

**Application for Renewal of a  
Public Charter School**

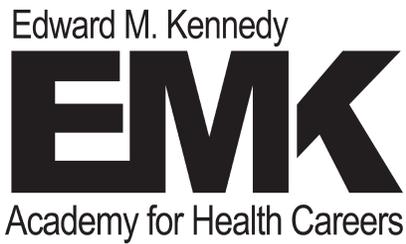
Submitted to the Department of Elementary and Secondary Education

July XX, 2022

Approved by the Kennedy Academy Board of Trustees

June 15, 2022

10 Fenwood Road  
Boston, MA 02115  
Phone 617-635-8450  
Fax 617-635-8452  
Dr. Caren S. Walker Gregory, Headmaster  
[cswalker@bostonpublicschools.org](mailto:cswalker@bostonpublicschools.org)



Jeffrey Riley, Commissioner  
Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906

July 15, 2022

Dear Commissioner Riley:

It is my honor to submit this application for renewal of the charter for the Edward M. Kennedy Academy for Health Careers. Kennedy Academy is a high school with a dual mission -- to prepare students for success in college, and to prepare Boston youth to take their place in the health professions workplace of tomorrow. In the pages that follow you will see evidence that EMK continues to achieve both of these goals.

As you know, the global COVID-19 pandemic has disrupted three of four years of our current charter term. Our faculty and staff have gone to extraordinary lengths to support students during this incredibly difficult time. Our school was fully remote from March 2020 through March of 2021. From April through June of 2021 we operated in a hybrid model with half of our students choosing to continue fully remote learning. We returned in September of 2021 to in-person learning, with half of our students in a temporary facility after a COVID-related relocation from our longstanding home at Northeastern University.

I am proud to say that at the end of year four of our charter, we are well on our way to rebuilding the EMK community, to reestablishing the educational environment that allows our students to accelerate their learning and attend to the social and emotional implications of the pandemic, and continue on the path toward their dream of joining the health care workforce of tomorrow.

Respectfully,

A handwritten signature in black ink that reads "Caren S. Walker Gregory".

Dr. Caren S. Walker Gregory, EdD  
Superintendent and Head of School

## Table of Contents

<b>Introduction to School</b>	Page	3
<b>Charter School Performance: Faithfulness to Charter</b>	Page	4
Criterion 1: Mission and Key Design Elements	Page	4
Criterion 2: Access and Equity	Page	6
Criterion 3: Compliance	Page	9
Criterion 4: Dissemination	Page	11
<b>Charter School Performance: Academic Program Success</b>	Page	18
Criterion 5: Student Performance	Page	18
Criterion 6: Program Delivery	Page	25
Criterion 7: Culture and Family Engagement	Page	32
<b>Charter School Performance: Organizational Viability</b>	Page	36
Criterion 8: Capacity	Page	36
Criterion 9: Governance	Page	40
Criterion 10: Finance	Page	41
<b>Plans for the Next Five Years</b>	Page	42
<b>Appendices</b>	Page	46
<b>Appendix A - Accountability Plan Performance</b>	Page	46
<b>Appendix B - Statement of Assurances and Certifications</b>	Page	51
Statement of Assurances	Page	51
Renewal Application Certification Statement	Page	54
Horace Mann Renewal Application Certification Statement	Page	55
<b>Appendix D - Additional Information</b>	Page	56
Board of Trustees turnover	Page	56
<b>Appendix E – Application Content Checklist</b>	Page	57
<b>Appendix C - Health/Safety/Insurance Documentation</b>	Page	

**Edward M. Kennedy Academy For Health Careers**

Type of Charter	Horace Mann 1	Location of School	Boston
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	1998	Year(s) the Charter was Renewed	2003, 2008, 2013, 2018
Maximum Enrollment	448	Enrollment as of	395 October 2021 SIMS
Chartered Grade Span	9-12	Current Grade Span	9-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist	401 March 21 Submission
School Hours	8:00-3:00 M/T/R/F 8:00-1:30 W	Current Age of School	24 years

**Mission Statement**

Edward M. Kennedy Academy for Health Careers (EMK) is a college preparatory and vocational high school for Boston students exploring careers in health and health-related professions. The Academy provides a supportive learning environment that promotes respect and embraces diversity. Students will attain the life skills needed to become productive and positive members of society.

## FAITHFULNESS TO THE CHARTER

### CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

- Mission: Provide evidence (including specific examples) of how the school is faithful to its mission as defined in the charter application and any subsequent approved amendment(s), if applicable.

Since its inception, EMK has embraced a dual mission to graduate students who are ready for higher education, and to prepare them to pursue careers in the health professions. In order to fulfill its college preparatory mission, EMK provides a rigorous, standards-aligned academic and extracurricular program that prepares students for success in college. The EMK curriculum is discussed in more detail in Criterion 6: Program Delivery. EMK students internalize the desire to succeed academically; when asked on the EMK Student Climate Survey (spring 2022), “How important is it to you to do well in your classes?” 76% of them responded “extremely important” or “quite important.” Similarly, when asked, “How useful do you think school will be to your future”, 54% of them responded “extremely useful” or “quite useful”.

Additionally, EMK is deliberately designed to fulfill the second component of its mission, to engage students in and prepare students for successful careers in the health professions. EMK maintains a strong portfolio of external partnerships and internship opportunities in the health professions. All students in grades 9 and 10 are engaged in our vocational Health Assisting pathway. About half choose to continue in the program in grade 11 and 12 to pursue either the Certified Nursing Assistant credential, or the Emergency Medical Technician license.

We believe our comprehensive approach to secondary education will produce graduates who understand the value of learning, who have mastered important skills and knowledge, who recognize the dividends of hard work, and who have meaningful choices about their future.

- Key Design Elements: Please list the school’s key design elements included in the school’s approved Accountability Plan and provide evidence (including specific examples) of how the school implements each of the key design elements.

**Key Design Element 1:** We offer a rigorous academic program because it is the cornerstone for success in both higher education and professional futures.

Students at EMK take a four-year academic course sequence designed to meet or exceed MassCore standards across the curriculum. In addition they have a four-year sequence of College and Career Readiness seminars designed to encourage them in planning and preparation for higher education, and support them throughout the college application process. Over the last five years 98% of EMK graduates have been admitted to four-year and two-year colleges of their choice.

EMK is consistently among the highest performing high schools in Boston Public Schools:

- |                                  |                                    |
|----------------------------------|------------------------------------|
| ● MCAS ELA 2021 (%M/E)           | EMK ranks #4 (exam schools top 3)  |
| ● MCAS Math 2021 (%M/E)          | EMK ranks #5                       |
| ● MCAS Science 2021 (% Passing)  | EMK ranks #4                       |
| ● Dropout Rate                   | EMK ranks #1 (tied) in 2020 and 21 |
| ● Graduation Rate                | EMK ranks #2 in 2020 and 21        |
| ● MassCore Completion Rate       | EMK ranks #3 in 2021               |
| ● DESE Accountability Percentile | EMK ranks #1 of all 9-12 HS in BPS |

**Key Design Element 2:** We focus on health and science to excite student interest and establish relevance in education.

EMK students pursue four years of science, including Biology, Chemistry, Physics, AP Biology and Anatomy and Physiology as the core lab science offerings. Based on student demand we also offer Psychology and Computer Science as electives in this content area. We have a longstanding commitment to school-wide participation in the annual science fair, with the goal of encouraging scientific curiosity and mastery of the scientific research method. In addition to pandemic-related disruption of the science fair at the school, BPS district and state levels, we are challenged by our move away from Northeastern University which had offered us ample space to host this signature school-wide event. Without large group meeting and event space, we are now rethinking our approach to science fair, with the goal of maintaining the schoolwide participation and academic rigor that have always been its hallmarks.

Our focus on health careers exploration is central to our mission. Strong and sustained partnerships with Brigham and Women’s Hospital, Mass General Hospital, the Harvard Schools of Medicine and Public Health, Mass College of Pharmacy and Health Sciences, and Forsyth Dental provide access to site visits/field trips, classroom guest speakers, job shadowing, internships, paid work experiences, and higher education scholarships beginning in grade 9 and continuing through grade 12. These experiences help students to understand the breadth of health careers opportunities and to define their interests and aptitudes.

Evidence of success in this area:

- 52% of Graduates Over Last 5 Years Identify Health-Related Major
- 18% of Graduates Over Last 5 Years Identify a Nursing Major

**Key Design Element 3:** We offer a vocational pathway in Health Assisting that provides clinical skills training, workplace learning experiences, and professional certification opportunities for our students to advance their post graduation career readiness and provide a viable source of income as they pursue higher education.

All students in grades 9 and 10 are enrolled in the Chapter 74 Health Assisting program, which builds core workplace competencies and a common understanding of the health professions. The Health Assisting curriculum includes a full 10-session Harvard MedScience simulation program in grade 10. Beginning in grade 11 students have the opportunity to continue in the Health Assisting program with the goal of earning their CNA credential or their EMT certification prior to graduation. Students who choose to continue in the CNA pathway in grade 11 have extended time in our nursing lab to develop their clinical skills, and supervised workplace learning experiences in a partner skilled nursing facility to practice those skills. Students who choose to continue in the EMT pathway in grade 11 will also pursue clinical skills training at EMK with their EMT training through dual enrollment with a college partner or a licensed EMT certification program. Approximately 30 students choose to continue in the CNA program, and another 20 choose to continue in the EMT program each year. The long duration of the COVID pandemic has greatly disrupted our CNA partnership with Hebrew Rehabilitation Hospital, and has delayed full implementation of our EMT pilot program. However, demand for both the CNA and EMT pathways remains very strong, and with the addition of a second nursing home partner in the spring of 2022, we expect both pathways will return to full implementation for upper grade students in the 2022-2023 school year.

- Amendments: Use the table below to display any amendment requests approved by either the commissioner or Board (formally known as minor and major) during the current charter term (since July 2018). Please see the [Charter Amendment Guidelines](#) if needed.

Date	Amendment Requested	Approved?
12/2021	Approval of EMK Accountability Plan and HMCS MOUs with BPS and BTU	Yes

**CRITERION 2: ACCESS AND EQUITY**

- Explain successes or challenges of implementing the school’s Recruitment and Retention Plan in regard to enrolling a demographically comparable population during the charter term (since July 2018). Use the [CHART - Enrollment tool](#) to access enrollment data.

EMK has been successful in implementing the school’s Recruitment and Retention Plan during the current charter term. Enrollment of students with disabilities has increased from 14.5% in 2018 to 22.5% in 2022, far above the CHART comparison index, and now exceeding enrollment of students with disabilities in Boston Public Schools. Enrollment of economically disadvantaged students has increased from 56.3% in 2018 to 81.8% in 2022, far higher than the CHART comparison index, and now a higher percentage than in Boston Public Schools. EMK

enrollment of African American and Hispanic students also far exceeds the CHART comparison index, as well as the overall enrollment at Boston Public Schools.

The one population subgroup for which enrollment has been challenging is English learners. EMK enrollment of EL students has decreased from 17.9% in 2018 to 13.4% in 2022. While EMK has always lagged enrollment of EL students relative to Boston Public Schools, enrollment in these years fell below the CHART comparison index figure. A significant drop in the EL enrollment percentage in SY 2021 and 2022 is connected to an unusually large number of ELs who reached their proficiency goals in June 2020 and were designated as Former ELs. With our relatively small EL population size, such year over year variations have disproportionate impact. Importantly, our incoming grade 9 population of EL students each year continues to meet or exceed our Recruitment and Retention Plan targets.

- Schools are expected to advertise the availability of specialized programs and services to meet the needs of students with disabilities and English learners. Describe where this information may be found in the school's recruitment materials and (if available) provide a link to the location(s) on the school's website.

