

Renewal Inspection Report

CODMAN ACADEMY
CHARTER PUBLIC SCHOOL
BOSTON, MA



May 9-10, 2005

Codman Academy Charter Public School
Renewal Inspection Report

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EXECUTIVE SUMMARY

Codman Academy Charter Public School (Codman Academy) is a small, urban high school located in the Codman Square Health Center in Dorchester's Codman Square. Codman Academy's mission is "to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor." The school offers project-based, interdisciplinary, technology-supported, college preparatory courses that are informed by the Expeditionary Learning Outward Bound school design and philosophy.

Codman Academy operates from 9 a.m. to 5 p.m. Mondays through Fridays and from 9 a.m. through 12 p.m. on Saturdays. Consistent with the EL philosophy, the school makes extensive use of many off-site programs and facilities through partnerships with the Huntington Theatre, Simmons College, and other organizations in the metropolitan Boston area. One of Codman Academy's most distinctive features is its Saturday program, which is taught off-campus at a variety of locations such as Charlestown Courageous Sailing, Studio Art at the Cloud Foundation, and the University of Massachusetts – Boston. In addition, the school's physical education program uses facilities at Sportsmen's Tennis Center and the Epiphany School gymnasium.

Codman Academy draws its students from the City of Boston but, according to its Charter Renewal Application, is predominantly a neighborhood school. Since receiving its charter in February 2001, Codman Academy has added a grade each year; over the current charter period, its enrollment has increased from 31 to 105. As of January 30, 2004, there were 27 students on the school's waiting list. Codman Academy's 2003-2004 Annual Report notes that in the Codman Square/Four Corners neighborhood where most of the school's students reside, many households are headed by single parents and the unemployment rate is five times that of the city of Boston.

In the current school year, according to DOE data, Codman Academy's student-teacher ratio is 9.3 to 1 – lower than Boston's ratio of 11.7 to 1. According to school records for the 2004-2005 school year, eight of the school's 10 teachers in core academic areas are highly qualified, and the other two teachers have pending certification applications. These records also list two administrators and 12 adjunct faculty for the school's Saturday program.

Of the nine current members of Codman Academy's Board of Trustees, five have served since the school's first academic year. The Board of Trustees meets monthly during the academic year and holds a year-end retreat with the Board of the Codman Academy Foundation, a private, nonprofit organization dedicated to raising funds for Codman Academy. In February 2005, the Board of Trustees approved a new organization chart for the school, including the creation of a new Academic Dean position.

The DOE has set an enrollment cap of 130 students for Codman Academy; however, its current enrollment represents its maximum capacity within the constraints of its current space leased

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from the Codman Square Health Center. Although the school plans to renew its current lease for the 2005-2006 school year, the school's Board of Trustees is currently working to identify facility options that will meet the school's future programmatic needs.

Codman Academy's innovative educational approach has attracted considerable attention in the form of publicity, awards, grants, and donations. The New York Times, the Christian Science Monitor, and local media have publicized the school's successes. Its four-year partnership with the Huntington Theater garnered the school the Outstanding Art Collaborative Award from the Massachusetts Alliance for Arts Education. In addition to receiving Comprehensive School Reform grant funds for four years, Codman Academy has received grant funds from the Mifflin Foundation and the DOE. The school has also secured significant donations from individuals, corporations, and foundations: in the 2004 fiscal year, according to the school's Application for Charter Renewal, 157 individuals and foundations contributed \$176,654 to the school.

The Renewal Inspection Team (Team) spent two days on site at the Codman Academy Charter Public School (Codman Academy) on May 9 and 10, 2005. The Team also obtained and reviewed Codman Academy data and documents prior to the renewal site visit, on site, and after the site visit.

**Renewal Question 1:
Is the Academic Program a Success?**

MCAS Results

The Team examined the scores attained by Codman Academy students on the MCAS exams for 2003 and 2004, the only years in which the school enrolled tenth-grade students to take the exams. All tenth-grade students took the exam each year. The scores were compared to the MCAS scores attained by students in the Boston school district and by Massachusetts high school students statewide. The Team also examined the results obtained by Codman Academy students eligible for free or reduced price lunch, the only subpopulation with a sufficient number of students for DOE to report results separately. In reviewing these results, it is important to keep in mind that Codman Academy is a small school with a small number of students taking the exam each year (25 in 2003 and 21 in 2004). Given the small number of students, just a few students can have a large impact on year-to-year performance changes.

1. Codman Academy has met its Adequate Yearly Progress requirements.
2. Codman Academy's tenth-grade MCAS results on the English Language Arts exam improved from 2003 to 2004. No Codman Academy student scored in the Warning/Failing category of the exam in either year. Codman Academy students have outperformed tenth-grade students in the city of Boston during the two years. Codman Academy students somewhat trailed students statewide in 2003 but generally outperformed them in 2004.
3. Codman Academy's tenth-grade MCAS results on the Mathematics exam showed little overall improvement from 2003 to 2004. Codman Academy students generally outperformed Boston students on the exams but trailed students statewide.

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4. A large majority of the Codman Academy students who took the MCAS exams each year were eligible for the free and reduced lunch program. These Codman Academy students outperformed Boston students eligible for the program on the 2003 and 2004 MCAS English Language Arts exam; however, the Boston students generally performed better on the MCAS Mathematics exam.
5. Codman Academy has not prepared individual student success plans for students who have failed MCAS exams, although Codman Academy has provided individualized assistance to such students.
6. Codman Academy has not conducted a systematic, school-wide analysis of MCAS results. MCAS data are principally analyzed at the departmental level, where MCAS preparation and remediation are incorporated into the instructional program.

Other Assessments

7. Codman Academy administers the Degrees of Reading Power (DRP) test to all students in the fall of the year in which they enter the school, and again in the spring of each year to assess their reading comprehension. The majority of students enter Codman Academy reading at the elementary school level. Results show that students increase their DRP scores during their years at the school.
8. Codman Academy requires all students to take a three-hour exam twice a year in Humanities, Mathematics, and Science. Regular student coursework is collected and assessed using rubrics, and students regularly revise their work.
9. Codman Academy requires students to prepare two portfolios during their time at the school: one prior to entering the eleventh grade and the other prior to graduation. The school has clear rubrics for assessment of portfolios, and the rubrics reflect high standards.
10. Codman Academy discontinued use of the Stanford 9 test to assess student learning.

Curriculum and Classroom Observations

11. Codman Academy provides its students with a college preparatory curriculum that is aligned with the Massachusetts Curriculum Frameworks. The school's approach to education is generally based on the Expeditionary Learning Outward Bound educational model.
12. In the Codman Academy classes observed by the Team, there was evidence of advanced preparation by teachers. Instruction was highly individualized, with most time spent on individual work with teacher guidance and assistance. For the most part mutual respect by teachers and students was evident, although many classes were disrupted by student behavior. Teachers responded effectively to student disruptions.

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13. The team observed that classroom resources were adequate, and computer technology was plentiful and integrated into classroom activities.

**Renewal Question 2:
Is the School a Viable Organization?**

1. Codman Academy is a supportive and academically demanding learning environment that reflects the principles of Expeditionary Learning. The school has assembled a staff of well-qualified and committed teachers. In focus group interviews, teachers, students, and parents all expressed their satisfaction with the school and indicated that they feel safe in the school environment. Codman Academy has made creative use of partnerships, expanding the boundary of the school into the surrounding community and beyond. However, the Team observed that the school's multi-use facilities present safety challenges.
2. Although authorized to enroll 130 students, Codman Academy has 105 students enrolled this school year. Interest in the school is strong: Codman Academy receives two applications for every ninth-grade space. Most of the school's students live in the Codman Square area. The school's attendance rate is high, as are the percentages of students who complete the school year.
3. Codman Academy's facilities are cramped but considered adequate to meet the school's current needs. The school has creatively addressed its space and program needs through community partnerships. Although the Board of Trustees has been working to identify options for expansion, the school's facility plans remain unresolved.
4. Codman Academy's audited financial statements for the 2002, 2003, and 2004 fiscal years show that the school's financial condition is sound. The school has not yet addressed several comments in the auditors' management letters from the 2002 and 2003 fiscal years.
5. Codman Academy's Board of Trustees meets regularly and is actively engaged in school governance. Board minutes indicate that the Board regularly receives and discusses information pertaining to the school's finances and as well as other school matters. The Board is currently engaged in Board development activities.
6. The Board's practice of allowing a member to participate in the discussion of matters in which his organization has a financial interest is not consistent with the requirements of the state conflict of interest law. When the Board recently learned that its use of executive sessions to discuss the Head of School's performance was inappropriate, the Board discontinued this practice.

**Renewal Question 3:
Is the School Faithful to the Terms of Its Charter?**

1. Codman Academy has operated under a draft Accountability Plan containing some objectives that are not measurable. The school has met some, but not all, of the measurable objectives set forth in its draft Accountability Plan.
2. Codman Academy has undertaken extensive dissemination efforts during its first charter period, as required by the charter school law.

**Renewal Question 4:
If the School's Charter is Renewed,
What are Its Plans for the Next Five Years?**

1. Codman Academy's Application for Charter Renewal identifies six areas on which the school's future plans will focus: academic achievement, building governing and Foundation boards, facilities, sustainability, meaningful parent involvement, and a culture of reflection and dissemination. An updated draft Accountability Plan provided by the school is comprehensive and generally corresponds to the areas of focus; however, the draft contains some objectives that are neither clear nor measurable.
2. Codman Academy has recently undertaken several initiatives to strengthen the school and chart the school's course for the next charter period.
3. Meeting Codman Academy's facility needs is a priority issue for the Board of Trustees.

