

Annual Report 2016-2017

Head of School

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PVPA

Pioneer Valley Performing Arts Charter Public School

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INTRODUCTION TO PVPA

Mission Statement

PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.

Pioneer Valley Performing Arts Charter Public School (PVPA)			
Type of Charter	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional	Regional	Districts in Region (Sending Districts (2016-17))	<i>Agawam, Amherst-Pelham Regional, Athol-Royalston Regional, Belchertown, Central Berkshire Regional, Chicopee, Easthampton, East Longmeadow, Erving, Frontier Regional, Gateway Regional, Gill-Montague Regional, Granby, Greenfield, Hadley, Hampden-Wilbraham Regional, Hampshire Regional, Hatfield, Holyoke, Longmeadow, Ludlow, Mohawk Trail Regional, Monson, Northampton, Palmer, Pioneer Valley Regional, Quaboag Regional, Ralph C. Mahar Regional, South Hadley, Southwick-Tolland Regional, Springfield, Ware, West Springfield, Westfield</i>
Year Opened	1996	Years Renewed	2001, 2006, 2011, 2016
Maximum Enrollment	400	Current Enrollment	400
Chartered Grade Span	9-12	Current Grade Span	7-12
# of Instructional Days per school year	180	Students on Waitlist	300
School Hours	8:30-3:55 8:30-2:50 (F)	Age of School	21 years

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Acting Commissioner Wulfson:

The Pioneer Valley Performing Arts Charter Public School (PVPA), in completing its twenty-first year, remains true to its mission of providing a rigorous college-preparatory curriculum rich in the visual and performing arts. The successful renewal of our charter in 2016, which reaffirmed our place in the Massachusetts charter school landscape, included conditions based on academic progress in mathematics. We have a strategy in place to improve our math scores and look forward to meeting the conditions of our charter renewal in a timely fashion.

The coming year includes a significant change in PVPA's leadership. Scott Goldman tendered his resignation as Head of School in October 2016. The Board of Trustees immediately convened a search committee to recruit and hire his successor. After a thorough and rigorous search process, from among a broad and deep pool of qualified candidates, in April 2017, the search committee unanimously recommended and the Board of Trustees unanimously voted to appoint George E. Simpson as the next Head of School.

Another significant change in school leadership occurred subsequently. At its meeting on May 9, 2017, the Board of Trustees voted to place Head of School Scott Goldman on paid administrative pending investigation and resolution of grievances and two petitions filed with the Board (these are summarized in the annual report under "Complaints"). In the absence of the Head of School, the administration team developed an interim leadership plan, duly approved by the Board, that distributed the responsibilities of the Head of School among themselves. This interim leadership plan concluded when Mr. Simpson officially began his term as Head of School on July 3, 2017.

Leadership at the level of the Board of Trustees remains virtually unchanged. All Board officers will continue in their current positions for the coming school year. Parent members Geoffrey Sumi (continuing as Board president) and Keith Black changed status to community members upon the graduation of their students. Will Decherd, faculty representative on the Board for five years, has resigned and has been replaced by Jorge Rodriguez (pending approval of the commissioner). Furthermore, the Board voted to elect Marc Kenen and Stephen Therrien as community members.

PVPA remains a vibrant place, continually resonant of the infectious energy and enthusiasm of our talented students and dedicated teachers. This fact, along with our rigorous academic and arts curriculum, lies at the heart of PVPA's culture and ethos. We look forward to the coming year, under the leadership of our new Head of School, knowing that the talent and resources of our teachers, administrators, students, families, and Board members will enable us to continue to thrive.

Sincerely,

Geoffrey S. Sumi
President, PVPA Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER: Mission and Key Design Elements

Intensive Exposure to the Performing Arts

In the 2016-17 school year, PVPA offered 123 performing arts classes to its student body. No other public secondary school in the Commonwealth can match the depth and breadth of our arts courses and performing arts opportunities afforded to its students.

At PVPA, students have opportunities to take a wide range of courses in dance, theatre, film, visual art, technical theatre, costuming, music and digital and graphic design. These courses range from general, introductory courses intended to expose students to the performing arts, as well as auditioned based advanced level courses for students who want to concentrate more deeply in a specific art form.

PVPA encourages a climate of inclusive practice for all students in the arts and offers multiple opportunities for participation (on stage, off stage, outreach, open mic, community events, etc). All students can participate and perform every other week, as part of PVPA's Open Microphone. In addition, Open Microphone is also a place to showcase arts and academic integration through formative and summative assessments (performances). ELA, world language, history, music, theater, film, costuming and dance teachers regularly collaborate throughout the semester leading to a demonstration of learning that is shared with the larger school community. Presentations and performances by the recently created PVPA Student Affinity Groups (Black Student Union, Asian Student Union, Latino/a/x Student Union, GSD and Peace Jam) have also occurred during open mic and during other community day events.