EMK publishes information about accessibility to students with disabilities and English learners in multiple languages on its website:

For English learners:

[https://kennedyacademy.org/apps/pages/index.jsp?uREC\\_ID=87797&type=d&termREC\\_ID=&pREC\\_ID=495089&hideMenu=0](https://kennedyacademy.org/apps/pages/index.jsp?uREC_ID=87797&type=d&termREC_ID=&pREC_ID=495089&hideMenu=0)

For students with disabilities:

[https://kennedyacademy.org/apps/pages/index.jsp?uREC\\_ID=87797&type=d&termREC\\_ID=&pREC\\_ID=495090&hideMenu=0](https://kennedyacademy.org/apps/pages/index.jsp?uREC_ID=87797&type=d&termREC_ID=&pREC_ID=495090&hideMenu=0)

Paper copies of this information are also available to prospective students and families at all in-person information sessions.

- Describe trends and/or anomalies in attrition data and stability rates over the past four years. Explain how the school has addressed any attrition rates that were higher than the third quartile of comparison schools for all students and for student groups. Explain how the school has addressed any stability rates over the past four years that have been lower than the first quartile of comparison schools for all students and for student groups. Use the [CHART - Indicators tool](#) to access attrition and stability data.

Attrition among EMK students declined from 6.4% in 2017 to 3.8% overall in 2021, before increasing back to 6.2% in 2022. Attrition remains well below the statewide average, and

below nearly all Boston Public Schools. Attrition at EMK is well below the third quartile of comparison schools. This is true for all population subgroups.

Stability among EMK students declined over the current charter term, from 95.6% in 2017 to 88.6% overall in 2020, before returning to 95.6% in 2021. Stability at EMK is higher than the statewide average and considerably higher than for Boston Public Schools. Stability at EMK is well above the first quartile of comparison schools. This is true for all population subgroups.

- Describe trends and/or anomalies in suspension, emergency removal, and expulsion data. Explain how the school has worked to lower rates of suspension over the course of the charter term. Describe trends in student group suspension data, particularly for groups of students with higher rates of suspension than all students for in-school and out-of-school suspensions. If applicable, describe any recent changes in the school's approach to student discipline. Use the statewide [Student Discipline Report](#) and the [CHART - Indicators tool](#) to access suspension data.

EMK does not utilize in-school suspension, and has had no emergency removals or expulsions in the current charter term. Our out of school suspension rates are consistently below 5% overall and for all population subgroups. Suspensions were higher in 2019 and 2020, than in 2017 and 2018. And while they are slightly higher than Boston Public Schools they are well below the third quartile for comparison schools. This is true for all population subgroups.

EMK attributes its low rates of suspension to the culture of its two school campuses, each serving approximately 200 students. With strong grade level teams, and a very effective student support team, students are known well and behavioral issues rarely rise to the level of concern requiring suspension. In the current charter term EMK invested in full-time Deans of School Culture at each campus, the primary points of contact for students experiencing behavioral issues. The orientation toward positive behavioral intervention, and the use of restorative justice circles in our expanded student advisory program contribute to a culture which helps students build the non-cognitive self-regulation skills and personal qualities that allow students to succeed in school and in life.

- Describe the school's efforts to ensure that all students have equal rights of access to the opportunities provided by the educational program, such as rigorous courses, mission-driven programming, and other educational opportunities.

As a practice, EMK allows student interest and commitment to drive participation in academic, extracurricular, and mission-related opportunities. With the exception of interscholastic athletic teams and National Honor Society, academic achievement is not used to determine eligibility for participation. As a result, students select courses and extracurricular engagements, including AP courses, based on their interest and willingness to work hard, guided by conversations with their current teachers and guidance counselors. We recognize that exposure to rigorous AP coursework, not only success on an AP test, prepares students for the college

level work that lies ahead. Health careers exploration activities and related site visits are embedded in the school day, experienced by all students in a grade level, not generally by a selected group. For example, ALL EMK grade 10 students experience the full Harvard Med-Science medical simulation program, not just high achieving students with a pre-determined commitment to health science. This assures that all students have opportunity to broaden their horizons and consider their career interests and aptitudes. Similarly, extracurricular activities, like the EMK Debate team, are open to all students, with a strong history of participation by our special education and English learner populations.

### **Criterion 3: Compliance**

- Indicate any areas where the school is currently out of compliance with the terms of its charter and/or applicable state and federal laws and regulations and describe how the school is working to address these issues in a timely manner. If the school received any compliance findings in the Summary of Review produced by the Department at the end of the last charter term or in any subsequent site visit reports, describe how the school addressed those issues.

No compliance issues were addressed in the 2017 Summary of Review.

In the site visit report following our Year 23 core criteria site visit DESE identified issues related to functioning and compliance with the Board of Trustees. EMK has worked diligently over the 2021-2022 school year, with input from the Charter School Office, to correct these deficiencies.

- Commissioner approval was obtained for both the 2018-2023 Accountability Plan and the 2018-2023 Memoranda of Understanding with Boston Public Schools and the Boston Teachers Union
- A Board of Trustees Vice-Chair was elected, as required by the bylaws.
- Commissioner approval of several Board members was obtained, and the Board reviewed and voted to approve actions taken by the Board during the time when those Board members were voting without approval.
- EMK engaged an external consultant serving in the role of clerk to the Board, upgrading the quality of minutes and assuring compliance with all aspects of Open Meeting Law.
- The 2021-2022 evaluation of the Head of School was reviewed and approved by the full Board at its June 2022 meeting.
- The Board established a rolling agenda of presentations focused on key areas of operation of the school, including: success of the academic program; supports for high need students, including special education students, English learners, and those with social/emotional/behavioral concerns; recruitment and retention; and health careers engagement.

**CRITERION 4: DISSEMINATION**

- Using the table below, provide evidence of how the school has shared innovative models for replication and best practices with other public schools in the district where the charter school is located during the charter term (since July 2018). The table should include information the school reported in annual reports for 2018-19, 2019-20, 2020-21, and 2021-22. Dissemination efforts may also include sharing innovative models for replication and best practices with other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:
  - partnerships with other schools implementing key successful aspects of the charter school’s program,
  - active participation in district turnaround efforts,
  - sharing resources or programs developed at the charter school,
  - hosting other educators at the charter school, and
  - presenting at professional conferences about the school’s innovative practices.

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
2021-2022	Best practices, community resources, operational plans, equity and accountability	District virtual meetings	ESL Coordinator	LATFs, OEL, administration	Best practices, resources etc disseminated amongst BPS ESL teachers/LATFs in the district  (sample slides from last meeting) <a href="#">LATF mtg #4</a>
2021-2022	Bilingual Poetry Lesson	Classroom Observation	World Language Teacher and Dept Chair	826 Boston mentors 10th grade students	10th Grade students published a bilingual poetry book.  Students read their poems during the book released party on May 26th
2021-2022	Best Practices and community resources	During SW district PLG	Social Workers	PLG cohort of about 10 other sw’s in the district	Best practices and resources were then used and implemented at other schools.

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
2021-2022	ELA teaching methods	University Lecturer	ELA Teacher and Department Chair	Teacher candidates	Several students from these classes have become instructors @ EMK including Kristen Thompson and Shannon Perry.
2021-2022	Text Pairings, VTS, and other techniques for Culturally Responsive Teaching in AP Classrooms	“Welcoming Diverse Characters/Diverse Speakers Into Your Classroom” Workshops for AP Language and AP Literature teachers	ELA Teacher and Department Chair	AP Teachers largely from New England Public Schools	Many teachers have reached out for follow up materials.  Invitation link: <a href="#">Mass Insight 2-Day 2022</a>
2021-2022	Visual Thinking Strategies & Text pairings.	Equitable Literacy Connect and Share	ELA Teacher and Department Chair	BPS instructors (event attendees)	Shared practices with BPS instructors. Was coupled with a science presentation to discuss various ways to engage students and provide equitable instruction.  Flier link: <a href="#">Connect and Share Link</a>
2021-2022	Activities for Conversations on Justice and Race	AMSCO AP English Literature and Composition Teacher Resource pp166-17 ISBN:978-1-6903-8553-0	ELA Teacher and Dept Chair	Schools/instructors adopting AMSCO’s English Literature and Composition Text	Adopts practices shared with EMK students and shares it as ideas for teachers implementing the AMSCO AP Literature and Composition text.  Teacher Resource pp166-176 ISBN:978-1-6903-8553-0 <a href="https://www.perfectionlearning.com/series/amsc0-ap-english.html">https://www.perfectionlearning.com/series/amsc0-ap-english.html</a>

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
2021-2022	Writing Curriculum: Civics for High/Elementary Schools/	JMonthly meetings	History Teacher and Dept Chair	Facing History/BLA English Teachers/Civics Leader	Craft a curriculum for whole BPS district to meet mandated state requirements Mission statement & Frameworks. <a href="#">Civics Curriculum</a>
2021-2022	Barr best practices	National Barr conference in Palm Springs	SPED/ESL Teachers	Nation-wide Barr advisors	Shared best Barr practices with other advisors; attended presentations on the agenda in order to disperse and put into practice at EMK
2021-2022	Senior Illustrated Bios/ reflections on life	EMK website Class presentations and sharing	Psychology Teacher	Published on EMK school website	Shared with all students, families and community. <a href="https://sites.google.com/d/1gBkYMfo-vi-FXhVqM2uy1eiicghf6RKM/p/1_9WYjXJ30ilpkXfsAJFXPq-XOf48ia9C/edit">https://sites.google.com/d/1gBkYMfo-vi-FXhVqM2uy1eiicghf6RKM/p/1_9WYjXJ30ilpkXfsAJFXPq-XOf48ia9C/edit</a>  <a href="https://sites.google.com/d/1EOvN1WfUqnU1b3lcZ7MS7-PO6LcolHd8/p/1u8NV5W-P235yYOsiCAV_dwhmPWEBUsIG/edit">https://sites.google.com/d/1EOvN1WfUqnU1b3lcZ7MS7-PO6LcolHd8/p/1u8NV5W-P235yYOsiCAV_dwhmPWEBUsIG/edit</a>

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
2021-2022	Teaching in the Pandemic (The Silver Lining of the Black Box)	Teacher story about the impact of remote teaching and learning.	Psychology Teacher	Published in Boston Literary Magazine, linked by BPS and National Board Teachers News and events. Also linked on Grub Street Writers News.	Feedback and acknowledgement by educators and parents of students experiencing remote learning. <a href="https://www.pangyrus.com/in-sickness-and-in-health/the-silver-lining-of-the-black-box/">https://www.pangyrus.com/in-sickness-and-in-health/the-silver-lining-of-the-black-box/</a>
2021-2022	Integrating Culturally and Linguistically Sustaining Practices into Educator and Administrator Evaluation	DESE Teacher Advisory Cabinet	History Teacher and Grade Level Leader	DESE and participating districts in MA	Connected with network of teachers and administrators across the state to provide input and develop new language for forthcoming model evaluation rubrics. <a href="https://www.doe.mass.edu/eeval/rubrics/updates/">https://www.doe.mass.edu/eeval/rubrics/updates/</a>
2020-2021	COVID reopening instructional practices	DESE Teacher Advisory Cabinet	History Teacher	DESE leaders and other Advisory Cabinet Members	Shape DESE policy development and driveresource development.
2020-2021	Model HS health curriculum lessons	Shared lesson plans, modeled and co-taught units with participating teachers	Health Teacher	Boston Public Schools Health Teachers	Elevated issues of sex trafficking and social emotional needs/mental health care with high school students across the district.
2020-2021	Home/School Communication in the Building Assets Reducing Risks Program	Shared tracking documentation and provided	BARR Case Management School Leader and Biology Teacher	Other BPS School teams participating in the Building Assets Reducing Risks intervention	Improved system for tracking of home/school communication by Advisors/Case Managers to improve case management and intervention planning and minimize student disengagement.