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ABOUT THE RENEWAL PROCESS AND SITE VISIT REPORT

Beginning in the spring of the third year of its charter (and ending August 1st following its fourth year), a school may apply for renewal of its charter for another five-year term. Following guidelines set forth in the *Application for Renewal of a Public School Charter*, an application for renewal should be an articulate, affirmative response, based on clear, credible evidence, to the questions that guide charter school accountability. It must also offer compelling answers to questions about the school's plans for the future. The application should be a sound, well-supported explanation of why the Board of Education should renew a school's charter.

Once this application has met a minimal review of its clarity and coherence, the Department of Education works with an independent evaluation team, which conducts a site visit of the school to corroborate and augment the school's application for renewal. This report is the result of one such evaluation.

The renewal site visit process and report provide a detailed and current portrait of a public charter school at the time of its application for renewal. While the renewal site visit report itself is a vital source of information within the renewal process, it is most effective when used in conjunction with the longitudinal school performance data available to the Department of Education. The combination of more general long-term data with the detailed information gathered by the renewal visit constitutes an evidence base rigorous enough to inform decisions about the future of public charter schools responsible for the education of students in the Commonwealth. In keeping with Massachusetts Board of Education's commitment to a public charter school accountability system that is based in robust and diverse performance data, the renewal site visit report does not make recommendations about whether or not a school should be renewed. It presents a detailed picture of the present state of the school as one of several key sources of information to be considered by the Board of Education in its renewal decision.

How to read this report

The first section of this report describes the school's setting. Included in this section are information on the origin and history of the charter, student demographics, staffing and the school's educational program. This is also an opportunity to include any organizational history, such as changes in the board and leadership or challenges the school has faced, and its response to those challenges.

The core of the report is the Renewal Inspection Team's findings. Findings are the Team's assessment of the school's strengths and areas for improvement that, in their judgment, have the greatest bearing on the school's achievement of its defined goals. Findings are organized under each of the renewal questions: *Is the academic program a success? Is the school a viable organization? Is the school faithful to the terms of its charter?* The Team's comments on the fourth question, *If the school is renewed, what are its plans for the next five years?*, reflect their judgment of the quality of the school's proposed new goals and their assessment of the school's capacity to fulfill those goals. Each finding is a bolded statement followed by explanatory paragraphs reporting the evidence supporting the Team's judgments. Finally, **Appendix A** illustrates the Team's schedule during the renewal visit.

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RENEWAL INSPECTION TEAM

F. Daniel Ahern, Jr. is President of Clarus Group, a consulting firm dedicated to helping governments and nonprofit organizations meet high standards of performance and integrity. Prior to co-founding Clarus Group, he served for ten years as the First Assistant Inspector General for Management in the Massachusetts Office of the Inspector General. He has also been a performance auditor for the Virginia General Assembly, an independent consultant to state agencies in Massachusetts and Virginia, and an adjunct professor teaching graduate courses in public administration and nonprofit management at Northeastern University and Clark University.

Pamela Bloomfield is Vice President of Clarus Group. Prior to co-founding Clarus Group, she served for ten years as the Deputy Inspector General for Management in the Massachusetts Office of the Inspector General. She has also been the Assistant Director of Finance and Administration for an Oregon county; a management consultant assisting federal, state, and local government agencies; and a course assistant teaching written and oral communications at the Harvard Business School. She currently serves on the Board of Editors of *Public Administration Review*.

Peter Davies, *team supervisor and report editor*, is a former British School Inspector who has worked in school and district accountability for more than ten years in the United States, the United Kingdom, Europe, and the Middle East. He was formerly an administrator with the Organization for Economic Cooperation and Development in Paris and a visiting professor to the Oxford University Department of Educational Studies. He currently trains Examiners for the Office of Educational Quality and Accountability and monitors their work.

Dr. Wayne LaGue, *coordinator of on-site inspection*, has been an educator for 35 years and recently retired as Superintendent of Schools in Wareham. In addition to having served as a school superintendent in both urban and rural communities, he has taught in Massachusetts public schools at the elementary, middle, and high school levels and has served as director of curriculum and instruction. He holds a doctorate in educational leadership from Boston University and an advanced graduate degree in the philosophy of curriculum from Oxford University.

Douglas Renick is an independent consultant who works with nonprofit organizations and school districts to provide facilitation and strategic planning. He has recently been a whole-school change coach in the Boston Public Schools, working with principals and teachers to implement and sustain improvements that increased student performance. He has used Total Quality Education as an approach to improvement in schools, and for many years he managed Harvard University's Center for Training and Organization Development.

Lisa Bryant has been an educator for 40 years serving in a number of posts. She recently retired as Executive Director of the Lowell Middlesex Academy Charter School. She has been an elementary and middle school principal, a special education supervisor, and a bilingual school psychologist. She has taught in private and public schools at the elementary, middle, and high school levels; she has also served on the adjunct faculty of Regis College. She is currently

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teaching a graduate course at Salem State College and consulting on a number of school improvement projects in the Boston area.

Dan Ahern and Pamela Bloomfield are Clarus Group principals working under contract to Class Measures Ltd for the purpose of this contract.

Peter Davies, Wayne LaGue, and Douglas Renick are members of Class Measures Ltd.

Lisa Bryant is an independent contractor working for the Massachusetts Office of Educational Quality and Accountability.

Class Measures is a company limited by guarantee and registered with Companies House in Cardiff, Wales, and trading in the USA under EIN # 98-0384986

SETTING

Codman Academy Charter Public School (Codman Academy) is a small, urban high school located in the Codman Square Health Center in Dorchester's Codman Square. Codman Academy's mission is "to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor."

The school offers project-based, interdisciplinary, technology-supported, college preparatory courses that are informed by the Expeditionary Learning Outward Bound school design and philosophy. For the past four years, Codman Academy has received Comprehensive School Reform grant funds from the U.S. Department of Education to implement the Expeditionary Learning (EL) model, which emphasizes five core educational practices: learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and school structures. According to the school's Application for Charter Renewal, all academic and non-academic instruction provided by Codman Academy strives to meet these five benchmarks.

Codman Academy operates from 9 a.m. to 5 p.m. Mondays through Fridays and from 9 a.m. through 12 p.m. on Saturdays. Teachers work with a cohort of students for a period of two years, referred to as a "loop." Ninth- and tenth-graders are together in one loop; eleventh- and twelfth-graders are in another loop, referred to as the Senior Institute. Consistent with the EL philosophy, the school makes extensive use of many off-site programs and facilities through partnerships with the Huntington Theatre, Simmons College, and other organizations in the metropolitan Boston area. One of Codman Academy's most distinctive features is its Saturday program, which is taught off-campus at a variety of locations such as Charlestown Courageous Sailing, Studio Art at the Cloud Foundation, and the University of Massachusetts – Boston. In addition, the school's physical education program uses facilities at Sportsmen's Tennis Center and the Epiphany School gymnasium.

Technology also plays a central role in the school's educational approach. Massachusetts Department of Education (DOE) data show that as of the 2003-2004 academic year, 100 percent of the school's classrooms were wired for Internet, as opposed to 95.5 percent of classrooms statewide. Codman Academy's ratio of 1.8 students per computer is significantly lower than that of Boston's citywide ratio of 8.1 students per computer.

Codman Academy draws its students from the City of Boston but, according to its Charter Renewal Application, is predominantly a neighborhood school. Since receiving its charter in February 2001, Codman Academy has added a grade each year; over the current charter period, its enrollment has increased from 31 to 105. As of January 30, 2004, there were 27 students on the school's waiting list. According to DOE enrollment data for the 2004-2005 school year, 85.7 percent of Codman Academy students are African American, 11.4 percent are Hispanic, 1.9 percent are Asian, 1 percent are White, and there are no Native American students. These statistics differ from the comparable percentages of students enrolled in all Boston schools: 45.5 percent are African American, 31.2 percent are Hispanic, 8.9 percent are Asian, 14.0 percent are

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White, and 0.4 percent are Native American. The percentage of students at Codman Academy categorized as Low-Income is 77.1, higher than the 73.5 percent of Boston students categorized as Low-Income. DOE data also show that 10.5 percent of Codman Academy students are categorized as First Language Not English (versus 36.8 percent of Boston students), no Codman Academy students are categorized as Limited English Proficient (versus 17 percent of Boston students), and 16.2 of Codman Academy students are Special Education students (slightly lower than Boston's 19.6 percent). Codman Academy's 2003-2004 Annual Report notes that in the Codman Square/Four Corners neighborhood where most of the school's students reside, many households are headed by single parents and the unemployment rate is five times that of the city of Boston.

In the current school year, according to DOE data, Codman Academy's student-teacher ratio is 9.3 to 1 – lower than Boston's ratio of 11.7 to 1. According to school records for the 2004-2005 school year, eight of the school's 10 teachers in core academic areas are highly qualified, and the other two teachers have pending certification applications. These records also list two administrators and 12 adjunct faculty for the school's Saturday program.

Of the nine current members of Codman Academy's Board of Trustees, five have served since the school's first academic year. The Board of Trustees meets monthly during the academic year and holds a year-end retreat with the Board of the Codman Academy Foundation, a private, nonprofit organization dedicated to raising funds for Codman Academy. Two of the three founders of Codman Academy continue to hold leadership positions in the school as Head of School and President of the Board of Trustees; the third founder also served on the Board of Trustees until he resigned in April of this year. A four-person Leadership Team consisting of the Head of School, Humanities Department Chair, Mathematics Department Chair, and Director of Development meets weekly on short- and long-term matters affecting the school. In February 2005, the Board of Trustees approved a new organization chart for the school, including the creation of a new Academic Dean position.

