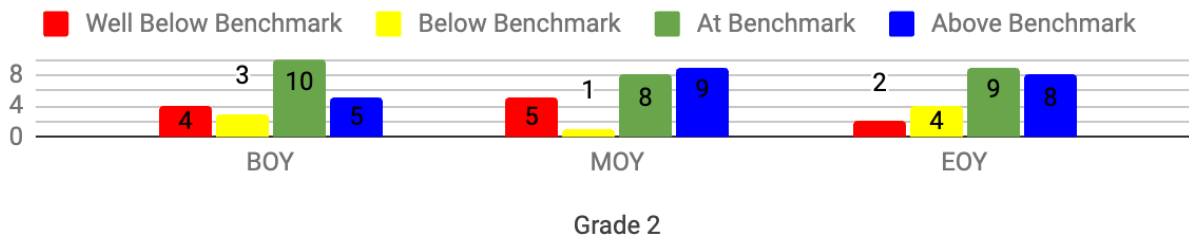
## K2 DIBELS SY 23-24



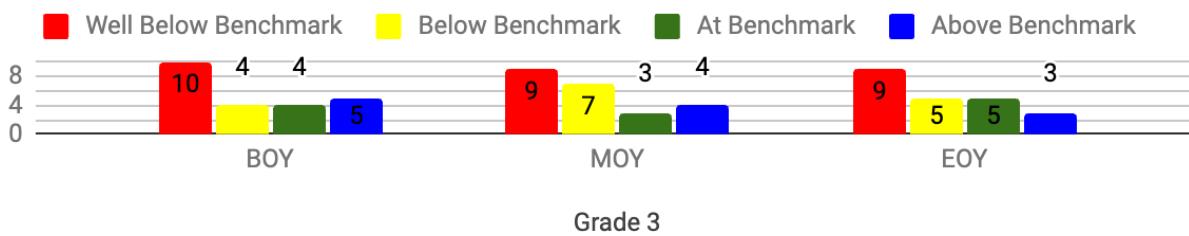
## Grade 1 DIBELS SY 23-24



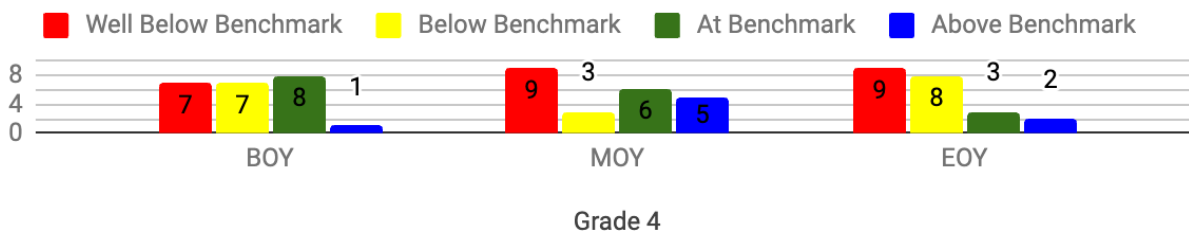
## Gr 2 DIBELS SY 23-24



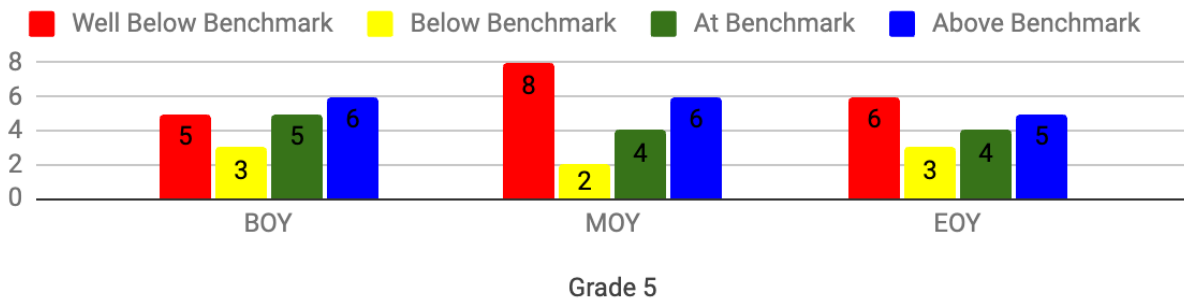
## Gr 3 DIBELS SY 23-24



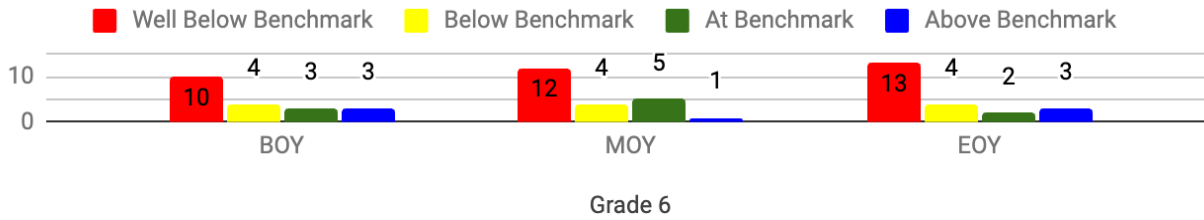