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
		guidance about effective use.			
2019-2020	Online learning practice	Online panel discussion	History Department Chair	Boston Debate League and Boston Public Schools teachers	Sharing - with an eye towards strengthening - online learning practices with fellow educators
2019-2020	Designing project-based learning units	4-session series of in-person and online professional development	English Teacher and Instructional Coach	Boston Public Schools teachers	4-session professional development series on strengthening project-based learning practices
2019-2020	Curriculum around maps, diversity, and Boston	Online professional development sessions, individual classrooms	English Teacher	Boston Public Schools teachers, Boston Public Library staff	Projects, working groups, in-person and online classes
2019-2020	Achieving National Board Certified Teacher (NBCT) status	Remote mentoring	English teacher	Aspiring National Board Certified candidates in Texas and Florida	Feedback to NBCT candidates on their submissions to achieve NBCT status
2019-2020	Practices in Advanced Placement (AP) Literature	Workshop	English teacher	Mass Insight staff, Advanced Placement teachers from across Massachusetts	Strengthening of teaching materials for AP Literature and Composition
2019-2020	Health education (dangers of vaping)	Shared lesson plan	Health teacher	Boston Public Schools' Health and Wellness Department	Shared lesson plan with Health and Wellness Department to be used throughout Boston Public Schools
2019-2020	Advanced Placement exams in Literature / Composition	Modeling work with students and	English Department Chair	MassInsight, teachers & students from Fall River and Boston	Modeled best practices for supporting students on Advanced Placement exams

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
		for teachers who observed the instruction			
2019-2020	Integrated Math curriculum	Professional development sessions	Math teachers (3)	Boston Public Schools Math teachers	Worked with other teachers to develop lessons plans for Integrated Math 1 and 2 courses
2019-2020	Student engagement in virtual learning	Virtual panels	Ninth grade Grade-level Coordinator	Teachers across the country participating in the BARR program	Shared best practices and successes for student engagement
2019-2020	Teaching students about key health and first aid concepts	Professional development session	Health teacher	Boston Public Schools teachers	Shared ideas and teaching techniques with Boston Public Schools teachers
2019-2020	Best practices for teaching Heritage students	Classroom observation	World Languages Department Chair	Harvard University professor and Boston Public Schools' World Language Director	Shared lesson plans and activities for teaching Heritage students
2019-2020	Math technology tools	Virtual panel	Math teacher, Instructional Coach	Boston Public Schools math teachers, Boston Public Schools central office staff, Telescope Network	Shared experience with math technology tools for middle and high school students
2018-2019	Rethinking the Use of Scaffolds in Urban Education	Boston Ed Talk, Public presentation at Boston's City Space	Chris Madson	Boston Educators	Presentation in May
2018-2019	Using Project-Based Learning to Increase Student Ownership of Their Own Learning	Learning Site Visit - Including observation of a model lesson	Chris Madson, Alison Mosher, Mark Lonergan	20 Boston Educators	Demonstration lesson followed by educator debrief/discussion about practices in helping students construct the meaning in their learning.

Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of Dissemination
		and follow up discussion			
2018-2019	Strategies to Support High Need Students in the School Community	Pozen Prize Case Study	EMK Leadership	Education Community of the Boston Foundation	Published case study documenting the student support and community-building practices of the school.
2018-2019	Best practices for teaching Heritage students	Model lesson observation and discussion	Angela Cappucci	BPS educators from World language Department, O'Bryant High School	Shared strategies and lesson plans
2018-2019	Strategies to Support Special Education Students	Site Visit and 2 Convenings with Educators from Other Schools	Mary-Alyce Whitham, Special Ed Coordinator and Gabriel Avruch and Jake Cotto, Tina Andrade, Special Education Learning Center Teachers	National Center for Special Education in Charter Schools	Case Study prepared by University of Washington to share common practices among high performing charter schools serving students with disabilities.
2018-2019	Building A Health School Community with Non-Food Fundraising Strategies	Conference Presentation	Angela Cappucci, Bill Rawlinson, Danielle Jean and the EMK Student Council	BPS Educators at the BPS Wellness Summit	Shared strategies that EMK has found successful which can be applied to other schools.
2018-2019	Starting and Sustaining a Health Careers/CVTE School - Year Two Site Visit	Site Visit From a Team of Educators from Chattanooga, Tennessee	School Leaders	Chattanooga Public School District Educators and Administrators	Opportunity for observation, inquiry and consultation with educators from all departments.

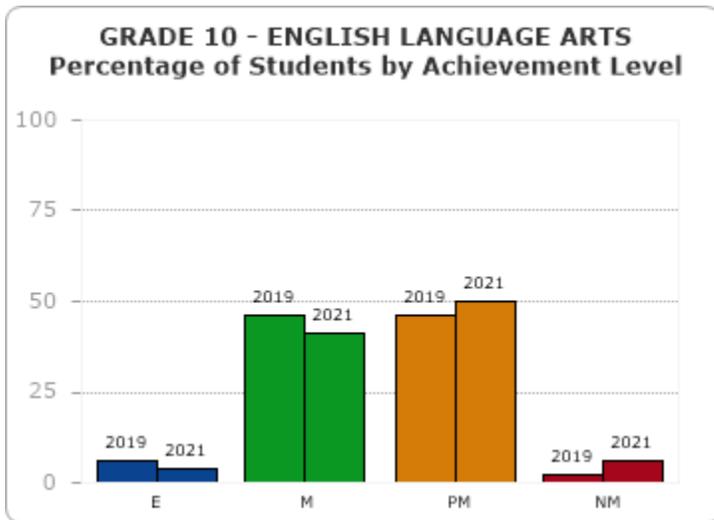
## **ACADEMIC PROGRAM SUCCESS**

### **CRITERION 5: STUDENT PERFORMANCE**

- Provide evidence about the school's progress made in student academic achievement during the charter term.
- Please reference state assessment results in this evidence.

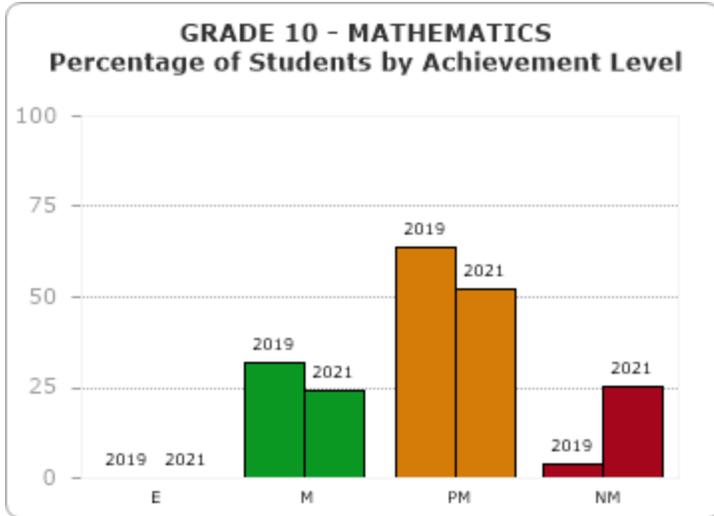
EMK results on the next generation Grade 10 MCAS assessments show considerably lower performance in 2021 relative to 2019, with fewer students reaching the exceeds or meets achievement levels in both ELA and Math. This decline in achievement is true for all population subgroups except students with disabilities, who showed small gains in achievement in 2021 over 2019. Even with 50% of EMK students in fully remote learning at the time of the 2021 MCAS, we had 97% participation. EMK continues to show much higher achievement in ELA than in mathematics on the next generation MCAS test (44% meets or exceeds in ELA vs. 24% meets or exceeds in math). This was also true with the earlier legacy test.

FOR REVIEW



<b>Kennedy Academy MCAS Achievement</b>			
<b>ELA Grade 10 - % by level - All Students</b>		<b>2019 2021</b>	
	<b>Exceeding Expectations (E)</b>	6	4
	<b>Meeting Expectations (M)</b>	46	41
	<b>Partially Meeting Expectations (PM)</b>	46	50
	<b>Not Meeting Expectations (NM)</b>	2	6

**2021 Participation Rate = 97%**



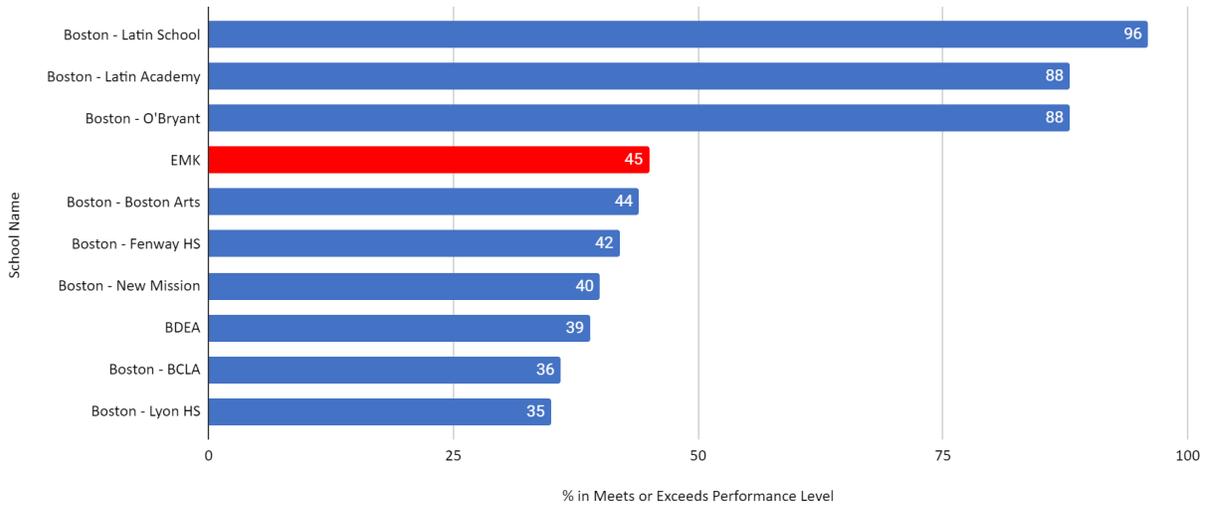
Kennedy Academy MCAS Achievement			
Math Grade 10 - % by level - All Students		2019	2021
	Exceeding Expectations (E)	0	0
	Meeting Expectations (M)	32	24
	Partially Meeting Expectations (PM)	64	52
	Not Meeting Expectations (NM)	4	25

**2021 Participation Rate = 96%**

EMK students participate in the legacy Biology MCAS at the conclusion of grade 9. The 2021 passing rate for the Biology test was considerably lower than in previous years, with 25% in the Failing category in 2021, compared to 7% in 2019 and 2018. Lower performance was true for all population subgroups. Students with disabilities at EMK consistently have higher failing rates with the first test administration, however all EMK students in all subgroups have historically reached competency determination in science. To support science achievement we have targeted push-in supports from our Student Support Coordinators and special education Learning Specialists in the grade 9 Biology classes in 2020-2021, and provided MCAS biology re-test preparation support during the school day for students in grade 10.

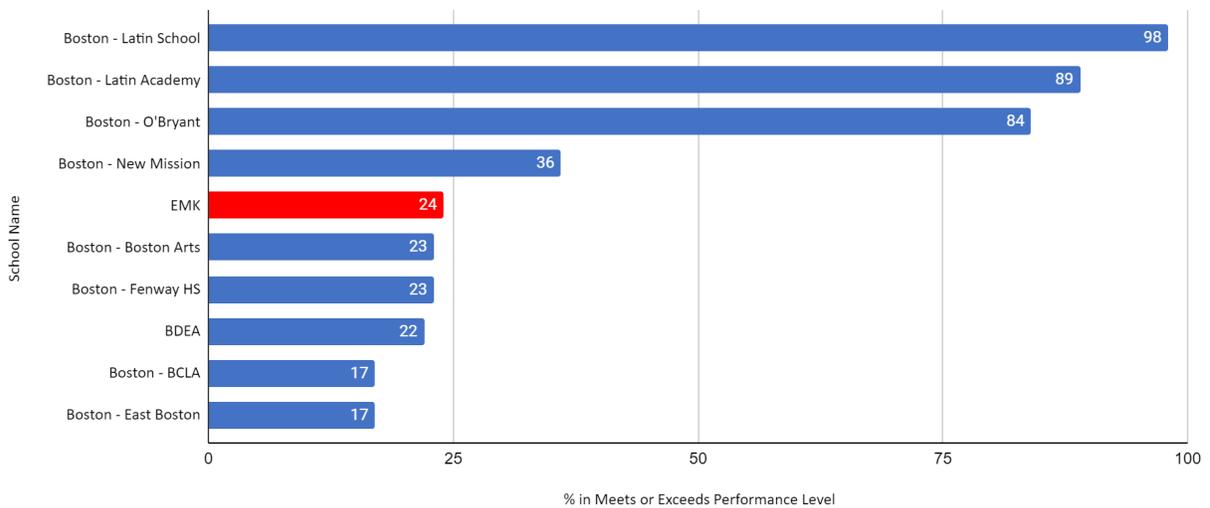
As in prior years, EMK performed well relative to other BPS high schools. In ELA, EMK ranked 4th in 2021, just behind the 3 exams schools, and up from 5th in 2019.