The DOE has set an enrollment cap of 130 students for Codman Academy; however, its current enrollment represents its maximum capacity within the constraints of its current space leased from the Codman Square Health Center. Although the school plans to renew its current lease for the 2005-2006 school year, the school's Board of Trustees is currently working to identify facility options that will meet the school's future programmatic needs.

Codman Academy's innovative educational approach has attracted considerable attention in the form of publicity, awards, grants, and donations. The New York Times, the Christian Science Monitor, and local media have publicized the school's successes. Its four-year partnership with the Huntington Theater garnered the school the Outstanding Art Collaborative Award from the Massachusetts Alliance for Arts Education. In addition to receiving Comprehensive School Reform grant funds for four years, Codman Academy has received grant funds from the Mifflin Foundation and the DOE. The school has also secured significant donations from individuals, corporations, and foundations: in the 2004 fiscal year, according to the school's Application for Charter Renewal, 157 individuals and foundations contributed \$176,654 to the school.

FINDINGS

The Renewal Inspection Team (Team) spent two days on site at the Codman Academy Charter Public School (Codman Academy) on May 9 and 10, 2005. The Team conducted separate group interviews with Codman Academy's Board of Trustees (Board), teachers, School Leadership Team, students, and Parent Council Group members. In addition, the team conducted interviews with the Head of School and the Business Manager and observed instruction in 14 classes.

The Team obtained and reviewed Codman Academy data and documents prior to the renewal site visit, on site, and after the site visit. The information reviewed included Massachusetts Comprehensive Assessment System (MCAS) data for 2003 and 2004; student results on the Degrees of Reading Power test; the school's internal assessment practices, including portfolio and curriculum rubrics; the school's current Accountability Plan; the school's Application for Charter Renewal, including the proposed Accountability Plan; annual reports; the school's by-laws; minutes of Board meetings held between January 8, 2002 and April 5, 2005; annual budgets; audited financial statements and management letters for the three years ending June 30, 2002 through June 30, 2004; policies and procedures; handbooks and other information provided to staff, students, and parents; information on teacher qualifications and experience; student work; lease information; and second- and third-year site visit reports prepared by the Department of Education (DOE).

RENEWAL QUESTION 1: IS THE ACADEMIC PROGRAM A SUCCESS?

MCAS RESULTS

The Team examined the scores attained by Codman Academy students on the MCAS exams for 2003 and 2004, the only years in which the school enrolled tenth-grade students to take the exams. All tenth-grade students took the exam each year. The scores were compared to the MCAS scores attained by students in the Boston school district and by Massachusetts high school students statewide. The Team also examined the results obtained by Codman Academy students eligible for free or reduced price lunch, the only subpopulation with a sufficient number of students for DOE to report results separately. In reviewing these results, it is important to keep in mind that Codman Academy is a small school with a small number of students taking the exam each year (25 in 2003 and 21 in 2004). Given the small number of students, just a few students can have a large impact on year-to-year performance changes.

1. Codman Academy has met its Adequate Yearly Progress requirements.

The DOE has determined that Codman Academy made Adequate Yearly Progress in 2003 and 2004. The school's Cycle III performance rating for English Language Arts is "high;" for Mathematics, its performance rating "low." The school has no improvement ratings: because its students first took the MCAS exams in 2003, there is no baseline against which to measure improvement during Cycle III.

- 2. Codman Academy’s tenth-grade MCAS results on the English Language Arts exam improved from 2003 to 2004. No Codman Academy student scored in the Warning/Failing category of the exam in either year. Codman Academy students have outperformed tenth-grade students in the city of Boston during the two years. Codman Academy students somewhat trailed students statewide in 2003 but generally outperformed them in 2004.**

As shown in Table 1, Codman Academy’s tenth-grade students substantially improved their performance on the English Language Arts (ELA) exam from 2003 to 2004, and no student scored in the Warning/Failing category in either year. Whereas 56 percent of students scored in the Needs Improvement category in 2003, only 25 percent of students scored in that category in 2004. The percentage of students scoring in the Proficient category increased from 44 percent in 2003 to 65 percent in 2004; the percentage scoring in the Advanced category increased from 0 to 10 percent over the two years. This performance improvement is reflected in the increase in the school’s Composite Performance Index (CPI), which measures the progress of all students (those taking the standard MCAS exam and those taking the MCAS alternative assessment) toward proficiency. Codman Academy’s CPI rose from 80 to 92.5 over the two-year period.

**Table 1. Codman Academy Charter Public School
Grade 10 MCAS English Language Arts Results
2003 and 2004**

Year	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Composite Performance Index
2003	25	0	44	56	0	80.0
2004	20	10	65	25	0	92.5

Data Source: Department of Education MCAS Data

Table 2 compares the ELA exam results for students of Codman Academy, Boston, and statewide for 2003 and 2004. The students of Codman Academy outperformed students in the Boston district on the ELA exam by substantial margins in each of the two years: no Codman Academy student scored in the Warning/Failing Category in either year, whereas 30 percent of Boston students scored in that category in 2003, and 23 percent did so in 2004. The differences are highlighted by the CPI ratings for Codman Academy and Boston students: Codman Academy’s CPI rating exceeded Boston’s CPI rating by approximately 13 points in 2003 (80 compared to 67.1) and by approximately 22 points in 2004 (92.5 compared to 70.3). The one area in which the Codman Academy students trailed Boston students was in the percentage scoring in the Advanced category in 2003. No Codman Academy students achieved that score, whereas nine percent of Boston students did so.

In 2003, Codman Academy students performed somewhat below students statewide on the ELA exam as reflected in the CPI ratings of 80 for Codman Academy students and 83.2 for students statewide. No Codman Academy student scored in the Warning/Failing or Advanced categories that year, whereas 12 percent of students statewide scored in the Warning/Failing category and 20 percent scored in the Advanced category. In 2004, however, Codman Academy students generally outperformed students statewide. The CPI rating for Codman Academy students

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exceeded that for students statewide: 92.5 versus 84.2. Once again, no Codman Academy student scored in the Warning/Failing category in 2004; 10 percent of students statewide scored in that category. Ten percent of Codman Academy students scored in the Advanced category, compared to 19 percent of students statewide.

**Table 2. Comparison of Codman Academy, District, and State
Grade 10 MCAS English Language Arts Results
2003 and 2004**

Year	District	N	Advanced	Proficient	Needs Improvement	Warning/Failing	Composite Performance Index
2003	Codman	25	0	44	56	0	80.0
	Boston	4,031	9	27	34	30	67.1
	State	69,301	20	41	28	12	83.2
2004	Codman	20	10	65	25	0	92.5
	Boston	3,742	10	30	37	23	70.3
	State	69,347	19	44	27	10	84.2
<i>Data Source: Department of Education MCAS Data</i>							

The relative performance of Codman Academy students is reflected in Table 3, which presents a comparison of the percentages of Codman Academy students, Boston students, and students statewide who passed the ELA exam (by scoring Needs Improvement or better) and the percentages who scored Proficient or better. Codman Academy students outperformed Boston students and students statewide with the exception that a higher percentage of students statewide scored Proficient or better in 2003 than did Codman Academy students.

**Table 3. Comparison of Codman Academy, District, and State
Grade 10 MCAS English Language Arts Results
Percent Needs Improvement or Better
and Percent Proficient or Better
2003-2004**

Year	Needs Improvement or Better			Proficient or Better		
	Codman	Boston	State	Codman	Boston	State
2003	100	70	89	44	36	61
2004	100	77	90	75	40	63
<i>Data Source: Department of Education MCAS Data</i>						

3. Codman Academy’s tenth-grade MCAS results on the Mathematics exam showed little overall improvement from 2003 to 2004. Codman Academy students generally outperformed Boston students on the exams but trailed students statewide.

As shown in Table 4, Codman Academy students showed little improvement in their MCAS Mathematics exam scores from 2003 to 2004 as reflected in the school’s CPI scores, which show only a slight increase from 2003 to 2004 (61.0 to 61.9). Nonetheless, the school did decrease the percentage of students in the Warning/Failing category from 32 percent to 19 percent. Overall, this gain was offset by a decrease in the percentages of students scoring in the Proficient and Advanced categories of the exam.

**Table 4. Codman Academy Charter Public School
Grade 10 MCAS Mathematics Results
2003-2004**

Year	N	Advanced	Proficient	Needs Improvement	Warning/ Failing	Composite Performance Index
2003	25	8	16	44	32	61.0
2004	21	10	10	62	19	61.9

Data Source: Department of Education MCAS Data

Table 5 presents comparative data on MCAS Mathematics exam performance for Codman Academy students, Boston students, and students statewide. Codman Academy students generally outperformed Boston students in both years as reflected in the CPI scores; however, substantially higher percentages of Boston students scored in the Proficient and Advanced categories each year. Codman Academy students performed below students statewide both years.