## Gr 4 DIBELS SY 23-24



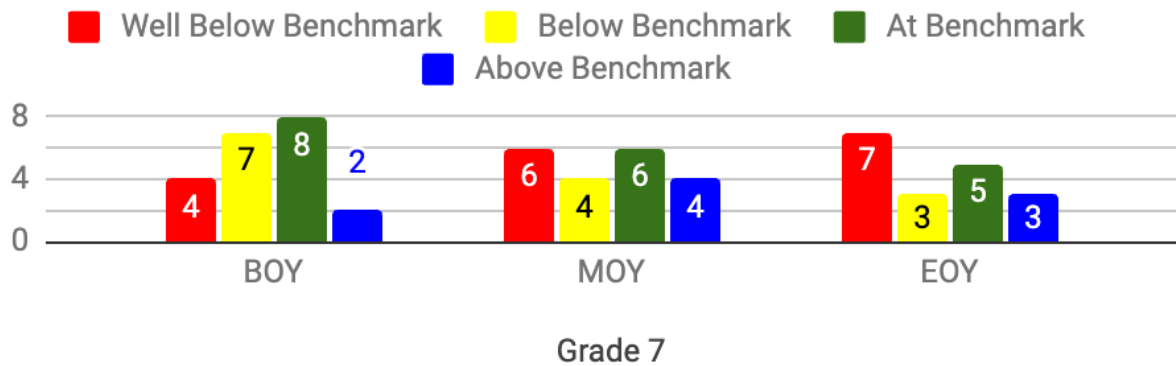
## Gr 5 SY 23-24



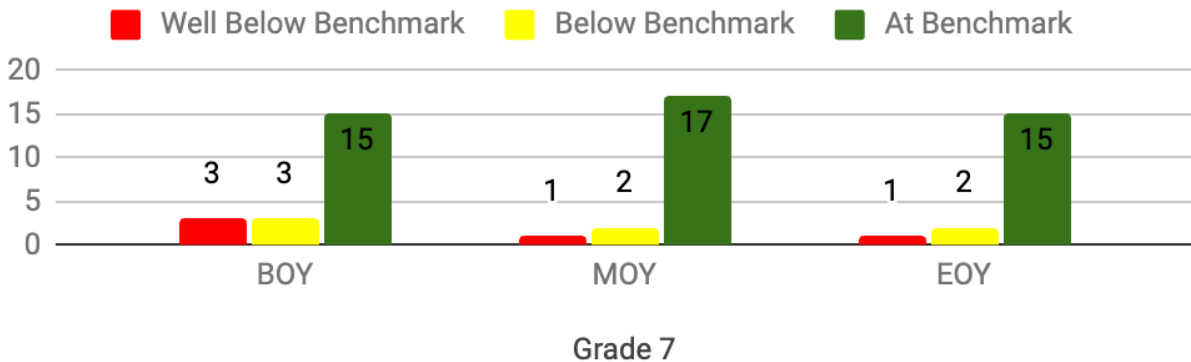
## Grade 6 SY 23-24



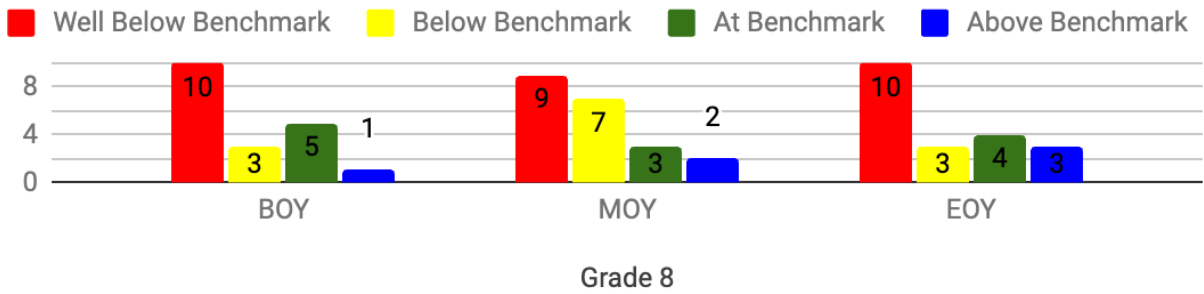
## Gr 7 SY 23-24 Word Count



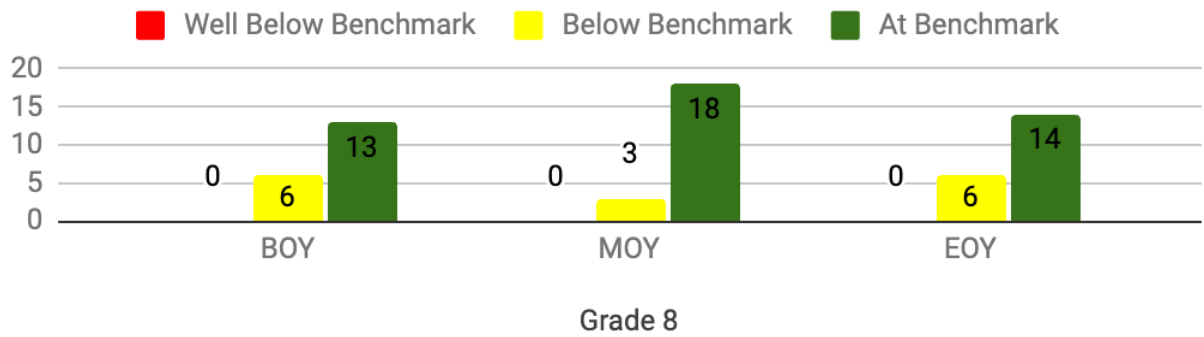
## Gr 7 SY 23-24 Accuracy %



## Gr 8 SY 23-24 Word Count



## Gr 8 SY 23-24 Accuracy

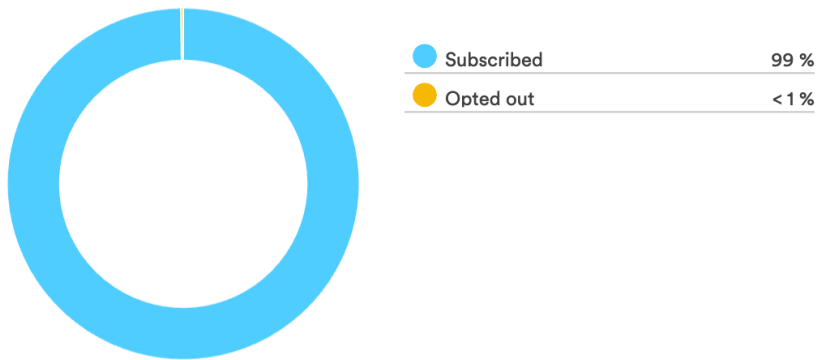