MCAS ELA 2021 Grade 10 - BPS Top Ten - % Meets or Exceeds Performance Level



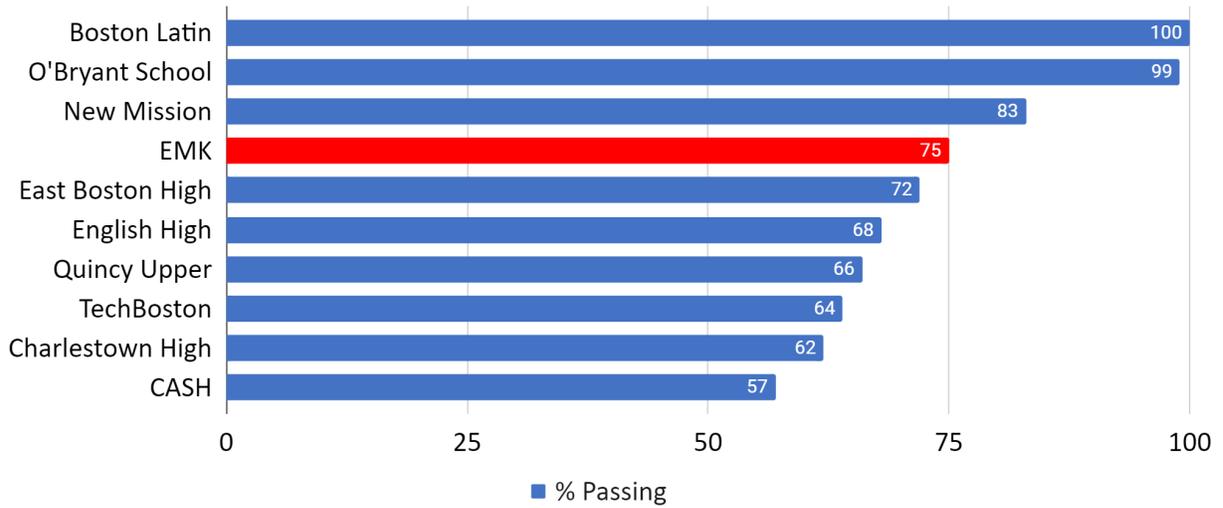
In Math, EMK 2021 achievement ranked 5th among BPS high schools, up from 10th in 2019.

MCAS Math Grade 10 2021 - BPS Top Ten - % Meets or Exceeds Performance Level



On the legacy high school science test, the EMK passing rate of 75% placed us fourth among all BPS high schools.

**BPS Top 10 MCAS HS Science Achievement - 2021 Passing Rate**



FOR REF

- Please reference results from non-statewide assessments.

EMK believes that the Massachusetts accountability system, with the combination of MCAS achievement and growth in English, Math and Science along with graduation and drop out measures, provides an effective assessment of our progress.

- Describe what the school has done to maintain or improve student academic achievement for all students and for groups of students.

During our 2017 strategic planning process EMK established several Strategic Priorities that guided our work over the current charter term.

**In response to staff feedback, we prioritized re-establishing leadership for curriculum, instructional and professional practice.**

- We added Instructional Coaches, half-time at each campus, to provide support for the evaluation process, greater opportunity for effective mentoring, and more frequent informal observation and feedback to strengthen instructional practice across the curriculum.
- We strengthened the Department Chair leadership role, providing greater opportunity for content specific planning, support, mentoring and collaboration.
- We continued the work of our Shared Leadership Team, meeting monthly to shape the professional development agenda, guide policy decisions, and engage staff members across roles in schoolwide planning initiatives.

By focusing on these elements of professional practice, curriculum and instruction, we are working to increase student engagement, and strengthen the classroom experience for all students. These initiatives also provide the opportunities for growth and development that strengthen and increase satisfaction of our staff. The Panorama staff climate survey, administered every year, provides evidence that these efforts have made an enormous difference. We can clearly see improvement in positive response from instructional and non-instructional staff across all inquiry areas. Staff survey data in this area is presented below in Key Indicator 8.1: School Systems and Leadership.

**In response to student feedback, we prioritized work to rebuild the EMK school culture during the current charter term.**

- We have established and refined the Dean of School Culture role at each campus, a key member of the Student Support Team, with a counseling and intervention focus on behavior and attendance.
- We have greatly expanded Advisory, increasing the time dedicated to Advisory during

the school day both during remote learning and in the post-pandemic school schedule, and focusing the curriculum content of Advisory to include community building and school spirit activities, weekly restorative justice circles, and social-emotional skill building.

- We have expanded our commitment to mentoring in partnership with Big Brothers Big Sisters through their Mentor 2.0 program. This allows all students in grades 9-12 to have a one-on-one external mentoring relationship throughout their four years of high school. The program includes a weekly in-class curriculum, weekly mentor contact, and monthly in-person activities between students and their mentors.

The Panorama student climate survey is an important tool to monitor student feedback, and we expected to see improvement over time in the climate survey, particularly in the areas of school belonging, school climate. These improvements are not yet in evidence. Student feedback is consistently most positive in the areas of school rigorous expectations, student-teacher relationships, and school safety. We continue to seek formal and informal feedback from students, particularly about the Advisory and mentoring programs, with the goal of tailoring those efforts to better serve student needs post pandemic. We recognize that this will be a continuing focus of our community rebuilding work in the next charter term.

**In response to student achievement data, we committed to greatly expand resources devoted to student support, intervention and remediation.** Work in this area during the first two years of this charter term positioned us very well to meet the student support needs that emerged during the pandemic, and allowed us to strengthen our supports as we returned to in-person learning.

- We have added staff in special education to permit additional pull-out support for our highest need students, and to begin to incorporate more in-class and co-teaching supports for IEP students in highest need content areas. We continue to prioritize dual licensure for all EMK faculty members. Currently 55% of EMK faculty members hold the moderate disabilities license in addition to their core academic license.
- We have added an English Learner Program Coordinator, permitting additional pull out support for direct ESL instruction, as well as push-in and co-teaching support for classes with enrolled English learners. We continue to prioritize dual licensure in ESL in core content areas, and are beginning to explore co-teaching as a strategy to model effective support for English learners in the regular education classroom. Currently 39% of EMK core content faculty members hold dual licensure in ESL.
- We have expanded social emotional supports to meet the crisis and ongoing needs of students exacerbated by the pandemic. In addition to a guidance counselor at each campus, we now have two full-time social workers, one at each campus, along with a continuing contract to bring full-time counseling from clinicians of the Home for Little Wanderers into each site.
- We have expanded our commitment to the Building Assets Reducing Risks (BARR) model for case management and tiered intervention across grades 9-12. This includes a greatly expanded grade level leadership role, leading the process for ongoing monitoring of all

grade level students with respect to attendance, behavior, social-emotional needs, and academic achievement.

**Finally, and perhaps most important, during the pandemic we established a new role, the Student Support Coordinator (SSC), to respond to the overall higher level of need among EMK students.** The SSC is responsible to provide direct support to students in need of tier 2 and tier 3 interventions. Established during the extended time of remote learning, and continuing in-person during 21-22, these staff members provide support outside of the classroom, with a focus on attendance, academic check ins, executive function, social-emotional skill building, and transitional supports. They collaborate with the extended members of the Student Support Team to establish an intervention plan for the student, and are responsible to monitor and assure its implementation. Student Support Coordinators meet weekly with teachers of students on their caseload to understand academic needs, and to prioritize action steps for the week. The Student Support Coordinators are assigned to each grade level and work with the identified highest need students over the course of the school year. As we move toward 2022-2023 we are expanding and differentiating the role at our lower campus for grades 09 and 10 to include an Academic Support Coordinator with a focus on push-in, small-group and co-teaching support with the core academic classroom.

#### **CRITERION 6: PROGRAM DELIVERY**

##### **Key Indicator 6.1: Curriculum**

- Describe the school's documented curriculum and provide evidence that it meets expectations outlined in the key indicator: Curriculum, in the Charter School Performance Criteria (v. 4.2).

The EMK academic program is aligned to the Massachusetts curriculum frameworks and is designed to prepare students for rigorous college level coursework as they complete their high school experience. EMK students are expected to complete four years in each of four core academic areas, from among the following course offerings:

- **Science** – Lab sciences include Biology, Chemistry, Physics, Anatomy and Physiology, and AP Biology. Elective sciences include Psychology and Computer Science.
- **Mathematics** – EMK utilizes Integrated Math 1 in grade 9 and Integrated Math 2 in grade 10, with small group instruction for students in need of additional math support. In grade 11 students pursue either Integrated Math 3 or Precalculus, and in grade 12 either Precalculus, Calculus or Statistics.
- **English** – All students take College English 9 and College English 10. Students choose from College English 11, College English 12, AP English Language, and AP English Literature in the upper grades.

- **History** – All students take US History 1, US History 2, and World History. In grade 12 students who choose history take a contemporary Social Issues course.
- **World Language** - Course offerings include Spanish 1, Spanish 2, Spanish for Native Speakers, French 1, and French 2. Most students complete three years of instruction. However, students who choose to continue in our Chapter 74 Health Assisting complete two years of language, and some special education students enroll in a Strategies for Success course rather than in world language.

EMK aspires to have every student take and pass at least one advanced placement course during their high school years. We believe the additional rigor and higher expectations of these courses help students to adjust to the higher demands they will face in college.

Beyond the academic curriculum, students complete coursework specific to the school’s mission at each grade level:

- **Health and Physical Education** – Physical Education 1-4, Health Education 9, Wellness 10
- **Vocational Health Assisting/Health Careers Exploration** – Health Assisting 1 Grade 9, Health Assisting 2 Grade 10 are the standard for all students. Students who have identified clinical career interests elect to continue Health Assisting in grades 11 and 12, either through pursuit of the CNA credential or the EMT certification.
- **College and Career Readiness Seminars** – Weekly Guidance Seminars 9-12

The College and Career Readiness Seminars are central to our mission. They meet throughout the four years at EMK, with varied focus at each grade level. The seminars are jointly led by our guidance counselors/social workers, with the involvement of our health teacher, our College Advising Corps Counselor, our Private Industry Council Counselor, and our Health Engagement Coordinator. This is the place where students begin to understand our college-going culture, and where they begin to take responsibility for understanding their own strengths and needs. In the younger grades the focus is on high school transition, academic responsibility and self-advocacy, understanding and management of social-emotional health issues, and academic and career goal setting. On the upper campus the focus shifts to college exploration and career planning, with more intensive support for navigating the college application and financial aid process in the senior year. These guidance seminars are critical points of contact between our guidance/social work staff and our students who otherwise would have limited and more irregular access to dedicated time with them.

Complementing the academic and guidance curriculum, EMK has established a structured sequence of health careers exploration activities that support students to discover the broad opportunities available to them in the health professions. Health professional classroom guests, visits to health-related organizations throughout the city, and connection to internships, job shadowing and paid work experiences through our health care partner organizations

supplement the curriculum over all four years. EMK has a strong and sustained network of partners who share our mission in this work, and provide rich experiences for our students, including Mass General Hospital, Brigham and Women's Hospital, Children's Hospital, and the Harvard University Schools of Medicine and Public Health.

### **Key Indicator 6.2: Instruction**

- Describe how the school ensures that students are provided with high quality instruction and provide evidence that instruction meets expectations outlined in the key indicator: Instruction, in the Charter School Performance Criteria (v. 4.2).

EMK has created an instructional staff with a strong commitment to their own professional development. About half (55%) of our core academic faculty are dually licensed to serve students with moderate disabilities, and 39% are also licensed in English as a second language. This level of dual licensure is uncommon among high schools, and we believe it prepares our faculty well to serve all students.

EMK has established instructional practices that help to assure effective delivery of the curriculum. EMK faculty members submit their syllabi for approval by the Assistant Heads of School at the start of each year. The focus is to assure that the syllabi are clearly linked to the Massachusetts curriculum frameworks and state standards. Once each month our weekly professional development meeting is dedicated to departmental work, for discussion regarding vertical alignment of both content and skills. Weekly lesson plans are submitted by each teacher for review by the Assistant Head of School. The common lesson plan format includes clearly stated connection to curriculum frameworks and standards, as well as specific attention to both language objectives to meet the needs of English learners, and accommodations designed to reach students with disabilities.

Schoolwide professional development initiatives are selected each year with the goal of strengthening the instructional practice of our full faculty. These are the focus of sustained effort during August week-long intensive and our weekly professional development meeting with all staff. Since 2020, EMK has identified two schoolwide goals. The first is Equitable Literacy, guided by the Historically Responsive Literacy work of Gholdy Muhammed. The second is Rebuilding Community in the wake of the pandemic. The relationships of the adults in the school shape the culture and wellness in the school environment. Strengthening student and staff relationships in the classroom and nurturing caring relationships across the community will improve professional practice and student achievement. We recognize it is essential to focus on rebuilding relationships and supporting social and emotional learning in order to create a welcoming environment and a sense of safety for students and their families.

Finally, Kennedy Academy has established teaching and learning practices that are reflected in every classroom, in the effort to create a positive and purposeful learning environment. They are summarized below:

**Environment**

- The mission of the school is displayed in each classroom.
- Current student work is displayed in the classroom.
- Classroom materials and displays reinforce the current curriculum and classroom expectations.
- The classroom space is organized to assist students in developing and maintaining equitable routines and procedures.
- The classroom space is also organized to promote individual and group engagement
- The classroom creates and promotes a caring, respectful, and equitable interaction with all students.

**Lesson Structure**

- Each lesson should begin with a clearly stated warm-up activity, a short, well-organized activity designed to focus students on the relevant curriculum material or activity for the day
- The objective for the lesson should be displayed and stated clearly
- The homework assignment should be displayed in a consistent place in the classroom, in the lesson presentation slide deck, or in google classroom

**Instructional Strategies**

- EMK is a full inclusion high school, and most classes are grouped heterogeneously across all skill levels. Teachers include differentiated instruction strategies and curriculum accommodations on their weekly lesson plans to reach all learners.
- The teacher incorporates components of direct instruction, group and independent work, sharing of student learning and sharing of inquiry in all lessons.
- The teacher engages students through activities and questioning strategies that develop skills in identifying and understanding key concepts and ideas.
- The teacher uses a variety of instructional strategies informed by data intended to match students' academic and individualized needs.
- The teacher regularly checks for understanding from all students followed by a brief wrap up activity or summary.
- The teacher develops lessons that incorporate students' prior knowledge, background experience, and instructional needs.
- When asked, the students can articulate the purpose of each lesson.

**Behavior Management**

- Clearly stated and displayed classroom expectations/rules.
- The teacher uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior.
- The teacher monitors behavior while teaching and during student independent work time.
- The teacher encourages students to understand and respect differences.

These teaching and learning practices guide observation of and feedback on instructional practice, including the internal EMK instructional rounds system of peer observations, the formal educator evaluation system, and visits to EMK classrooms by external visitors.

### **Key Indicator 6.3: Assessment and Program Evaluation**

- List and describe assessments administered by the school (if not already provided above in Criterion 5). Provide evidence detailing how the school meets expectations outlined in the key indicator: Assessment and Program Evaluation, in the Charter School Performance Criteria (v. 4.2).

EMK relies heavily on MCAS test scores in grades 9 and 10 to assess student progress. We also utilize ACCESS scores to focus on the progress of our English language learners across grades 9 through 12. We review PSAT, SAT, and Advanced Placement scores in upper grades to assess how our students compare to their peers in Boston, Massachusetts and the nation, and to identify opportunities to strengthen and focus instruction.

Across the curriculum in all academic classes, EMK administers mid-year and year-end course assessments that are developed by individual teachers. In some areas these are drawn from the standards-aligned unit and cumulative assessments created by the publishers of core curriculum materials we utilize. These assessments are reviewed and approved by the EMK Assistant Head of School at each campus, with input from our Special Education Coordinator and English Learner Coordinator to assure that they include appropriate accommodations. Both the Special Education Coordinator and the English Learner Coordinator complete an annual programmatic self-assessment, looking at disaggregated data regarding student achievement and improvement to guide instructional practice and programmatic decisions.

Of course, the commitment to program evaluation extends far beyond the results of standardized tests. Led by the Student Support Team (SST) at each campus, EMK spends considerable effort to gather and analyze data that will help us to identify students at high risk for varied reasons. The attendance, tardiness, and course achievement data available through our robust web-based student information system is reviewed as part of our risk assessment when a student first enrolls at EMK, and then at the close of each quarter, or more often as needed with students who demonstrate need for support. These sources of data are also particularly useful for our Learning Center staff who regularly monitor the success of our students with disabilities and our English language learners.

During the current charter term EMK institutionalized the use of the Building Assets-Reducing Risks (BARR) model of case management, extending the pilot grade 9 program to the full school across ninth to twelfth grade. The power of the model is the assignment of students in small groups to a BARR Advisor, who is the primary point of contact between the family and the school. Each week the BARR Advisor has a scheduled check-in with advisees around academic progress, attendance, behavior and well-being. It is the BARR Advisor who provides early identification of risks, outreach to families, and communication with teachers to provide support to the students and make the SST referral for Tier 2 or 3 support if needed. The BARR case management process assures that every student is reviewed every week using key measures of engagement so that supports can be provided early.

Finally, EMK has utilized a variety of mechanisms over the years to solicit input from students, parents, staff members, and external partners in order to evaluate our effectiveness. These key stakeholders have provided essential inputs to the strategic planning process we undertake every five years in

advance of our charter renewal. Stakeholders also demonstrate very high participation rates on the annual school climate survey administered by all BPS schools for parents, students and staff. Over the last three years EMK has contracted directly with Panorama to administer individualized staff to school leader feedback surveys and student to teacher feedback surveys. These are important mechanisms for understanding both the strength of our programming and the strength of our school community. They also allow us to identify school-level, departmental-level and teacher-level priorities for improvement through the perspective of these critical stakeholders.

FOR REVIEW

#### **Key Indicator 6.4: Supports for All Learners**

- Describe the screening, supports, resources and interventions used to support all learners, including students with disabilities and English learners. Provide evidence that the school meets expectations outlined in the key indicator: Supports for All Learners, in the Charter School Performance Criteria (v. 4.2).

EMK has established a very active team of faculty leaders to support our students with disabilities and English language learners.

For our students with disabilities:

- Identification begins on entry with careful review and sharing of IEP information as we plan for course enrollment. All teachers have access to the full IEP for every special education student through Boston's EdPlan system.
- To facilitate easier access to IEP information, the EMK Special Education Coordinator prepares supplemental easy reference documents to help each teacher identify the specific learning needs and necessary accommodations for each student. These are easily shared in a secure electronic format and are regularly referenced by all teachers.
- Twice each quarter - at the midpoint and endpoint of the grading terms - academic progress is reviewed for each IEP student by the guidance staff, the learning center staff, and the assistant headmaster head of school.
- Clear, timely electronic communication is provided to all teachers from the Special Education Coordinator following each original evaluation or annual review in which significant changes or needs are identified.
- EMK has maintained a strong commitment to dual licensure for core academic staff in our inclusion program. About half of all EMK instructional staff are licensed to serve students with moderate disabilities.
- IEP students are scheduled as needed in our Learning Center, providing pull out support through our Strategies for Success small group intervention programs. We have increased the commitment to use of the Learning Center in recent years to respond to the increasing needs of our special education population.
- Explicit supports are provided by our special education staff to our core academic teachers including supervised small group test administration, guidance in creating appropriate accommodations in assignments, activities and assessment, and review of mid-year and year-end assessments for appropriate accommodations.
- The special education coordinator and the learning center teachers provide advocacy for students with disabilities with their teachers across the curriculum, to assure that

appropriate accommodations are being provided for all students with disabilities in their core academic classes.

For our English language learners

- Beyond the requirements of SEI endorsement, EMK has maintained a strong commitment to dual ESL licensure for core academic staff.
- The language acquisition team – with leadership of the Assistant Head of School at each site, the ESL Coordinator, and the ESL teachers – is responsible for review of progress for all EL students, including review of progress reports and report cards each term.
- EMK provides very small group supports (2-4 students) through direct ESL instruction for students with the lowest proficiency in English.
- The universal EMK Instructional Lesson Plan template, submitted weekly to the Assistant Headmaster at each campus, requires inclusion of specific language objectives designed to support English language learners.
- EMK maintains strong collaboration with BPS around compliance with policy and court mandates related to support of English language learners.
- Former EL students are monitored 4 times annually; where faculty discuss all FEL students, monitor their academic progress, gather evidence for struggling students and determine support needs if necessary.
- Explicit ESL supports are provided to content area teachers, such as push-in support, guidance in assessments and lesson planning, one on one meetings; extra time offered after school or during flex block for ESL students' work.

## **CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

### **Key Indicator 7.1 Safe and Supportive Environment**

- Describe how the school ensures a safe and supportive environment. Provide evidence detailing how the school meets expectations outlined in the key indicator: Safe and Supportive Environment, in the Charter School Performance Criteria (v. 4.2). Please use student survey data (if it is collected) to provide evidence in this area.

The 2022 EMK Student Climate Survey identified the most favorable student response in the areas of school rigorous expectations (58%) and school safety (59%). This is consistent in all four administrations of the survey since our 2017 baseline. Students report that they are encouraged to do their best, to persevere when a task is difficult, and to demonstrate their understanding. The 2022 BPS Panorama Student Climate Survey indicated most favorable

student response in school safety (65%) and cultural awareness and action (57%). Students do not indicate high levels of concern about violence, fighting or bullying, and they express confidence in the fairness and accessibility of adults to help. Students indicate that EMK encourages them to engage in deep thinking about race-related topics and major news events, and to consider issues from different perspectives.

Consistently in all administrations of the student climate survey since 2017, student response is least positive in the areas of school engagement, student belonging, and school climate. The profound disruption of relationships - among students, and between adults and students - during the extended time of remote learning makes it difficult to interpret response in these areas. It is not surprising that students feel less well known and not strongly connected to others. And though we have returned to in-person learning, our extracurricular engagements across our two campuses have continued to be disrupted by the pandemic. As these return, we expect student engagement will increase. We also recognize that our deep investments in social-emotional tiered interventions, including Advisory, BARR case management and the Student Support Coordinator roles discussed above, one-on-one mentoring, and restorative justice approaches to community building and discipline are exactly the interventions that are needed to move toward greater student belonging and engagement. We know that our 2022 student climate survey provides the post-pandemic baseline from which we will rebuild over our next charter term.

#### **Key Indicator 7.2 Family Engagement**

- Describe how the school develops effective relationships with families. Provide evidence detailing how the school meets expectations outlined in the key indicator: Family Engagement, in the Charter School Performance Criteria (v. 4.2). Please use parent survey data (if it is collected) to provide evidence in this area.

Kennedy Academy utilizes varied methods for communication with families. During the pandemic we shifted to primarily electronic communication, which has permitted more frequent communication in virtually all native languages of EMK families. The weekly community update from the Head of School is sent to all families and contains varied school notices, invitations, and items of interest. All families also receive individual academic reports by email twice quarterly, with a progress report at the mid-point of the term, and a report card at the end-point of each term. All Kennedy Academy families have access to our web-based student information system, ASPEN, for monitoring the academic progress of their students in real time. All EMK teachers utilize ASPEN to maintain an online gradebook which is visible to both students and families. ASPEN is the primary tool for sharing detailed progress reports, attendance and grading information. It is also an important mechanism for tracking and sharing contact with EMK families among EMK staff members, regarding academic progress, attendance, discipline and student support concerns.