**Table 5. Comparison of Codman Academy, District, and State
Grade 10 MCAS Mathematics Results
2003 and 2004**

Year	District	N	Advanced	Proficient	Needs Improvement	Warning/ Failing	Composite Performance Index
2003	Codman	25	8	16	44	32	61.0
	Boston	4,128	20	17	27	36	52.8
	State	69,981	24	27	28	21	69.4
2004	Codman	21	10	10	62	19	61.9
	Boston	3,837	22	21	31	26	56.5
	State	69,839	29	28	28	15	71.4

Data Source: Department of Education MCAS Data

The performance of the Codman Academy students relative to Boston students and students statewide is further demonstrated by Table 6, which aggregates the data to show the percentages of students who passed the exam (Needs Improvement or better) and the percentages that scored Proficient or better for each year. In terms of the percentage of students who passed the exam, Codman Academy students surpassed Boston students but trailed students statewide each year. Codman Academy students trailed the percentage of Boston students and students statewide that scored Proficient or better, and the percentage of Codman Academy students scoring Proficient or better declined from 24 percent to 20 percent from 2003 to 2004.

**Table 6. Comparison of Codman Academy, District, and State
Grade 10 MCAS Mathematics Results
Percent Needs Improvement or Better
and Percent Proficient or Better
2003-2004**

Year	Needs Improvement or Better			Proficient or Better		
	Codman	Boston	State	Codman	Boston	State
2003	68	64	79	24	37	51
2004	82	74	85	20	43	57

Data Source: Department of Education MCAS Data

4. A large majority of the Codman Academy students who took the MCAS exams each year were eligible for the free and reduced lunch program. These Codman Academy students outperformed Boston students eligible for the program on the 2003 and 2004 MCAS English Language Arts exam; however, the Boston students generally performed better on the MCAS Mathematics exam.

A large majority of the Codman Academy students who took the MCAS exams each year were eligible for the free and reduced price lunch program. Consequently, the exam results achieved by these students track closely the collective results of all Codman Academy students.

As shown in Table 7, Codman Academy students eligible for the free and reduced price lunch program outperformed their Boston counterparts in every category on the MCAS ELA exams except the percentage of students who scored Advanced. Most notably, no Codman Academy student scored in the Warning/Failing category in either year, and substantially higher percentages of Codman Academy students scored Proficient or better in both years.

**Table 7. Comparison of Codman Academy Charter Public School and Boston
Grade 10 MCAS English Language Arts Results
Free and Reduced Price Lunch Program Subgroup
2003-2004**

Year	District	N	% of Students	Advanced	Proficient	Needs Improvement	Warning/Failing
2003	Codman	18	72	0	44	56	0
	Boston	2,480	61	4	22	38	35
2004	Codman	17	85	6	65	29	0
	Boston	2403	62	5	27	42	27

Data Source: Department of Education MCAS Data

Table 8 shows the Mathematics exam results for Codman Academy students and Boston students in the subgroup. A smaller percentage of Codman Academy students received Warning/Failing scores. Otherwise, the Codman Academy students trailed the Boston students. Moreover, from 2003 to 2004, the percentage of Codman Academy students who scored in the Proficient category declined from 17 percent to six percent, while the percentage scoring in the Advanced category stayed at six percent. In contrast, the percentage of Boston students scoring in both categories increased from 2003 to 2004.

**Table 8. Comparison of Codman Academy Charter Public School and Boston
Grade 10 MCAS Mathematics Exam Results
Free and Reduced Price Lunch Program Subgroup
2003-2004**

Year	District	N	% of Students	Advanced	Proficient	Needs Improvement	Warning/ Failing
2003	Codman	18	72	6	17	44	33
	Boston	2,519	60	13	17	32	39
2004	Codman	18	86	6	6	67	22
	Boston	2,461	61	17	21	34	27

Data Source: Department of Education MCAS Data

- 5. Codman Academy has not prepared individual student success plans for students who have failed MCAS exams, although Codman Academy has provided individualized assistance to such students.**

DOE requires that schools develop individual student success plans (ISSPs) for students who fail the MCAS exams. In 2003 eight Codman Academy students failed the Mathematics exam; in 2004 four students failed the exam. However, Codman Academy has not prepared ISSPs for those students as required. In response to the Team’s request for copies of ISSPs prior to the site visit, the Head of School wrote: “Codman Academy does not prepare [ISSPs] for particular students. As a small learning community of only 105 students, the school is able to monitor all students’ progress very closely. . . . All students . . . who did not pass the Mathematics MCAS received an intensive tutorial with the Mathematics Department Chair in preparation for the retest.”

- 6. Codman Academy has not conducted a systematic, school-wide analysis of MCAS results. MCAS data are principally analyzed at the departmental level, where MCAS preparation and remediation are incorporated into the instructional program.**

During its site visit, the Team learned through interviews and review of MCAS analyses that the school does not conduct a systematic, school-wide analysis of MCAS results. Instead, MCAS data are analyzed at the departmental level. The results are considered in planning individual students’ academic programs, and MCAS preparation and remediation are incorporated into the instructional program.

OTHER ASSESSMENTS

- 7. Codman Academy administers the Degrees of Reading Power (DRP) test to all students in the fall of the year in which they enter the school, and again in the spring of each year to assess their reading comprehension. The majority of students enter Codman Academy reading at the elementary school level. Results show that students increase their DRP scores during their years at the school.**

The DRP test is a nationally normed test of reading comprehension. Codman Academy administers the test in the fall to incoming ninth-grade students and retests the students in the

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spring of each year. The test results indicate the level of reading material that students can understand without teacher assistance.

According to an analysis and data provided by the school, the average DRP score for students entering Codman Academy has been at or slightly below the elementary school level. According to the school's Application for Charter Renewal, the national average for annual gains on the DRP scale is one to two points. On average, Codman Academy students have significantly exceeded that benchmark. The Class of 2005, the current senior class, has had an average total gain of 14.5 points over the three years (almost five points per year); the class of 2006 has had an average total gain of ten points over two years; and the class of 2007 has had an average total gain of five points over one year.

Table 9 shows the increase in the Class of 2005's ability to comprehend reading material from their entrance to the school in the fall of 2001 to the end of their junior year in the spring of 2004. The table shows that 12 of the 19 students entered the school reading at the elementary level; five were reading at the middle school level; and two entered reading at the high school level. By the spring of 2004, most students were reading at the high school level, and no student was still reading at the elementary school level.

**Table 9. Change in DRP Reading Levels
Class of 2005
Fall 2001 – Spring 2004**

Reading Level	Fall 2001	Spring 2004
Elementary School	12	0
Middle School	5	7
High School	2	12

Data Source: Appendix A of "An Analysis of Reading Growth over Time At Codman Academy Charter Public School DRP Results Fall 2001-Spring 2004" by Patricia Mora, Ed.M. Candidate, Harvard Graduate School of Education

Data show that most students in the classes of 2006 and 2007 also improved their DRP scores while at Codman Academy. However, one of 19 students in the Class of 2006 showed a decline in scores over the two-year period from fall 2002 to spring 2004 and five of 30 students in the Class of 2007 showed a decline in scores from the fall of 2003 to the spring of 2004.

With the exception of one student in the Class of 2007, students at Codman Academy with Individualized Education Programs (IEPs) have increased their scores each year. The three students with IEPs in the Class of 2005 increased their scores over three years by a range of 10 to 16 points; the three students with IEPs in Class of 2006 increased their scores over two years by a range of seven to 17 points; and four students with IEPs in the Class of 2007 increased their scores in one year by a range of three to 16 points, while one other student saw a decline of four points.

8. Codman Academy requires all students to take a three-hour exam twice a year in Humanities, Mathematics, and Science. Regular student coursework is collected and assessed using rubrics, and students regularly revise their work.

All Codman Academy students are required to take a three-hour exam twice a year (December and June) in each of the three core academic subjects: Humanities, Mathematics, and Science. A minimum score of 70 is required for a student to pass into the next grade. Rubrics are used throughout the program to give clarity to expectations and to give students specific feedback. Students are given the opportunity to raise their grades by redoing assignments, in some cases many times over. Student work is collected in binders.

9. Codman Academy requires students to prepare two portfolios during their time at the school: one prior to entering the eleventh grade and the other prior to graduation. The school has clear rubrics for assessment of portfolios, and the rubrics reflect high standards.

Prior to entering the eleventh grade, students must complete a “Passage Portfolio.” The Passage Portfolio must include one major project in each of the three core academic subjects: Humanities, Mathematics, and Science. Students select one of the three projects to present to a panel that includes a teacher, a parent, and a fellow student. Upon successfully completing the Passage Portfolio and passing all classes with a score of 70 or higher, tenth-grade students can enter the Senior Institute (the eleventh and twelfth grades).

Students are also required to prepare a “Graduation Portfolio” during their senior year. In their Graduation Portfolios, students demonstrate their general knowledge of the academic disciplines they have studied and the specific knowledge they obtained through investigations they have conducted. The material in the portfolio, developed over time and involving multiple revisions, is graded according to a rubric. The Team’s review of portfolio materials and the assessment rubric revealed that the rubric is clear and reflects high standards.

10. Codman Academy discontinued use of the Stanford 9 test to assess student learning.

The school administered the Stanford 9 test to tenth graders in the fall of 2002 and spring of 2003 to assess student learning, particularly in mathematics. The test results demonstrated general improvement during the year. However, the school discontinued use of the test after deciding that the information obtained by the test did not justify the time required to administer it. The school is reportedly assessing potential replacement assessment instruments.

CURRICULUM AND CLASSROOM OBSERVATIONS

11. Codman Academy provides its students with a college preparatory curriculum that is aligned with the Massachusetts Curriculum Frameworks. The school's approach to education is generally based on the Expeditionary Learning Outward Bound educational model.

Codman Academy provides students with a college preparatory curriculum that is aligned with the Massachusetts Curriculum Frameworks. All students are required to take the following academic courses during their four years at Codman Academy: four years of Humanities, four years of Mathematics, three years of Laboratory Sciences, and two years of a foreign language.

The approach to education at Codman Academy is based on the Expeditionary Learning Outward Bound (ELOB) educational model. The five core benchmarks of Expeditionary Learning at Codman Academy as described in its Application for Renewal are: learning expeditions, reflection and critique, school culture, school structures, and school review. These benchmarks and their subcategories differ from, but are generally consistent with, those identified by an ELOB implementation review summary report of June 17, 2004 and on the ELOB website. Moreover, the ELOB implementation review summary report noted: "Although the school draws on and uses the practices associated with Expeditionary Learning, there is not an explicit, connected link of Expeditionary Learning to the work and culture of the school." The review also found that only "25-50% of the school day/year is spent on well-defined learning expeditions." Notwithstanding this divergence from the ELOB model, the Team observed that the ELOB core practices were evident in practice at Codman Academy in the school's teaching and culture.

12. In the Codman Academy classes observed by the Team, there was evidence of advanced preparation by teachers. Instruction was highly individualized, with most time spent on individual work with teacher guidance and assistance. For the most part mutual respect by teachers and students was evident, although many classes were disrupted by student behavior. Teachers responded effectively to student disruptions.

The Team observed instruction in 14 classrooms during the two-day site visit. All classes observed by the team reflected advanced preparation, as evidenced by the "DO NOW" posted on front boards along with the agenda for the class. Teachers distributed detailed written directions and guidelines for the assignments to be completed in class or at home; the teachers reviewed these directions with the students and invited student questions. Materials were posted around classrooms to enhance lessons and to enable student access for preparation of assignments. Lessons reflected teacher knowledge of their content areas, and student assignments reflected high expectations for student learning.

Almost without exception, the instructional technique observed by the Team involved a brief whole class lesson presented by the teacher followed by independent or small group student work. Often the independent work centered on completion of worksheets and long-range assignments. Students conferred with teachers for guidance, and teachers used probing questions to ensure that students understood concepts. The school's expectation that students engage in

active, self-directed learning was evident. Overall, the Team observed that students were engaged in the lessons, and teachers held students responsible for being on task. In some classes, however, the Team observed long periods in which some students were not engaged in learning while waiting for teacher assistance.

Hands-on materials were part of the lessons observed in Mathematics and Science. Math formulas were made more accessible to students when teachers related them to familiar concrete structures. Students were observed to be writing in almost every class.

In all classes, teachers used a respectful tone in talking with the students. In focus group interviews, the teachers expressed genuine caring for the students, and this caring was also evident in the classroom. Mutual respect between students and teachers and among students was generally apparent. However, the Team witnessed episodes of disruptive behavior in approximately half of the classes observed. Teachers demonstrated flexibility in responding to behavioral problems through a variety of strategies, including ignoring the behavior, addressing misbehavior firmly but professionally, breaking up students into small groups, and in three instances, sending a student out of the classroom. Teachers praised students who ceased disruptive behavior and returned to their task when corrected.

13. The team observed that classroom resources were adequate, and computer technology was plentiful and integrated into classroom activities.

The Team observed that classroom resources were adequate. All classes had overhead projectors. The school provides laptop computers for student use, and these laptops were in use during several of the classes observed. For example, in one class students were posting research papers to the school's website. In another class, students were writing practice MCAS open-response questions on the laptops.

**RENEWAL QUESTION 2:
IS THE SCHOOL A VIABLE ORGANIZATION?**

- 1. Codman Academy is a supportive and academically demanding learning environment that reflects the principles of Expeditionary Learning. The school has assembled a staff of well-qualified and committed teachers. In focus group interviews, teachers, students, and parents all expressed their satisfaction with the school and indicated that they feel safe in the school environment. Codman Academy has made creative use of partnerships, expanding the boundary of the school into the surrounding community and beyond. However, the Team observed that the school's multi-use facilities present safety challenges.**

As noted in the discussion of Renewal Question 1, Codman Academy adheres to the core principles of the Expeditionary Learning Outward Bound (ELOB) model. Within this context, the school has created a learning environment that is both supportive and academically demanding for students. The strong school culture promoted by the Head of School and teachers is recognized and appreciated by students and parents. The school has high expectations for its students' academic and nonacademic work as well as for its students' conduct. Consistent

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classroom expectations, close relationships in single sex crew/advisory groups, and community circle (all-school meetings) all contribute to building the culture. Students wear a uniform with a Codman Academy logo on the shirt, and this uniform identifies them as members of Codman Academy within the school and in the community.

The Codman Square Health Center has been a major source of support to Codman Academy. A founder and Chief Executive Office of the Center was also a founder of the school, has served on the school's Board of Trustees since its inception, and is currently Board President. The Health Center has provided the school with resources including the facilities occupied by Codman Academy under a lease with the Center.

Through partnerships and expeditionary learning projects, the school has expanded its boundaries to encompass the surrounding area and the city of Boston. For example: through a partnership with the Huntington Theatre, ninth- and tenth-grade students spend every other Friday at the theater; the Epiphany Episcopal church provides use of a gymnasium for physical education; students receive tennis instruction at the Sportsmen's Tennis Center; and Boston-area colleges and universities provide interns to the school.

The Head of School has recruited a staff of well-qualified and committed teachers. According to information compiled by the school, all but two of the school's ten academic teachers have an advanced degree: eight are highly qualified under the No Child Left Behind Act, and the other two have certification applications pending. Teachers work under one-year contracts. When they are first hired, new teachers attend a week of orientation and training in Expeditionary Learning; they also join veteran teachers in planning sessions during the two weeks preceding the start of school. Teachers are observed in the classroom during the year by the Head of School and the school's formal evaluation system provides detailed feedback to teachers. Among the evaluations reviewed by the Team was an evaluation of a new teacher; the contents of the evaluation folder indicated that the teacher's work was carefully monitored during the teacher's first year at the school. The Head of School told the Team that Codman Academy tries to match starting salaries in the Boston public schools but is unable to match salaries paid to veteran public school teachers. The school seeks to retain its teachers by offering them a supportive and rewarding environment.

Codman Academy employs a part-time Special Education Director as well as a Special Education teacher. The school prepares Individual Education Plans for students as required. However, the school has not established a Special Education Parent Advisory Council; the Team was told that the school has encountered difficulty recruiting parents to serve on a Council. Codman Academy provides teachers with adequate time for planning and professional development. Teachers use a week at the end of the school year to reflect on completed work and two weeks before school begins for professional development and planning for the coming year. Every other Friday during the school year is scheduled for department meetings, curriculum planning, grading, or professional development. Multiple half days during the year are set aside for faculty to meet and plan. The school supports staff participation in professional development workshops off campus, particularly those offered by ELOB.

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According to the Head of School, most charter schools are managed by two people, in contrast to Codman Academy. As the school has grown over the past four years, the need for additional administrative staff has become apparent, particularly in light of Codman Academy's six-day schedule. To address the need, the school will add an Academic Dean and a program person to its leadership team next year, thereby enabling the Head of School to devote more attention to future school development issues.

It is clear that many parents of Codman Academy students are engaged in their children's learning. Some parents have taken part in Saturday classes under a school policy that allows them to do so when class space is available. Parents volunteer in a variety of capacities, including coaching sports teams and serving on school committees. Parents have open access to the school and classrooms, and some parents do visit classes to observe teachers and their students. Teachers are available to parents through email and telephone, and parents have ready access to their children's grades on the school's intranet site. Parents who do not otherwise have access to a computer may use the school's computers to obtain this information. Codman Academy's Parent Council meets monthly, and a member of the Council was recently invited to serve on the Board of Trustees. The school reports that for four years in a row, 100 percent of parents/guardians have attended the mid-semester parent/student/teacher conference.

In focus group interviews, parents, teachers, and students expressed satisfaction with Codman Academy's academic standards. Some students indicated that they had not been academically challenged prior to coming to the school and that they appreciate the more academically demanding environment of Codman Academy. The students noted that the longer school day and Saturday classes reflect higher expectations than those experienced by their peers in the Boston public schools. Students and parents commented on the teachers' extraordinary efforts to help students meet high standards: teachers are available after hours and accessible by telephone and email even on weekends. Parents reported that the Head of School would "battle" to keep students in school and working to meet high standards.

Students and teachers interviewed by the Team regarded the school environment as safe. Students did report that there had been a few fights in school but that these episodes were contained and dealt with swiftly and effectively; they did not regard occasional fights as particularly unusual in the urban environment. The Head of School reported to the Team that last year the school confronted a problem with gang recruitment of students and that the school responded by bringing in the anti-gang unit of the Boston Police Department.

During its site visit, however, the Team did note a safety issue. Codman Academy is located in multi-use facilities that are open to the public. Classes and offices are located in the Codman Square Health Center and in the Great Hall across the street, and both of these buildings are accessed by the public. The Health Center has many visitors, members of the community sometimes use space upstairs in the Great Hall, and an area downstairs is shared with a community food pantry. The Head of School told the Team that there have been a few incidents with food pantry patrons and that the pantry will be moved out of the space. She also indicated that the Health Center buildings, including the Great Hall, are outfitted with closed circuit cameras for security.