PVPA continues to benefit from our new 7000 sq ft performance space (opened in 2016) which provides numerous opportunities for even more students to participate, both on the stage, behind the scenes, in the new tech booth, and as an audience member. The 2016-17 performance calendar included 15 mainstage productions in dance, theatre, film and music and included celebrations of learning which extended beyond the school day with broad participation across the school for the following community events: New Families Celebration, PVPA Arts Festival, Unite Fest, Community Day and Unity Day. At PVPA, the arts are embedded in everything we do.

Our Paideia Winter Session, a three-week term between Semesters 1 and 2, is another example of our faithfulness to our mission and key design elements. Paideia offers all students the opportunity to become immersed in either one full-day or two half-day learning experiences that emphasize the arts in multiple genres (this year our 7th and 8th grade students took part in one half-day experience, as they continued their academics classes throughout the mornings of Paideia). The entire 2016-2017 Paideia catalogue can be found at: [Paideia Course Offerings](#)

2016-2017 Paideia Course Offerings

Catalyst Dance Company
Dance Education Laboratory (DEL)
Little Shop of Horrors Musical
Little Shop of Horrors Pit Orchestra
Little Shop of Horrors Vocals Workshop

Music and Poetry Synchronized (M.A.P.S.)
METG Drama Fest: *The Laramie Project*
Mock Trial Team
Spectrum ACapella
WOFA
High School Rock Climbing
Supporting Arts and Education in Springfield Elementary Schools
Conspiracy Theories
Cultural Conversations in World Cinema
Lighting Design for Little Shop of Horrors
Scene Painting and Murals
Screenwriting
Stagecraft Intensive
The Eye of the Beholder
Winter, Nature, and Mindfulness
Acting Up, Acting Out
Designing Murals with Geometric Art
Engineering and Experimentation
Ginormous Collage Mural
Hands on ASL!
Middle School Rock Climbing
Mixed Media Wearable Art & Fashion Show
Recording Studio Basics
Rube Goldberg Paideia
Stagemanagement
Video Game History
We Right Gud!: PVPA's writing club

An Excellent College Preparatory Curriculum

A quick review of PVPA's college acceptance rates, SAT scores, and 10th Grade MCAS scores over the past few years makes a compelling case for the strength of PVPA's college preparatory curriculum. Each year, PVPA has increased the breadth and depth of its academic course offerings to ensure that we meet our Strategic Plan goal of providing "*challenging and rigorous curriculum for all students*".

This year, all teachers grades 9-12, in both arts and academics, provided their students with the opportunity to earn honors level credit in any class. The honors policy was revised during the 2015-2016 school year and implemented this year. Honors had existed as options before to students, however, this initiative provides consistency between teachers with respect to what students know and produce. Students were able to earn honors credit for the class if they had successfully demonstrated an honors project and had earned a 3.2, 3.6, or 4.0 in the class. Honors grades were notated as 3.2H, 3.6H, and 4.0H.

PVPA continues to be a member of Virtual High School (VHS). Multiple students in grades 9-12 took advantage of VHS courses, such as Advanced Placement courses. A handful of students sat for AP exams at PVPA this past spring, including students taking Honors AB Calculus through PVPA's course offerings.

Again this year, 100% of our juniors took the PSAT, and every student who applied to college was accepted.

PVPA's graduation requirements exceed the admission requirements of the Massachusetts State University system, and our college acceptance rates and placements clearly demonstrate that our curriculum provides excellent preparation for the rigor of college. The following courses are a sample of electives offered at PVPA for students grades 11-12 (as well as 9-10 students who are accelerated):

French Intensive (French 4 & 5), Spanish Intensive (Spanish 4 & 5), Physics, Anatomy, Physiology & Psychology, Food Science and Nutrition, LGBTIQ studies, African American Literature, Honors AB Calculus, Honors Globalization, 1960s Art and Culture, Ancient Greek and Roman History, Civil Liberties and Political Rights, Electoral Politics, Public Speaking, Class, Gender, & Race, Advanced Technique: Contemporary, Advance Technique: Ballet, Advanced Music Theory: India, Advanced Music Composition and Arranging, Musical Theater Playwriting, Theater Critique, Advanced Costuming.

PVPA students grades 7-10 are enrolled in required core academic courses designed to provide a strong foundation for their learning in grades 11 and 12. In addition to students' grade reports and narratives, a critical measure of our students' readiness to tackle advanced work is reflected in our 10th grade MCAS scores during our current charter term. Although this data is available to you in many forms, it is important to note that when compared to other high schools in the Pioneer Valley, PVPA 10th graders are consistently ranked at the top of the list in science, ELA, and math. In our review of the latest available SAT results, PVPA students significantly outperformed our sending school districts when compared to our ten highest sending communities.

Program Delivery: Curriculum

PVPA's standards-based grading practices necessitates that the following elements be included in any curriculum map:

- State or national standards
- Course objectives derived from the standards
- Primary summative assessments (including notation of common department assessments) for all course objectives
- Clear distinction between year-long and semester-long skills
- Measurable course objectives and unit-specific course objectives
- Unit-specific course objectives arranged in chronological fashion
- Unit-specific notes about core resources, activities, and texts
- OPTIONAL - primary formative assessments, arts/academics integration and enhancement, lab activities

Curriculum maps are living documents which will change over time. Every three years, PVPA teachers review and update curriculum maps by working with department colleagues. However, teachers can update curriculum maps each summer in preparation for the upcoming year. At the start of any school year, the curriculum map should represent the teacher's plans for the course. At the end of a given year, the teachers of a course can prepare changes to the following year's map.

A curriculum map reflects common course objectives and primary summative assessments even if there is more than one teacher for a given course. Teachers of a common course may develop individualized approaches to formative assessments, additional summative assessments, or any instructional moves to support students' work on the common course objectives and summative assessments. If the course instructors disagree on suggested revisions to the course objectives or primary summative assessments, then the decision making moves to the Department Leader and is reviewed by the Directors of Academic Programs or the Director of Arts Programs for final approval.

Program Delivery: Assessment

PVPA utilizes a standards-based grading system model. Students' final grades are determined by evidence of student learning on specific course objectives that are derived from state standards. The evidence comes from assessments selected by teachers that align tightly to their specific course objectives. Individual classroom teachers are supported in identifying valid professional sources and collaborating with colleagues for the development of their assessments, and are responsible for individually monitoring students' progress in learning through an analysis of these in-class assessments.

The 2016-2017 school year was the second year in which PVPA students were assessed on their Habits of Work and Learning (HoWLs) separately from the content course objectives. All teachers shared the three HoWL course objectives, which is not used to determine the GPA (grade) for a student within a given course.

PREPARATION: I am prepared for class and arrive on time with organized materials and any needed attire.

PARTICIPATION: I participate in my learning by engaging actively, contributing productively, and collaborating respectfully and safely.

PERSONAL RESPONSIBILITY: I manage my school work by monitoring my assignment completion, meeting deadlines for assigned work and revisions, and/or successfully navigating the extension process if necessary.

During the 2016-2017 school year, PVPA contracted with NWEA and began implementing its MAP (Measures of Academic Progress) testing program in grades 7 and 8 for ELA and math. As well as math for high school students in math support classes. The school's original plan was to assess students grades 7-9, however, due to technology demands the 9th grade was not assessed. The hope is that the use of MAPs testing can continue to be used as another measure of academic success for PVPA throughout various grades.

Teacher professional development focused on the use of formative assessments within the classroom this school year. The collaborative time and curriculum day time dedicated to this work allowed teachers to practice using one formative assessment tool well and experiment with many others. Teachers worked in small groups and had discussions regarding the effectiveness of the formative assessment tools. The professional development was led by teachers and administrators who were part of the school's Student-Learning Data Team.

To ensure fidelity to our assessment practices, department leaders and program directors will review and give feedback on course curriculum maps, the alignment between unit course objectives and listed summative assessments, monitor teachers' use of the Parent Portal to document student work and need for revisions on summative assessments, and request that teachers include student work artifacts in all mid-cycle and end-of-cycle evaluation meetings.

Dissemination Efforts

Academic

- PVPA hosted its first site seminar on standards-based grading. 20 colleagues from various charter schools and attended this all-day workshop in September.
- One history teacher and one middle school humanities teacher presented at the Collaborative for Educational Services (CES) in Northampton, MA. Their presentation was titled: *Teaching Black Lives Matter* and was offered to local educators.
- Our Math Department Leader, and two other PVPA faculty members (Math and Special Education teachers) were hired by the Collaborative for Educational Services (CES) in Northampton, MA, to provide professional development training to existing and aspiring teachers in their respective disciplines. The CES is the area's largest professional development provider and serves many districts from which PVPA receives its students.
- Led by our Science Department Leader, PVPA hosted the DESE Western Massachusetts meeting on the soon to be proposed new science standards. Our department leader also participated and led other discussions throughout the state.
- Our History Department leader presented PVPA's model for studying the Constitutional Convention to educators and aspiring teachers at UMASS/Amherst.