Each year there are four additional opportunities for parents to meet with teachers to learn more about the curriculum, and to discuss their individual student's performance. These

opportunities include our Back to School Curriculum night, and our quarterly parent teacher conference days where parents come to school to pick up report cards and meet with teachers. Beginning in 2020, we moved these teacher-family interactions to on-line participation on zoom, with individually calendered appointments with specific teachers. For some families, especially those with time and location commitments, remote participation has permitted easier engagement with teachers. For others who experience internet access issues or who lack familiarity and comfort with technology, the web-based interactions have been an obstacle. We expect to utilize a hybrid model offering both in-person and remote participatiobnn in the coming year to permit easier access for families.

At the school level, EMK uses an automated calling system, School Messenger, to distribute important information and reminders to students and families – allowing communication by phone, text, and email. These calls can be tailored for specific needs and are delivered in many languages. Automated notification calls regarding attendance and tardiness are also made daily through this system. EMK also uses TalkingPoints, an application that allows families to specify their preferred method and language of communication with teachers, through phone, email or text.

Many of the opportunities for families to come to school in-person have been disrupted by the pandemic and its long term implications. Signature events including the annual awards ceremony and graduation returned to their in-person prepandemic norms this year. In 2022-2023 we hope to restore other key opportunities for family presence at the school, including EMK Health Family Fun Night, the August Wilson Monologue Competition, and the schoolwide EMK Science Fair.

Consistent with its *Rebuilding Community* school-wide goal, in 2021 EMK added a Family Engagement Coordinator, a full-time school-based position responsible for building the capacity of our school to authentically engage families. The Liaison's primary role is to develop family engagement systems and activities that create strong partnerships to support teaching, learning, student achievement and school improvement. We recognize that engaging families in meaningful ways is a shared responsibility. An effective family engagement plan creates a foundation for mutual partners to collaborate; embraces the individuality and uniqueness of families; and promotes a student-centered, family-driven culture of learning. We will accomplish this goal by establishing meaningful and impactful relationships to support overall family well-being and student's social-emotional health. We will also strengthen the partnerships we have with our stakeholders that will help students thrive academically.

The 2022 EMK family climate survey indicates that EMK is a welcoming and accessible school, grounded in good communication with families. Families report a strong sense of belonging at EMK. The most positive response from families emerged from questions exploring barriers to family engagement, with 82% favorable response overall. This is true for families across student race/ethnic, grade level and gender subgroups. This was true also in our baseline 2017 data at the start of this charter term. In 2022, more than 45% of narrative open responses from families identify frequent communication, especially from the Head of School, as a strength. This is reflected also in the 2022 BPS family climate survey where the most positive family response (76%) was in the area schoooof school-family communication.

The 2022 family climate survey reveals greatest concern in the area of learning behaviors. This was the content area of least positive response, 47% overall, on the Panorama family survey. This is true across all race/ethnic categories, and across grade levels. In this area, families recognize that student learning is compromised by struggles with perseverance, organization, effort, distraction and motivation. This is particularly true in the wake of the pandemic.

Families also recognize the considerable toll that the pandemic has taken on their students' readiness for learning. They are particularly concerned about their students' emotional well being (67% indicated that they are somewhat, quite or extremely concerned). However, they feel confident that EMK is well prepared to meet the social-emotional learning needs of their students (60% quite confident or extremely confident), and they are confident that the resources at the school will meet the needs of their students (65% quite confident or extremely confident).

Given that three school-years that have been disrupted by the pandemic, it is not surprising that EMK has observed a less positive response from families across all content areas in 2022 relative to our 2017 baseline (78% vs 69%). We will work from 2022 as our new baseline for measuring family feedback during the new charter term.

FOR REVIEW

## **ORGANIZATIONAL VIABILITY**

**Guided by the prompts below**, provide evidence of the school's performance and progress related to the school's organizational viability, as defined by the Charter School Performance Criteria (v. 4.2). The Application must provide complete, clear, and accurate information in response to each of the items listed below. If an item does not apply to the school, please clearly note why it is not applicable.

### **CRITERION 8: CAPACITY**

#### **Key Indicator 8.1: School Systems and Leadership**

- Describe how the school sustains a well-functioning organizational structure. Provide evidence detailing how the school meets expectations outlined in the key indicator: School Systems and Leadership, in the Charter School Performance Criteria (v. 4.2). Please use staff/faculty survey data (if it is collected) to provide evidence in this area. As applicable, please briefly summarize efforts to implement the school's Student Opportunity Act Plan.

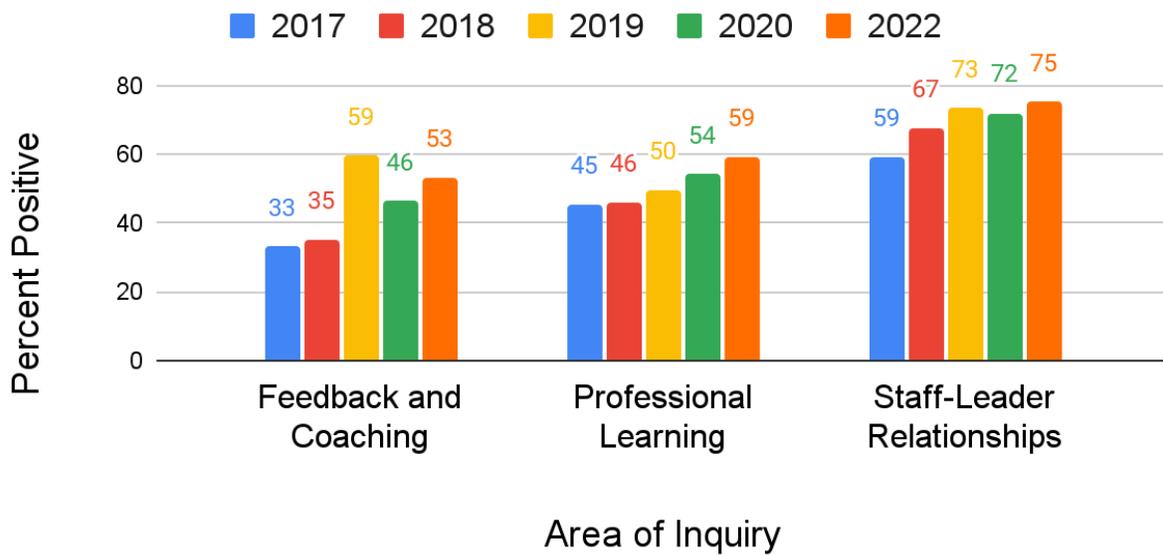
EMK is guided by a five-member leadership team consisting of the Head of School and an Assistant Head of School and Instructional Coach at each site. The Head of School provides overall leadership and direction across both campuses, maintains an office at each campus and a schedule that assures her presence in both places. She is primarily responsible for communication with the Board of Trustees, collaboration with the Boston Public Schools, and development of external partnerships in support of the school's college readiness and health careers preparation mission. The Assistant Heads of School provide leadership for administrative operations, student culture and discipline, curriculum and instruction. The Instructional Coaches provide leadership and support for the faculty, with a focus on instructional practice, professional development, and evaluation. They also support the faculty in the development of individual, departmental, and schoolwide goals as part of their educator development plans. Decision making rests with the Head of School, with input from the other members of the leadership team. Faculty leaders from each academic department are joined by grade level leaders, guidance and student support leaders, and the Deans of School Culture in the school's Shared Leadership Team (SLT). The SLT is facilitated by the Instructional Coaches. The full SLT meets monthly, providing a forum for discussion and input to leaders on a full range of academic and programming issues. The building of the SLT over the current charter term has been particularly effective in improving communication and collaboration between leaders and staff, and has provided professional growth and leadership development opportunities for our staff.

When there is an opportunity to add or replace a staff member, the Head of School designates a committee to clarify the position description, screen, interview and observe candidates, and then make a hiring recommendation to the Head of School. The team typically includes peer colleagues in the related department, the department chair, other department leaders, students, and members of the parent council.

Investments in the Shared Leadership Team were a priority during the current charter term. The work focused on clarifying leadership roles, establishing greater faculty and staff voice in decision-making, deepening the professional development process, and providing mentoring, support and growth support for all staff members. The staff climate survey provides clear evidence of the effectiveness of these efforts. Steady improvement in positive response is evident in all six areas of inquiry. There is, of course, opportunity for continued improvement as we work in the next charter term to sustain this staff climate gains, and build even more positive response.

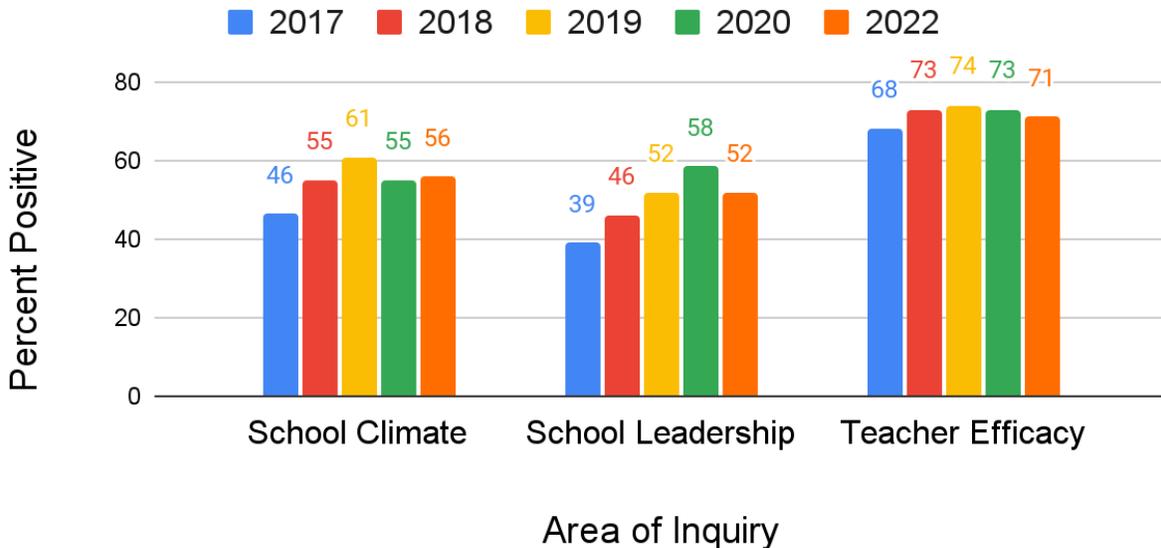
## EMK Staff Climate Survey

Teachers and Staff Combined



# EMK Staff Climate Survey

Teachers and Staff Combined



## Key Indicator 8.2: Professional Climate and Standards for Performance

- Describe how the school creates a professional working climate for all staff. Provide evidence detailing how the school meets expectations outlined in the key indicator: Professional Climate and Standards for Performance, in the Charter School Performance Criteria (v. 4.2). Please use staff/faculty survey data (if it is collected) to provide evidence in this area.

The Shared Leadership Team, guided by the instructional coaches, set the professional development agenda for each year. In addition to a full-week intensive for all staff in August, we hold a weekly 90 minute professional development meeting for all staff. These meetings rotate among the professional development priorities of the school, including grade-level meetings, departmental meetings, and school-wide meetings led by our Racial Equity Team. The use of zoom for staff meetings during remote learning has helped us to overcome the obstacle presented by our two sites, and allows the full-staff, or smaller break-out cross campus groups to meet for professional development more easily.

The most positive responses on the 2022 faculty and staff climate survey speak to the strength of the professional working climate for staff.

<b>2022 Faculty/Staff Climate Survey - Areas of Most Positive Response</b>		
<b>Content Areas</b>	<b>Question</b>	<b>% Positive Response</b>
School Climate	To what extent are staff trusted to work in the way they think is best?	97%
Staff - Leader Relationships	When challenges arise in your personal life, how understanding are your school leaders?	95%
Staff - Leader Relationships	How respectful are your school leaders towards you?	92%
Staff - Leader Relationships	How friendly are your school leaders toward you?	85%
Staff - Leader Relationships	How much do your school leaders care about you as an individual?	82%
Professional Learning	Overall, how supportive has the school been of your professional growth?	80%
Staff - Leader Relationships	How confident are you that your school leaders have the best interests of the school in mind?	77%
Professional Learning	How helpful are your colleagues' ideas for improving your work?	77%
Staff - Leader Relationships	How fairly does the school leadership treat the staff?	75%
School Leadership	Overall, how positive is the influence of the school leaders on the quality of your work?	68%

In 2020 EMK established a Racial Equity Team comprised of teachers, student support staff and administrators who come together monthly to consider ways to deepening our school's existing mission and core beliefs. Recognizing that each of us can simultaneously be racist and antiracist the team guides us to explore what it means to provide a supportive learning environment, to promote respect and to embrace diversity. Beyond the school's core beliefs, the team works to create actionable goals that reflect the diversity of our community not only in terms of race and ethnicity, but gender, culture and religion, age, experience and context. In addition to whole staff and affinity group sessions held during our August professional development retreat, the team leads professional development sessions for the full staff during the school year. This work will continue into the next charter term.

### **Key Indicator 8.3: Contractual Relationships**

- If applicable, please provide evidence illustrating an effective working relationship and appropriate separation with a management company (EMO) or a working relationship with its host district (for a Horace Mann).

Since its inception EMK has enjoyed a strong and deep working relationship with the Boston Public Schools. Our original decision to become a Horace Mann rather than Commonwealth Charter School was grounded in our intent to be part of, rather than outside of, the efforts to improve the Boston Public Schools. We have a carefully constructed MOU which permits the autonomy promised by the Horace Mann Charter School model, while also honoring the interconnectedness in areas of finance, facilities, and human capital. For the last several years, the EMK Head of School shares leadership of the high school headmasters group in Boston, and collaborates with her peers across the varied policy issues that arise.

#### **CRITERION 9: GOVERNANCE**

- Describe how members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. Provide evidence detailing how the school meets the key indicators outlined in Criterion 9: Governance, in the Charter School Performance Criteria (v. 4.2).

EMK is served by Board of Trustees reflecting the school's higher education and health careers mission, and including representation of EMK staff, students and families. Every five years, as part of the charter school renewal, the Board engages in an externally facilitated strategic planning process designed to seek input from all stakeholders in a process of reflection and priority setting for the next charter term. This assures that the regular communication with school leadership is augmented by the perspective of other constituents.

The Board meets monthly during the school year in public sessions which are scheduled and posted at the beginning of each year. Meetings are held in person or by zoom as permitted by law. The Board has established a rotating schedule of presentation/discussion items that allow key members of the staff to share programmatic data across all aspects of the school. Content includes:

- Finance - Audit, Preliminary and Final Budget, Monthly Financial Report
- Accountability and Assessment Results - MCAS, ACCESS, MAP
- Student Recruitment and Enrollment Management
- Attendance and Behavior
- Support for All Learners - Systems for Special Education and English Learners
- Support for College and Career Readiness
- Support for Social Emotional Needs
- Implementation of Health Engagemetn Activities
- Racial Equity Taskforce Activities

The Head of School provides a monthly update to the Board on all aspects of school operation. Members of the leadership team and staff present regularly on key areas of school programming.

Board members and EMK staff work together to manage Trustee compliance with the requirements of the DESE Board Member Management System.

As discussed in Criterion 3: Compliance, above, the Board has worked over the 21-22 school year with an external consultant to address board functioning and effectiveness and to assure compliance with both open meeting law and the EMK bylaws.

#### **CRITERION 10: FINANCE**

- Describe evidence that demonstrates how the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

The EMK Board of Trustees takes very seriously its fiduciary responsibility, allocating time at each monthly meeting for the full Board to review the financial statements of the school. The Board's Finance Committee meets in advance to preview the financial statements and identify any areas of concern. The Board meets annually with the independent auditor to assure full compliance with all appropriate financial policies and regulations. EMK has consistently operated with positive net assets, and with stable revenues to support the successful implementation of programming to support the school's mission. In years where the school has functioned with an operating loss drawing down net assets to support program activities, the Board has required clear explanation of the temporary nature of such circumstances to assure a return to balanced budgeting. The school contracts with a business manager, maintaining clear separation of responsibilities to assure integrity of the schools' general ledger, effective cash management, and accurate financial reporting. The school maintains written financial policies and procedures which are reviewed and updated annually as part of the financial audit. EMK has received an unqualified financial opinion with no material findings in every year of the charter term. EMK has worked effectively with the Boston Public Schools to assure accurate reporting and management of this primary financial relationship.

## PLANS FOR THE NEXT FIVE YEARS

- Describe the school's plans for the next charter term, including ways in which the school intends to modify or augment the program set out in the original charter application. This section should discuss how the school has thought strategically about the next five years.

As is our tradition when approaching each charter renewal, the Kennedy Academy Board of Trustees engaged a consultant over the last six months to facilitate a thorough strategic planning process. We used this opportunity to solicit input from all internal stakeholders and key external partners, using written survey instruments, focus groups, extensive interviews, and follow up meetings and discussions. Our intent was to reflect on the last five years, identifying both our strengths and the areas for continued improvement, to help us define the priorities for our school over the next five years.

The results of this effort are summarized below as the framework for our next charter term.

**Equitable Literacy** - The primary school-wide improvement goal over the last two years, and continuing into the next charter term, is the work of equitable literacy for all EMK students across the curriculum. Using the framework of Historically Responsive Literacy we will continue to explore the themes of identity, skills, intellect, criticality and joy as we discuss unit and lesson plans and strengthen vertical and horizontal curriculum alignment. EMK staff members will work together to co-plan and co-teach a culturally-responsive and antiracist social justice curriculum for the inclusion setting.

**Rebuild Community** - Our second school-wide priority since March of 2020 has been the working of rebuilding community in a world changed by the global pandemic. This will continue into the next charter term. Together we reflect on and adjust all aspects of our programming to strengthen EMK as a nurturing and caring place. The wellness and healthy relationships of the adults in the school shape the culture and wellness in the school environment. Strengthening student and staff relationships in the classroom and nurturing caring relationships across the community will improve professional practice and student achievement. It is essential to focus on rebuilding relationships and supporting social and emotional learning in order to create a welcoming environment and a sense of safety for students and their families.

These two school-wide goals will continue to guide our professional development initiatives and our programmatic investments in the next charter term. The professional development calendar rotates among grade-level and department meetings which are focused on equitable

literacy, and whole school sessions led by our Racial Equity Team which are central to our rebuilding community work. In addition, common planning time scheduled during the school day is focused on these goals. Programmatic initiatives will include the following:

FOR REVIEW

## **Programmatic Initiatives in Equitable Literacy**

**Pilot Push-In and Co-Teaching Models** - We are working to refine our approach to full-inclusion at EMK. We have already begun to plan, implement and evaluate the increased use of push-in and co-teaching interventions to support our students with disabilities, English learners and other high-need students.

**Restore Common Planning Time** - Restoring common student and teacher schedules across the two campuses will allow us to leverage web-based meeting times across the two campuses. This provides opportunity for professional collaboration, coaching, and mentoring during the school day. The work can include curriculum review, assessment planning, collaborative looking at student work, collegial mentoring and support especially for new staff members, and sharing of best practices in instruction and classroom management. This will also permit greater access for our expanded instructional coaching team to support teachers in reflection on and evaluation of their instructional practice.

**Refine Academic Support Interventionist and Student Support Interventionist Roles** - Differentiate the role of Student Support Interventionist, providing case management and intervention with high need students outside of the classroom, and Academic Support Interventionist, providing intervention and instructional support through co-teaching and push-in activities within the classroom.

**Restore Vocational Education Programming** - The extended effects of the pandemic have been especially challenging for the young EMK Health Assisting program. Opportunities for three of our first four graduating classes - 2020, 2021, and 2022 were profoundly impacted. For our nursing students, remote learning through June 2021 made clinical skill development and practice in our nursing lab unavailable. And even with the return to in-person learning in 21-22, we were unable to return to community-based clinical practice at Hebrew Senior Life. Similarly, our planned pilot of the EMT pathway, ready for launch through partnership with Quincy College in the fall of 2020 was delayed by the continuation of remote learning. Getting these two pathways back on track is a high priority for our next charter term. Demand for the two programs continues to be strong, and we have already established a second community based clinical partnership in the spring of 2022 to provide the needed clinical hours. It is clear already that students would welcome involvement with other complementary career pathways – particularly biotechnology, medical assisting and dental assisting. We expect to seek this expansion of our CTE programming during our next charter term.

## **Programmatic Initiatives in Rebuilding Community**

**Expand Restorative Justice** - EMK will continue its commitment to restorative justice as a strategy to keep students in the classroom where they can learn, and to create a caring and safe community for all stakeholders. In addition to training of staff members new to the school in the last few years, we will engage in a second round of advanced training with those who have been engaged in this work for several years. Restorative justice circles will continue to be a centerpiece of the EMK Advisory curriculum.

**Strengthening School Culture** – We continue to prioritize strategies to strengthen engagement and a sense of belonging among our students. We believe in the power of research-based approaches - positive behavior intervention, one-on-one mentoring, and restorative justice practices - to build our school culture. With input from students and staff members we will continue to tailor our tier-one Advisory program to build strong connections between adults and students, and to be the primary point of home-school contact. Fostering stronger connection across our two campuses, with greater opportunity for students to engage in mission-related activities across grades 9-12 will also be a priority to strengthen our school identity and culture.

**Deepen the Racial Equity Task Force** - By leading regularly scheduled whole school professional development, the task force will help us to deepen our understanding of racism and anti-racism, exploring what it means to provide a supportive learning environment, to promote respect and to embrace diversity. The task force further seeks to embrace not only the diversity of our students and their families, but to embrace one another as colleagues, and to extend that embrace beyond school walls to our external communities and beyond.

**APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE**

Summarize the school’s performance on its approved Accountability Plan for the charter term using the template below. An example of how to summarize the school’s performance is provided. The table should include information the school reported in annual reports for 2018-19, 2019-20, 2020-21, and 2021-22. If a revised Accountability Plan has been approved, report on the most recently approved plan. **Please submit this section in Microsoft Word format, not in PDF format.**

If the school was not able to gather data for a particular measure due to the COVID-19 pandemic, please note that. In the example below, the school was not able to gather data related to the measure in 2019-20 or in 2020-21. The school’s Summary of Review will note when measures were not met due to the pandemic, and this does not negatively impact a school’s Accountability Plan performance for the charter term.