- 2. Although authorized to enroll 130 students, Codman Academy has 105 students enrolled this school year. Interest in the school is strong: Codman Academy receives two applications for every ninth-grade space. Most of the school's students live in the Codman Square area. The school's attendance rate is high, as are the percentages of students who complete the school year.**

Although the school is authorized to enroll 130 students under its charter, the school currently enrolls 105 students, its maximum capacity in its current facilities, according to the school's Charter Renewal Application. The school enrolls students entering the ninth grade and receives approximately two applications for every space available, indicating that interest in the school is high. Although open by lottery to all students in the city of Boston entering the ninth grade, the school's Application for Charter Renewal states that Codman Academy is "predominantly a neighborhood school, serving students who reside in and around Codman Square." The Head of School told the Team that the school's recruitment efforts involve posting information to the school's website and distributing flyers to schools and after-school programs; they have not participated in the city-wide high school fair because there is a fee to participate and the school already has a waiting list.

The school's attendance rate is high: approximately 97 percent, even including Saturday classes according to school data provided to the Team. This rate compares favorably to the statewide average of approximately 94 percent. For the past two years, 93 percent of students who started the school year at Codman Academy completed the school year there. Although retention rates are higher than the statewide average (3.3 compared to 2.6 statewide, according to DOE data), the actual numbers are low (three students in the 2002-2003 school year, six students in the 2003-2004 school year, and three students in the 2004-2005 school year, according to the school's Application for Charter Renewal).

- 3. Codman Academy's facilities are cramped but considered adequate to meet the school's current needs. The school has creatively addressed its space and program needs through community partnerships. Although the Board of Trustees has been working to identify options for expansion, the school's facility plans remain unresolved.**

Codman Academy's Board of Trustees, Head of School, and teachers all recognize that the school's capacity to expand its enrollment and educational offerings is constrained by the space limitations of its current facilities. The school began operations during this charter period in space located in the Codman Square Health Center and then expanded to other Center-owned space across the street. As previously noted, the school's maximum capacity in its current classroom configuration is 105 students, although it is authorized to enroll 130 students. The Head of School also told the Team that she believes that a desirable school enrollment would be 110 to 115 students.

The school's current facilities are cramped and contain little storage room. Some of the space is shared with a food pantry. (The Head of School told the team that the school will use this space next year when the food pantry is relocated.) Notwithstanding these space limitations, the focus group interviews conducted by the Team indicated that the school's facilities do meet the

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school's current needs, although the space is far from ideal. The school has been able to meet some of its space and programmatic needs through its community partnerships.

The school's facility needs have received a great deal of attention from the Board of Trustees over the past four years and remain a Board priority. Until recently the School was considering leasing more space from Codman Square Health Center in another nearby building, but the Board concluded that use of the space by the school would require extensive renovations. Board members were concerned with the cost of the renovations, and a majority of Board members preferred that the school own rather than lease the facility, according to the Head of School.

The Board of Trustees told the Team that the Board will consider its space needs as part of its ongoing strategic planning efforts, which will focus on where Codman Academy should be located in five to ten years. They expressed confidence that the school and the Codman Academy Foundation will be able to raise the necessary capital to fund a building. The Board members also told the Team that they expect the school's space needs to be addressed during the upcoming academic year. In a separate interview, the Head of School told the Team that when the school settles on a facility plan, the Board will be able to raise the necessary funds – which she estimates will range from four to six million dollars – to implement the plan.

4. Codman Academy's audited financial statements for the 2002, 2003, and 2004 fiscal years show that the school's financial condition is sound. The school has not yet addressed several comments in the auditors' management letters from the 2002 and 2003 fiscal years.

The Team reviewed Codman Academy's audited financial statements for the fiscal years ending June 30, 2002, 2003, and 2004. In each instance, the auditors' reports accompanying all three audited financial statements were unqualified. The school received management letters from its auditors in each of the three years identifying opportunities to strengthen internal controls, accounting practices, and other matters. The financial statements combine information for Codman Academy and the Codman Academy Foundation, Inc., the related nonprofit entity established to raise funds in support of Codman Academy.

The audited financial statements show that Codman Academy has generated surpluses each year. As of June 30, 2004, the school had a net asset balance of \$814,146. Of this amount, \$197,366 represents net capital assets, including leasehold improvements and furniture, equipment, and computers. Thus, the noncapital net asset balance equals \$616,780, or approximately 61 percent of the school's operating expenses for the 2004 fiscal year. According to the Management Discussion and Analysis contained in the 2003 and 2004 fiscal year audit, the school plans to use its surplus to meet future facility needs. The school's Business Manager confirmed this plan in an interview with the Team.

Three recommendations noted in the most recent management letter as prior comments not yet resolved or in the process of being resolved have appeared in each of the three management letters: develop a cost allocation plan and allocate costs during the year; establish written agreements for transactions between the school and the foundation; and consider establishing a Finance Committee of the Board. Two others have been unresolved for the past two years:

monitor the financial condition of banks in which amounts of school funds on deposit are in excess of the federally insured limit of \$100,000; and mark paid invoices as cancelled.

The Team reviewed the current management letter comments with Codman Academy's part-time Business Manager, a certified public accountant whose principal responsibility is to oversee financial matters at the school. However, he has only held the position of Business Manager at Codman Academy for approximately seven months, and he reportedly has spent most of his time working to correct accounting records and improve accounting procedures. Although he expressed uncertainty about the current status of the management letter comments, he did note that there are few transactions between the school and the foundation, that he has been working to correct past cost allocations in the accounting system, and that the small size of the school staff presents challenges in terms of segregation of duties for internal control. In a separate interview, the Head of School reported that the Board did have a Finance Committee last year, but that the committee has been discontinued this year. She stated that the entire Board is involved in financial matters affecting the school.

5. Codman Academy's Board of Trustees meets regularly and is actively engaged in school governance. Board minutes indicate that the Board regularly receives and discusses information pertaining to the school's finances and as well as other school matters. The Board is currently engaged in Board development activities.

The Board of Trustees meets once a month during the school year. Board meeting agendas and minutes indicate that Board members discuss and vote on substantive school matters and that the Board is appropriately informed of and engaged in the school's financial affairs. The Board receives regular updates from the Head of School, sets major goals for the school, reports on the school's budgetary position at least quarterly, approves the annual budget, and receives the school's annual financial audit reports. The Board evaluates the performance of the Head of School each year; this past year, the Board contracted with a consultant for a more formal and detailed evaluation. Board members and the Head of School told the Team that the Board's role is to focus on policy matters and provide support and guidance to the school's faculty.

The Board has recently focused on Board development providing orientation to new members and examining the role of Board members and strategies for recruiting new Board members. The Board is currently initiating a strategic planning effort. The Head of School told the Team that the goal of these efforts is to sustain the school's success: whereas the school's initial focus was on establishing its curriculum and culture, now the school's focus is on sustaining its success through Board development, expansion, and fundraising for the school.

6. The Board's practice of allowing a member to participate in the discussion of matters in which his organization has a financial interest is not consistent with the requirements of the state conflict of interest law. When the Board recently learned that its use of executive sessions to discuss the Head of School's performance was inappropriate, the Board discontinued this practice.

As previously noted, Codman Academy leases its classroom and administrative offices from Codman Square Health Center. The Chief Executive Officer of the Health Center is a founding

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member of Codman Academy and the President of the school's Board of Trustees. He has signed the property leases with Codman Academy on behalf of the lessor (the Center). He regularly participates in Board discussions about facility needs that include consideration of other proposed leases with the Center, and he serves on the Board's Facility Committee, which has focused almost exclusively on considering properties owned by the Center for school use. Board minutes show that the President abstains from voting on lease matters. The Head of School also told the Team that the President takes part in the Board's discussions about facility needs and leases but that he does not vote on the leases.

M.G.L. c. 268A, the state conflict of interest law, prohibits public officials, including Board members, from participating in any particular matter in which the public official, an immediate family member, partner, or a business organization in which he or she has certain affiliations, has a financial interest. According to the State Ethics Commission, "[p]articipation [in a particular matter] includes not only voting or deciding on a matter but also formal and informal lobbying of colleagues, reviewing, discussing, giving advice and/or making recommendations on particular matters." Consequently, participation of the President of the Board of Trustees in the Board's deliberations on the leases and facility needs is not permitted by M.G.L. c. 268A.

The Team's review of Board meeting agendas and minutes revealed that the Board has gone into executive session each year to review the performance of the Head of School. The open meeting law, M.G.L. c. 30A, §11A½, limits the use of executive sessions to the specific purposes set forth in the law. The Head of School's performance review is not a permissible purpose for an executive session under the open meeting law. The Head of School told the Team that when the school recently learned at a meeting of charter schools that an executive session could not be used for this purpose, the Board discontinued this practice. The agenda for the April 5, 2005 meeting included an executive session for this purpose, but the minutes for that meeting do not reference an executive session.

**RENEWAL QUESTION 3:
IS THE SCHOOL FAITHFUL TO THE TERMS OF ITS CHARTER?**

- 1. Codman Academy has operated under a draft Accountability Plan containing some objectives that are not measurable. The school has met some, but not all, of the measurable objectives set forth in its draft Accountability Plan.**

Codman Academy has operated throughout its first charter period with a draft Accountability Plan that was developed in the 2001-2002 academic year but has never been approved by the DOE. Each of the school's three Annual Reports issued to date has reported on Codman Academy's progress toward objectives outlined in the draft Accountability Plan, although the wording of these objectives in the reports has sometimes departed from the wording of the draft Accountability Plan. The DOE's 2003-2004 Site Visit Report, dated April 9, 2004, encouraged the school to finalize and obtain approval for its draft Accountability Plan and to ensure that the goals in the Accountability Plan were rigorous and measurable.

Codman Academy's draft Accountability Plan lists some objectives that are not measurable. In some cases, the listed objectives are activities, procedures, or factual statements rather than

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measurable outcomes. In other cases, the assessment measure accompanying the objective is not sufficiently specific to enable an objective assessment of the school's progress.