Grade Level	% At or Above Benchmark on EOY DIBELS
K2	56%
1	52%
2	74%
3	36%
4	23%
5	50%
6	23%
7	44%
8	35%

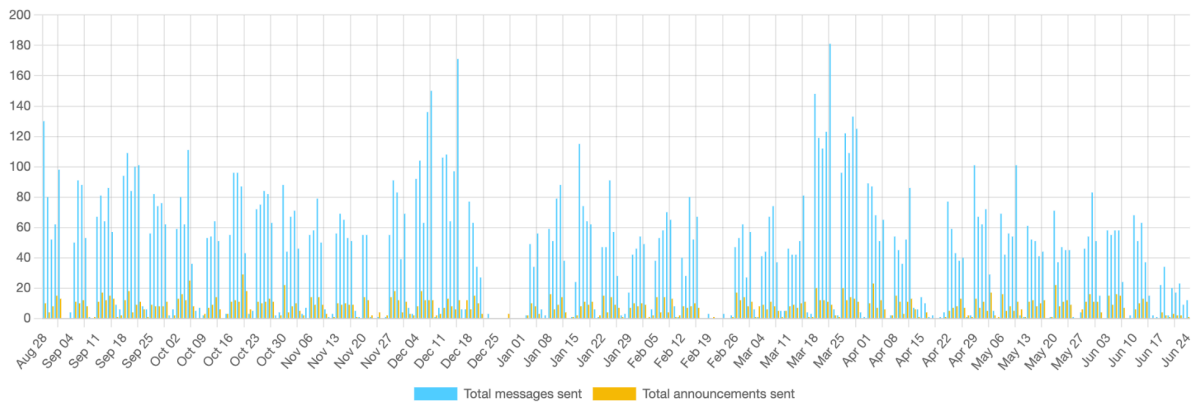


TalkingPoints Data:

TalkPoints Family Subscribers:



Messages and Announcements sent by Codman Staff:



Messages sent by Codman Families:

