Charter School Accountability Plan Template

School Name: Codman Academy Charter Public School

Charter Period: 2011-2016

Mission Statement: Codman Academy Charter Public School’s mission is to prepare students for full participation in the intellectual, economic and civic life of society, by ensuring their preparation for and access to further education, by developing 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.

## I. THE SCHOOL IS FAITHFUL TO THE TERMS OF ITS ChARTER.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBJECTIVE</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission, Vision and Educational Philosophy</td>
<td>The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</td>
<td>1. Students engage annually in 5 or more structured conversations with a small group of staff and peers about their personal growth and life goals. Each year, at least 90% of students reflect on their successes and challenges by creating written intention statements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Through collaborations with school partners, 90% of graduating students complete all of the following activities: 1) a multi-week internship experience for credit, 2) participation in a theatrical production as a performer or stage crew member, 3) fieldwork research for a class, and 4) completion of a three day outdoor leadership course.</td>
</tr>
<tr>
<td>Academic program</td>
<td>The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).</td>
<td>1. The school receives a positive annual implementation review by Expeditionary Learning (EL), earning a score of at least 3 (out of 4) for at least 3 measures identified at the outset of each school year (changes annually). The review assesses the level of implementation of ELS’s core practices and evaluates the school’s progress towards annual goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 90% of graduating students earn 70% or higher on a capstone research project in which they choose, research, and design a social justice project to benefit the community.</td>
</tr>
</tbody>
</table>

## II. THE SCHOOL’S ACADEMIC PROGRAM IS A SUCCESS.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBJECTIVE</th>
<th>MEASURE</th>
</tr>
</thead>
</table>
| **MCAS - performance** | 1. Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.  
2. The percent of students earning a score of Proficient or Advanced will meet or exceed the average between the local district and state. |
| **MCAS - growth** | 1. The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate in all subject areas tested for accountability purposes.  
2. The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate in all subject areas tested for accountability purposes. |
| **Internal assessments of student achievement** | Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.  
1. 90% of graduating seniors earn a minimum of 70% in all core academic classes prior to graduating in addition to demonstrating proficiency of at least 80% on the Graduation Portfolio, a multi-year investigation culminating in a graded portfolio presentation to a panel comprised of faculty, students, and parents.  
2. As part of the school’s curricular requirements, 90% of graduating students will have delivered at least two prepared speeches/presentations to audiences of at least 50 people. Speeches and presentations will increase in complexity across the grade span and will be graded according to a detailed rubric, with 70% of students earning proficiency of at least 80%.  
   a) 90% of rising 10th grade students recite a poem of their choosing as part of the National Endowment for the Arts’ Poetry Out Loud Recitation Contest.  
   b) 90% of rising 11th grade students perform an August Wilson monologue as part of the Huntington Theatre Company’s August Wilson Monologue Competition.  
   c) 90% of graduating students write and perform a Senior Talk modeled on a Socratic apologia. 90% of graduating students achieve a minimum of at least 80% on the 12th grade Senior Talk. |

---

1 “Proficiency” includes attaining either proficient or advanced classification.  
2 “Accountability purposes” is any test at any grade level that “counts” toward AYP determination.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBJECTIVE</th>
<th>MEASURE</th>
</tr>
</thead>
</table>
| Solvency and stability | 1. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.  
2. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.  
3. The school’s annual independent audit is free of material or repeated findings. | 1. The school’s annual budget is sustained by its enrollment.  
2. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.  
3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. |
| Fiscal oversight       | The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school.  
The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes. | 1. The board establishes a finance subcommittee that meets at least six times per year and reports monthly at board meetings as evidenced in board minutes. The finance committee is charged with ensuring strong fiscal oversight of the school including working with staff leadership to develop the annual budget.  
2. The Fiscal Policy Manual is reviewed annually as part of the school’s independent audit. |
| Enrollment             | The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plans, and as defined by statute and regulations. | 1. Each year, the school sends a mailing to 100% of 8th graders enrolled in the Boston Public Schools.  
2. Each year, the school’s applicant pool is at least three times the size of the incoming class. |
| Roles and responsibilities | The school defines and delineates clear roles and responsibilities among board and staff. | 1. The school annually reviews and adopts a decision making organizational tool delineating job functions and areas of individual and collective responsibility. The tool outlines school-wide decision making processes and communication structures. The decision making tool is shared with the entire staff at the start of each year.  
2. On the year-end faculty survey, staff report a strong understanding of their role and responsibilities as evidenced by at least 80% responding favorably to the question (from Gallup Q12 survey): Do you know what is expected of you at work? |
| Family engagement      | The school involves parents/guardians as partners in the education of their children. | 1. 90% of parents/guardians meet with the school’s social worker prior to their child’s first day of school.  
2. At least 90% of families participate once a year in student/teacher conferences. |