The following section presents each of the objectives and assessment measures stated in the draft Accountability Plan, notes which objectives and assessment measures are not measurable as stated, and summarizes the school's progress toward those objectives and assessment measures that are measurable.

Academic Program Objectives

1. Students must complete these core curriculum requirements [listed in the Accountability Plan] by demonstrating their mastery of content through portfolios, exhibition/performances and passing the MCAS test. Students must attain a grade of 70 which is equivalent to a C-. Any grade lower than a C- will be marked No Credit (NC).
 - Assessment: Promotion and graduation rates.
 - Assessment Schedule: Student report cards bi-annually and portfolios annually.

According to the school's Application for Charter Renewal, Codman Academy students have met all but one core curriculum requirement listed in the Accountability Plan: the requirement that all students complete than one Advanced Placement course or college-level course. In a written response to a question from the Team regarding the Advanced Placement course requirement, the Head of School stated: "We are waiving it as a graduation requirement and not including it in the renewal." The school's Application for Renewal notes that all seniors have taken two Virtual High School on-line courses during the 2004-2005 school year but that this graduation requirement is also being discontinued. The draft Accountability Plan does not specify assessment measures pertaining to student promotion and graduation rates.

2. By graduation, students should increase reading proficiency as assessed by Degree of Reading Powers (DRP) to read at or above grade level.
 - Assessment: Degree of Reading Power Test for all incoming students and every spring thereafter for all students. 85% students at graduation shall complete goal.
 - Assessment Schedule: DRP test results compiled twice annually for ninth graders and annually thereafter for students in grades ten through twelve to gauge progress.

With respect to the above-listed objective, the school's Application for Charter Renewal states: "Codman is confident that over 85% of the Senior class will be reading at a high school level at the time of their exit DRP exam in June 2005." It thus appears that the school has interpreted the above-listed objective – that 85 percent of graduating seniors be able to read at or above grade level at graduation, as measured by the DRP test – to mean that 85 percent of graduating seniors must be able to read at a high school level, as measured by the DRP test. No student has yet graduated from Codman Academy. As noted in the discussion of DRP test results under Question 1, as of the spring of 2004 seven of 19 students in the class of 2005 were still reading at the middle school level.

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3. Each student shall complete with a satisfactory self-evaluation and supervisor's evaluation a Learning Through Internship (LTI) of at least 30 hours as well as two summers of approved enrichment programming such as internships or courses.
 - Assessment: 100% of all students shall complete a LTI at a satisfactory level. Students will present an internship report, including narrative, self-evaluation and mentor evaluation.
 - Assessment Schedule: At the end of every semester.

According to Codman Academy's Application for Charter Renewal, 100 percent of the class of 2006 will have completed a LTI experience of at least 30 hours as well as two summers of school-approved enrichment. The Head of School provided the following written explanation in response to a follow-up question from the Team regarding the LTI projects: "LTI = Senior Internships which all seniors must complete to graduate. They are presenting their projects on May 19 and 26th. These will include their mentor evaluations and their own evaluations."

4. Students must pass the MCAS test in order to graduate.
 - Assessment: 75% [of] students pass MCAS on first try.
 - Assessment Schedule: Students will take MCAS spring 2003, report results to Board of Trustees.

The above-cited objective is a statement of fact (the state requires all students to pass tenth-grade MCAS exams in English Language Arts and Mathematics in order to graduate) rather than a performance objective. The assessment measure does reflect a performance objective: that 75 percent of the school's students pass MCAS exams on their first try. Although the class of 2005 did not achieve this 75 percent objective, the class of 2006 exceeded it. In 2003, 100 percent of the class of 2005 passed the MCAS English Language Arts (ELA) exam on their first try, and 68 percent of its students passed the MCAS Mathematics exam on their first try. The following year, 100 percent of the class of 2006 passed the MCAS ELA exam on their first try, and 82 percent passed the MCAS Mathematics exam on their first try.

Organizational Viability Objectives

1. The Board of Trustees shall function in an effective manner to carry out the mission of the school and provide oversight of its academic and organizational goals.
 - Assessment: Board minutes from monthly Board meetings. Observation and feedback by outside evaluator annually.
 - Assessment Schedule: Monthly Board meetings and an annual Board retreat to set goals.

The above-listed assessment measures of Board effectiveness and oversight are not specific or measurable. Although the objective requires Board observation and feedback by an outside evaluator each year, the Board has not obtained an independent evaluation of its own

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effectiveness each year. The school's 2001-2002 Annual Report noted that the DOE had observed and provided a favorable review of a Board meeting. The school's Annual Reports for 2002-2003 and 2003-2004 noted that the Expeditionary Learning Outward Bound (ELOB) organization had conducted a review of the school; however, the 2003 and 2004 Expeditionary Learning reports, which are available on the school's website, indicate that these reviews did not focus on or evaluate the Board's functions or governance practices. The DOE's 2003 Site Visit report observed: "The school's accountability plan calls for an independent evaluation of the board each year, but the board does not have a system for self-evaluation at this time."

However, the school's Application for Renewal states that the school has used a 2004 grant from the Mifflin Foundation to contract with Executive Service Corps (ESC) to strengthen both the school's Board of Trustees and that of the Codman Academy Foundation. ESC has reportedly interviewed Board members to assess Board needs and is working with the Board President and Head of School to restructure the nominating by-laws.

The Board of Trustees has held monthly meetings and, according to the school's Application for Charter Renewal, holds an end-of-year joint retreat with the Codman Academy Foundation Board.

2. The school shall raise necessary funds and manage cash flow to meet expenses.
 - Assessment: Independent audit annually.
 - Assessment Schedule: Annual budget reports to Board of Trustees.

The above-listed assessment measure cites the requirement for an annual independent audit but does not specify the audit outcome reflecting the objective. As previously discussed, however, Codman Academy's financial condition is sound. Board minutes show that the Board has been regularly apprised of the school's financial condition and that it has discussed and voted on the school budget every year.

3. Facilities shall be obtained to carry out the school's mission. The school shall open in September 2001 in space to be renovated at 637 Washington Street, and expand in Codman Square area in September 2002.
 - Assessment: Signed lease and contract for renovations with deadline for completion by August 15, 2001, including Certificate of Occupancy approved by Boston City Building Inspector.
 - Assessment Schedule: Review renewed lease annually.

The above-listed assessment measure cites a completion date of August 15, 2001, and thus does not represent a five-year performance target. Codman Academy currently leases space from the Codman Square Health Center at 637 Washington Street and 450 Washington Street in Codman Square. As previously discussed, the school's current facilities are crowded. According to the school's Application for Charter Renewal: "The Board of Trustees recognizes facilities as one of its highest priorities and an area in need of leadership."

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4. Attract strong faculty and support their professional development.
 - (a) Monthly faculty development meetings with Special Education Director.
 - (b) Identify outside staff developer and raise funds to work with faculty 2002-2003.
 - (c) Faculty is invited to participate in various professional development opportunities throughout the school year (including conferences and site visits)
 - Assessment: Rate of contracts offered to faculty and management.
 - Assessment Schedule: Annual Performance Review includes self-review by faculty. Results reported to Board of Trustees.

The school's objective of attracting strong faculty and supporting their professional development is not measurable as written. It is unclear how the assessment measure, rate of contracts offered to faculty and management, relates to this objective: increases or decreases in the number of contracts offered to faculty and management would reflect school growth and staff turnover but not staff quality. As discussed under Renewal Question 2, the listing of Codman Academy faculty for the 2004-2005 academic year shows that the school's teachers are well educated and highly qualified; the two teachers without certification have pending applications at the DOE, according to the school.

Mission-Related Objectives

1. Annual independent evaluation and/or school review.
 - Assessment: Evaluation by independent organization, report to Board of Trustees.
 - Assessment Schedule: Annually.

Neither the objective nor the assessment measure establishes a target outcome for the annual independent evaluation and/or school review. The school has obtained two independent evaluations: in March 2003 and April 2004, an ELOB Peer Review Team conducted two-day review visits to Codman Academy to assess the school's progress in implementing the Core Practice Benchmarks of Expeditionary Learning. ELOB evaluators observed classes, faculty meetings, and schoolwide meetings; they also met individually with students, faculty, and other stakeholders in the school.

2. Offer rich interdisciplinary Expeditionary Learning education steeped in innovative literacy program, liberal and performing arts.
 - Assessment: Interdisciplinary curriculum based on Expeditionary Learning Outward Bound design principles. Learning expeditions match the state standards and frameworks designed by Expeditionary Learning Outward Bound.
 - Assessment Schedule: Monthly curriculum meetings with teachers and Head of School. Annual review.

A 2004 report on Codman Academy prepared by ELOB noted: "Although the school draws on and uses the practices associated with Expeditionary Learning, there is not an explicit, connected link of Expeditionary Learning to the work and culture of the school." Nevertheless, Codman Academy's adherence to the principles of Expeditionary Learning was evident to the Team. For

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example, the school has established learning expeditions such as the partnership with Huntington Theatre Company, a Geometry expedition that enables students to evaluate staircases in the city of Boston with respect to building code requirements, and a two-day Model United Nations simulation. The Team observed active pedagogy in the classrooms observed: teachers were helping students to become active learners. Consistent with the Expeditionary Learning model, the required Passage Portfolios prepared by students demonstrate students' engagement in authentic learning, and the school's rubrics for assessing the Passage Portfolios are based on clear, rigorous standards. Overall, the Team observed that the school's culture reflects the school's high expectations for its students and commitment to building a close-knit school community.