**FAITHFULNESS TO CHARTER**

	Charter Term Performance				Evidence
	M (Met)				
	NM (Not Met)				
	1	1	2	2	
	8	9	0	1	
	-	-	-	-	
	1	2	2	2	
	9	0	1	2	
<b>Objective: EMK will deliver a rigorous, standards-aligned academic and extracurricular curriculum to prepare all students for higher education.</b>					
<b>Measure:</b> Each year the proportion of EMK students in grades 11 and 12 enrolling in at least one advanced course will increase relative to the baseline of 70% in 2017-2018. Advanced courses are defined by DESE and include AP, IB, and dual enrollment courses, among others.	Met	Met	Met		<p><b>2018-19:</b> In 2018-2019 134 of 175 students (77%) in grades 11 and 12 enrolled in at least one advanced course</p> <p><b>2019-20:</b> Using the 2020 June Student Course Schedule Report, 73% of EMK students in grades 11 and 12 completed a DESE-defined advanced course.</p> <p><b>2020-21:</b> Using the 2021 June Student Course Schedule Report, 76% of EMK students in grades 11 and 12 completed a DESE-defined advanced course.</p> <p><b>2021-22:</b></p>

<p><b>Measure:</b> The proportion of all EMK students maintaining a cumulative unweighted GPA of 3.0 or higher will increase every year relative to the 2017-2018 baseline proportion of 23%.</p>	Met	Met	NM	<p><b>2018-19:</b> At the end of 2018-2019, 91 of 375 (24%) students had a cumulative GPA of 3.0 or higher.</p> <p><b>2019-20:</b> The proportion of EMK students maintaining a cumulative unweighted GPA of 3.0 or higher at the end of 2019-2020 was 35%.</p> <p><b>2020-21:</b> The proportion of EMK students maintaining a cumulative unweighted GPA of 3.0 or higher at the end of 2020-2021 was 23%</p> <p><b>2021-22:</b></p>
<p><b>Measure:</b> The proportion of graduates earning four years of credit in English, Math, History/Social Science and Science will increase with each graduating class relative to the baseline of 86% for EMK 2018 graduates.</p>	NM	Met	NM	<p><b>2018-19:</b> 68% of EMK 2019 graduates completed 4 years of English, Math, History and Science in the academic school year 2018-2019. Unusual circumstances with the class of 2019 account for this lower figure. Notably, Our first CTE Health Assisting students (22) did not take history in grade 11 to make room for their clinical experience. We have since modified the curriculum. Also in 2019, some students who participated in the Exploring Computer Science pilot did so in place of a core lab science course.</p> <p><b>2019-20:</b> The proportion of Class of 2020 graduates who completed four years of credit in all four core academic subjects was 93%.</p> <p><b>2020-21:</b> The proportion of Class of 2021 graduates who completed four years of credit in all four core academic subjects was 82%.</p> <p><b>2021-22:</b></p>
<p><b>Measure:</b> Every year, at least 95% of EMK graduates will earn admission to a two-year or four-year college or university</p>	Met	Met	Met	<p><b>2018-19:</b> In the graduating class of 2019, 83 of 84 graduates (99%) earned admission to two-year or four-year colleges or universities.</p> <p><b>2019-20:</b> In the graduating class of 2020, 81 of 83 graduates (98%) earned admission to 2- and 4-year colleges and universities.</p> <p><b>2020-21:</b> In the graduating class of 2021, 88 of 89 graduates (99%) earned admission to 2- and 4-year colleges and universities.</p> <p><b>2021-22:</b></p>
<p><b>Measure:</b> Not less than 95% of all EMK students in grades 11 and 12 will earn a passing grade (D or above) in the College and Career Readiness Seminar for their grade level.</p>	Met	Met	Met	<p><b>2018-19:</b> In 2018-2019 100% of students in grades 11 and 12 received a passing grade in the College and Career Readiness Seminar.</p> <p><b>2019-20:</b> In 2019-2020 99% of all EMK students in grades 11 and 12 passed the College and Career Readiness seminar for their grade.</p>

					<p><b>2020-21:</b> In 2020-2021 96% of all EMK students in grades 11 and 12 passed the College and Career Readiness seminar for their grade.</p> <p><b>2021-22:</b></p>
<p><b>Objective: EMK will engage students in curricular programming that will deepen their understanding of the health professions and health or STEM-related fields.</b></p>					
<p><b>Measure:</b> The proportion of EMK Science Fair participants who earn a first, second or third place score (average judges score between 70 and 100 using the EMK Science and Engineering Fair Judging Rubric) will increase each year from a baseline of 66% in 2017-2018.</p>	Met	NM	NM		<p><b>2018-19:</b> In 2018-2019. 280 of 378 (74%) of EMK students earned a final score between 70 and 100 on the EMK Science and Engineering Fair Judging Rubric</p> <p><b>2019-20:</b> In 2019-2020, 242 of 353 (73.4%) Science Fair participants earned a final score between 70 and 100 on the EMK Science and Innovation Fair Judging Rubric. This is down VERY slightly from the 2018-19 level of 74%.</p> <p><b>2020-21:</b> Due to the COVID related remote learning for all students through March 29, EMK was unable to hold the science fair.</p> <p><b>2021-22:</b></p>
<p><b>Measure:</b> Annually, not less than 50% of EMK graduates will identify a health or health science related major for their higher education.</p>	Met	Met	Met		<p><b>2018-19:</b> In 2018-2019, 51 of 84 graduates (61%) identified a health or health science related major for their higher education.</p> <p><b>2019-20:</b> 52% of students graduating in the Class of 2020 chose a health-or health science-related major for their higher education.</p> <p><b>2020-21:</b> 56% of students graduating in the Class of 2021 chose a health-or health science-related major for their higher education.</p> <p><b>2021-22:</b></p>
<p><b>Measure:</b> Each year, 95% of EMK grade 10 students will present a health fair project with visual, written, and oral elements in the annual EMK Health Fair.</p>	Met	NM	NM		<p><b>2018-19:</b> The EMK Community Health Fair for the 2018-2019 SY had 99% participation from the 10th grade students</p> <p><b>2019-20:</b> Because of the COVID-19 pandemic, EMK was unable to hold the Health Fair as scheduled.</p> <p><b>2020-21:</b> Because of the COVID-19 pandemic, EMK was unable to hold the Health Fair</p> <p><b>2021-22:</b></p>
<p><b>Measure:</b> Each year EMK will make progress toward a goal of having 80% of EMK students participate in at least one sustained meaningful</p>	NM	NM	NM		<p><b>2018-19:</b> 126 out of 378 (33%) were engaged in some form of sustained, meaningful programmatic after school activity.</p>

engagement in a mission-related extracurricular activity during each school year. (This includes academic enrichment, academic support, and health-related activities requiring at least 6 hours monthly for a minimum of 4 months.)				<p><b>2019-20:</b> At the time of the March COVID shutdown, 207 of 375 EMK Students (55%) had met this objective.</p> <p><b>2020-21:</b> Because of the COVID-19 pandemic, most mission-related sustained extracurricular activities were not in operation.</p> <p><b>2021-22:</b></p>
<b>Objective: EMK will engage students in vocational curriculum offerings that support the college readiness and health professions exposure mission.</b>				
<b>Measure:</b> The proportion of Grade 12 EMK Health Assisting students who earn their CNA credential (or EMT starting year 2021) prior to graduation will increase each year from the 2018-2019 baseline.	Base	NM	NM	<p><b>2018-19:</b> In 2018-2019, 10 of 22 (45%) Grade 12 Health Assisting students earned their CNA credential prior to graduation.</p> <p><b>2019-20:</b> Because of the COVID-19 pandemic, Grade 12 Health Assisting students were unable to take the CNA credential test prior to graduation.</p> <p><b>2020-21:</b> Because of the COVID-19 pandemic, Grade 12 Health Assisting students were unable to take the CNA credential test prior to graduation.</p> <p><b>2021-22:</b></p>
<b>Objective: EMK faculty and staff will engage with the BPS district, BPS schools, and non-BPS schools to share best practices related to our college and health career readiness mission.</b>				
<b>Measure:</b> Each year each EMK department will share best practices with other BPS or non-BPS schools and colleagues through at least one presentation at a professional development conference or district-wide meeting, or through hosting educator visits to EMK classrooms.	NM	Met	NM	<p><b>2018-19:</b> World Language, English, Health/HealthCareers, and Student Support, and Administration participated in dissemination efforts during 2018/19, noted in the table above.</p> <p><b>2019-20:</b> Teachers from English, Math, History, Science, World Language, Health, and Special Education/Student Support all participated in professional development activities designed to share EMK best practices with other educators in Boston and beyond.</p> <p><b>2020-21:</b> As noted in the table above, teachers from Health, History, Biology, and Student Support participated in professional development activities designed to share EMK best practices with other educators in Boston and beyond.</p> <p><b>2021-22:</b></p>

\*Add rows as needed.

FOR REVIEW

**APPENDIX B: STATEMENT OF ASSURANCES AND CERTIFICATION STATEMENTS**

**GENERAL STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

<b>Name of School: Edward M. Kennedy Academy for Health Careers</b>
<b>Address: 10 Fenwood Road, Boston, MA 02115</b>

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator

Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).

33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

---

Signature of school representative

Date

**Print/Type Name: Dr. Caren S. Walker Gregory**

**Title: Head of School**

**RENEWAL APPLICATION CERTIFICATION STATEMENT**

**Name of School: Edward M. Kennedy Academy for Health Careers**

**Address: 10 Fenwood Road, Boston, MA 002115**

I hereby certify that the information submitted in this Application for Renewal of a Public School Charter is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

---

Signature: Chair of Board of Trustees (or Designated Signatory Authority) Date

**Print/Type Name: Elmer Freeman**

**Title: Board of Trustees Chairperson**

**Date the Application for Renewal Was Approved by the School's Board of Trustees:**

**HORACE MANN RENEWAL APPLICATION CERTIFICATION STATEMENT(S)**

<b>Name of School: Edward M. Kennedy Academy for Health Careers</b>
<b>Address: 10 Fenwood Road, Boston, MA 02115</b>

**SCHOOL COMMITTEE APPROVAL CERTIFICATION**

I hereby certify that this Application for Renewal of a Public School Charter has received approval from a majority vote of the school committee in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

---

Signature: Chair of the School Committee Date

<b>Print/Type Name: Jeri Robinson</b>
<b>Address: 2300 Washington Street, Boston, MA 02119</b>
<b>Daytime phone: 617-635-9014</b>

**COLLECTIVE BARGAINING UNIT APPROVAL CERTIFICATION**

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the local collective bargaining unit in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

---

Signature: President of Local Teacher's Union Date

<b>Print/Type Name: Jessica Tang</b>
<b>Address: 180 Mount Vernon Street, Boston, MA 02125</b>
<b>Daytime phone: 617-288-2000</b>

## APPENDIX C: DOCUMENTS

*Appendix C* must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process.

If you have questions about the documents, the [Opening Procedures Handbook](#), Chapter 14: School Facility and Building Safety, includes additional guidance, including the required elements of multi-hazard evacuation plans and medical emergency response plans.

*Appendix C* must contain all of the documents below. If the school operates in multiple facilities, documentation must be provided for each one, as applicable. **Include a separate cover sheet for each document** that identifies it as one of the following:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s), such as liability insurance and directors' and officers' insurance
- Most recent Asbestos Inspection (within the past three years) and AHERA Management Plan (or, if not applicable, a certification statement by the architect, building engineer, or a licensed inspector that there are no asbestos-containing materials in the building)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed [Lead and Copper in Schools Maintenance Checklist](#)
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan

**Please ensure that all certificates are up to date prior to submitting the Application for Renewal.** If any of these documents is not up to date when you submit your Application for Renewal, provide evidence that you have scheduled the necessary inspections for the fall of 2022.

**APPENDIX D: ADDITIONAL INFORMATION**

**BOARD OF TRUSTEES TURNOVER**

Using the table below, list the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2018-19			
2019-20			
2020-21			
2021-22			

FOR REVIEW

FOR REVIEW

## APPENDIX E: APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  - School name
  - School address
  - School contact information: name, title, telephone, and email address
  - Date that the school’s board of trustees voted approval of the Application
  - Application submission date
  - Cover letter (optional)
  - Table of contents listing all major sections, appendices, and page numbers
  - Introduction to the school (table)
  - Performance and plans section (should not exceed 25 pages)
  - Faithfulness to the Charter
    - Criterion 1: Mission and Key Design Elements
    - Criterion 2: Access and Equity
    - Criterion 3: Compliance
    - Criterion 4: Dissemination
  - Academic Program Success
    - Criterion 5: Student Performance
    - Criterion 6: Program Delivery
    - Criterion 7: School Climate and Family Engagement
  - Organizational Viability
    - Criterion 8: Capacity
    - Criterion 9: Governance
    - Criterion 10: Finance
  - Plans for the Next Five Years
  - Appendix A: Accountability Plan Performance (in Microsoft Word format)
  - Appendix B: Statement of Assurances and Certification Statements (Each of these needs to be printed and signed. Original ink signatures are required. The Department will not accept electronic signatures or reprinted copies of signatures. After obtaining the required signatures, please scan the documents and include them with the electronic copy of the Application. Finally, please mail the hard copies of the documents with original ink signatures to the Department.)
    - General Statement of Assurances
    - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
    - Horace Mann Renewal Application Certification Statement(s) (required of Horace Mann charters)
  - Appendix C: Documents (If these are not up to date, provide evidence that you have scheduled the necessary inspections for the fall of 2022. An example of evidence

might be an email from a municipal employee confirming the date when an inspection is scheduled to take place.)

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed [Lead and Copper in Schools Maintenance Checklist](#)
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan
- Appendix D: Additional Information
  - Board of Trustees Turnover
- Appendix E: Application Content Checklist