3. Student attendance.

- Assessment: At least 94% daily average attendance for 6 day school week.
- Assessment Schedule: Monthly attendance report presented to Board of Trustees.

Codman Academy has exceeded its student attendance objective: according to the Head of School, the attendance rate, including Saturday classes, has been 97 percent every year.

4. Parent/family members become active partners with Codman Academy Charter School.

- Assessment: 100% participation in Faculty/Student/Parent Conferences. 90% rate school A or B in annual parent survey.
- Assessment Schedule: Annual parent survey offered in spring semester to evaluate partnership, report results to Board of Trustees.

The school has met the first part of the above-listed objective: for four years in a row, 100 percent of the parents or guardians of Codman Academy students have attended the mid-semester parent/student/teacher/conference, according to the school's Application for Charter Renewal. The school's 2002-2003 Annual Report provided an analysis of the results of a parent survey conducted after the 2002-2003 academic year: 76 percent of parents completing the survey gave Codman Academy an A or a B rating. The school has not conducted a parent survey since then.

5. Strong partnerships with community organizations.

- Assessment: Develop strong partnerships with The Boston Globe, the Codman Square Health Center, the Museum of Fine Arts, The Huntington Theatre, and Sportsmen's Tennis Center.
- Assessment Schedule: Survey by Huntington Theatre of students, annual parent survey in spring semester. Results reported to Board of Trustees.

This objective and assessment measure is not specific or measurable. Nevertheless, there is ample evidence that Codman Academy has forged alliances with many outside organizations, including those listed above. According to the schools 2003-2004 Annual Report, incoming ninth-grade students received free home delivery of *The Boston Globe* during the previous year. The Codman Square Health Center leases space to the school and has provided resources to students: for example, the 2003-2004 Annual Report cited the ability of students to participate in single sex Talking Circles with a licensed social worker. The school's Humanities curriculum

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has incorporated fieldwork at both the Museum of Fine Arts and the Huntington Theatre, and Codman Academy students have received tennis instruction at the Sportsmen's Tennis Center. However, it is unclear how the strength of these relationships could be measured objectively or how the Huntington Theatre survey relates to the above-listed objective. As previously noted, the school has not conducted a parent survey since 2003.

6. Dissemination.

(a) Document our learning as we go

- Assessment: In-house photographer. Written informal weekly Field Notes. Observations by volunteers and transcriptions of talks and interviews.
- Assessment Schedule: Ongoing.

(b) Sharing Best Practices beyond our school

- Assessment: Faculty participation and leadership in local and national educator networks.
- Assessment Schedule: Ongoing documentation of participation type and extent.

(c) Teacher and Administrator Preparation and Education

- Assessment: Field Experience Placements (FEP) through Harvard Graduate School of Education. Documentation by HGSE students of their work at Codman Academy Charter School.
- Assessment Schedule: Reports received at the end of each semester.

Codman Academy has extensively documented and disseminated information about the school's practices in multiple venues, as discussed below.

2. Codman Academy has undertaken extensive dissemination efforts during its first charter period, as required by the charter school law.

The charter school law, M.G.L. c. 71, §89(II), states that the charter of a Commonwealth charter schools "shall not be renewed unless the board of trustees of the charter school has documented in a manner approved by the board of education that said commonwealth charter school has provided models for replication and best practices to the commissioner and to other public schools in the district where the charter school is located." Codman Academy has engaged in a large number of dissemination activities. In January 2005, Codman Academy received a competitive grant from the DOE to disseminate its best practices around parent involvement, learning expeditions, and technology. Numerous papers have been presented and published by Codman Academy staff and posted on the school's website. Faculty members have made trips to other schools for one-on-one mentoring around curriculum design. Codman Academy has promoted study of the school by graduate students, educators, researchers, and policy makers.

The school's Application for Charter Renewal notes that Codman Academy trustees, administrators, and teaching faculty have published papers and delivered presentations at charter school and Expeditionary Learning conferences on the subjects of technology, parent involvement, retention for overage, underperforming students, and curriculum. These papers are also posted on the school's website. Other examples of dissemination listed in the school's Application for Charter Renewal are as follows:

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- Graduate students from local universities, including the Harvard Graduate School of Education, Tufts University, and Simmons College, have interned at Codman Academy. According to the school's 2003-2004 Annual Report, an intern from the Harvard Graduate School of Education prepared a video/DVD documenting student fieldwork at the Huntington Theatre, college visits, and other field trips in the spring semester. The school planned to use this video/DVD on visits to other schools and conferences.
- The Small Schools Project in Seattle has selected Codman Academy for a future documentary on best practices, showcasing its literacy program with the Huntington Theatre.
- The school regularly receives visitors from around the state, the country, and the world. Throughout the most recent semester the school was scheduled to host, on average, one visitor group per week.

**RENEWAL QUESTION 4:
IF THE SCHOOL'S CHARTER IS RENEWED,
WHAT ARE ITS PLANS FOR THE NEXT FIVE YEARS?**

- 1. Codman Academy's Application for Charter Renewal identifies six areas on which the school's future plans will focus: academic achievement, building governing and Foundation boards, facilities, sustainability, meaningful parent involvement, and a culture of reflection and dissemination. An updated draft Accountability Plan provided by the school is comprehensive and generally corresponds to the areas of focus; however, the draft contains some objectives that are neither clear nor measurable.**

Codman Academy's Application for Charter Renewal discusses the school's plans for the future under six topic headings: academic achievement, building governing and foundation boards, facilities, sustainability, meaningful parent involvement, and a culture of reflection and dissemination. These broad areas comport with the interests, concerns, and plans mentioned to the Team by the Board of Trustees and Head of School. Briefly, the plans include the following:

- **Academic Achievement:** Codman Academy plans to improve academic achievement on internal and external assessments. In support of this, the school will offer rich professional development opportunities for teachers and administrative staff. The new Academic Dean will support that activity. In addition, the school will develop new partnerships to support education in Mathematics and Science.
- **Building Governing and Foundation Boards:** The school will continue its work to strengthen and recruit new members for the Boards of Trustees of the school and the Foundation.
- **Facilities:** Codman Academy will initiate a capital campaign to raise funds needed to acquire permanent space for the school that satisfies programmatic needs including a library and additional office and classroom space.

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- **Sustainability:** The new Academic Deal will take over support and instruction for classroom teachers; the Head of School will focus on Board and parent relations, fundraising, and institutional development; the Director of Development will be increased from a part-time to full-time position to prepare for a capital campaign and raise additional funding to support operations – a salary increase for teachers and staff.

The school's plans are less specific about the final two areas:

- **Meaningful Parent Involvement:** The school plans to work to increase parental involvement in the school.
- **A Culture of Reflection and Dissemination:** The school plans to continue its commitment in this area.

In response to the Team's request for documents relating to the school's forward planning including strategic or business plans, Codman Academy provided the Team with an updated draft Accountability Plan with the notation "updated March 8, 2005." This document is still under development; it has not been approved by the Board of Trustees nor submitted to the DOE as part of Codman Academy's Application for Charter Renewal.

The scope of the updated draft Accountability Plan is comprehensive and generally covers the six areas of focus cited in the school's Application for Charter Renewal under "Plans for the Future." In its current form, however, the document does not meet DOE's *Guidelines for Writing Charter School Accountability Plans*. According to the DOE's guidelines, a charter school accountability plan should specify measurable, outcome-based, five-year performance objectives for the school. The Guidelines note that an accountability plan need not and should not describe all outcomes that a charter school seeks to attain; rather, it should set "objectives for the most critical areas of its performance that will inform a decision about whether to renew the school's charter." Some of the objectives contained in the updated draft Accountability Plan are clear, specific, and measurable. However, others are not. For example:

- Under "Academic Program," the updated draft cites "promotion and graduation rates" as a measure of students' academic achievement but does not specify the rates that the school hopes to achieve over the next charter period. Under the same section, the updated draft states that the Board of Trustees will undergo periodic observation and feedback from an outside evaluator but does not specify a schedule for this activity or obligate the Board to take action in response to the evaluator's feedback.
- Under "Organizational Viability," the updated draft cites "rate of contracts offered to faculty and management as well as informal yearly reviews with Head of School" as measures of the school's progress in attracting strong faculty and offering supportive professional development. These measures are not specific; in addition, as discussed under Renewal Question 3, it is unclear how the first measure relates to the school's stated objectives.
- Under "Adherence to Mission," the updated draft lists a series of objectives under the umbrella objective of maintaining strong partnerships with community organizations. One

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listed objective is to “[d]evelop a Math/Science partnership of equal strength to the Huntington Theatre Company partnership.” This objective lacks an agreed-upon standard for assessing the strength of both partnerships.

2. Codman Academy has recently undertaken several initiatives to strengthen the school and chart the school’s course for the next charter period.

During its first charter period, Codman Academy has established and expanded a successful school. As the school has grown, the Board of Trustees and the Head of School have recognized the need to work to strengthen the boards of both Codman Academy and the Foundation. Toward that end they have worked with the Executive Service Corps. The Board is planning to initiate a comprehensive, systematic strategic planning effort to help identify and meet challenges and sustain the school’s success through the next charter period.

3. Meeting Codman Academy’s facility needs is a priority issue for the Board of Trustees.

Board members are aware of the importance of addressing Codman Academy’s facility needs while remaining attentive to academic issues. The Trustees acknowledge having devoted much attention to facility needs over the past four years without coming to a long-term solution. They plan to consider space needs based on their desired educational program, determine what amount of capital investment will be required, and undertake a capital campaign through the Foundation.

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