- Three members of PVPA's math department led workshops for the Western Massachusetts Math Partnership, sharing information and providing training with our recently implemented College Prep Math-Core Connections math program.
- Science Department Leader was appointed to the MA DESE Science Ambassador group working to finalize and share the new science standards.
- PVPA's Mock Trial Team, worked with both the Hampden and Hampshire Bar Associations to teach elementary students about the importance of Law Day.
- The Director of Academic Programs finalized a Professional Development workshop for area teachers on Standards Based Teaching. The workshop will be held in the fall of 2016.
- A high school English teacher presented workshops at the NEATE and WMWP Conferences.
- A middle school humanities teacher received the Charles Moran Teacher Leader Fellowship Award for leading a professional learning community on Parker Palmer's book, *The Courage to Teach*.

Dance

The Dance Education Lab (DEL) at PVPA emphasizes a creative approach to teaching dance and choreography to students in neighboring school districts by making connections to literature, social studies and science. The DEL program trains middle school dancers to act as dance mentors in elementary schools. This past Paideia, DEL had a record number of dance mentors (36) and was in residence for 9 days at the Leeds School in Northampton focusing on teaching dance and choreography workshops to 3rd, 4th and 5th graders.

The schools listed below have been the beneficiaries of our work with DEL at PVPA.

Belcher Elementary School, Chicopee; *Gorse Early Childhood Center*, South Hadley; *Leeds Elementary School*, Northampton; *NEARI School*, Holyoke; *Wildwood Elementary School*, Amherst; *Hilltown Cooperative School*, Easthampton.

Arts Programs Director and Director of DEL PVPA, Ann Biddle, presented the DEL PVPA model to teachers at two dance education conferences: NDEO's (National Dance Education Organization) Annual Conference in October 2016, and Colorado State University, *Education in Motion Conference*, June 2017.

Over 115 dancers from PVPA's dance companies and dance classes performed in the *Dance for Every Child* family friendly concert held at the Academy of Music in Northampton at the end of April. This interactive performance focused on bringing dance to a younger audience and is now in its 5th year. The *Dance for Every Child* show offers performance opportunities for a wide range of middle school and high school dancers as well as the DEL dance mentors.

PVPA's Catalyst dance company attended the National High School Dance Festival in Miami, Florida and many PVPA dancers received prestigious awards and scholarships for student choreography and dance expertise. Two Catalyst dancers' choreography was accepted into the highly competitive and adjudicated gala concert.

The Funkadelic Hip Hop Dance Company students attended a weekend hip hop convention, *Rhythm of Change*, hosted at Brown University in Providence, Rhode Island in February 2017.

WOFA, our West African Dance Company, conducted workshops and performances in numerous school districts and private schools throughout the Pioneer Valley: Amherst, Ashfield, Chicopee, Easthampton, Hadley, Northampton, South Hadley, Springfield, and Westhampton.

In addition, WOFA was invited to performed as part of *Community Day* at the prestigious Jacob's Pillow dance center in Becket in June 2017.

Theatre

Theatre students under the Direction of Jorge Rodriguez, participated in METG, a state-wide adjudicated theatre festival for high schools with the *Laramie Project*.

The theatre department launched the new *Spotlight Theatre Festival* in the Spring of 2017 for the following year. This festival will be an adjudicated High School theatre festival hosted at PVPA which will bring student theatre groups from the tri-state area to perform at PVPA.

PVPA's Children's Theatre Collaborative ensemble partnered with the Lawrence Elementary school in Holyoke, MA in an outreach program which brought PVPA theatre students to Lawrence every week in the Spring semester to teach theatre education workshops to 1st graders. This residency culminated in the creation of an original play which was performed at the Lawrence school.

Our Children's Theatre Elementary School Performance Tour brought an original student written and acted theater piece to six elementary schools in Pioneer Valley during Paideia.

The Children's Theater Company also was in residence over the February vacation break, at the Eric Carle Museum of Picture Book Art in Amherst, MA.

The Music Department Faculty, and their students, taught and performed in numerous elementary and middle schools during its annual "We Came To Play" tour, including South Hadley, Holyoke, and Springfield.

Our five auditioned music ensembles performed at countless events, schools and competitions both locally and throughout the state: following events and schools: the UMASS High School Jazz Festival; Jazzfest at Holyoke Community College; the Northampton Jazz Festival.

The Spectrum A Cappella Ensemble performed at the Berklee College of Music, Boston and in WGBY's Together in Song Program in Springfield.

MAPS (Music and Synchronized Poetry Partnership), PVPA's songwriting and performance partnership with the Urban Assembly Green Careers School in Harlem, NY, continued and was the first performance in our new theater.

PVPA's Catalyst dance company attended the National High School Dance Festival in Pittsburgh, PA and many PVPA dancers received prestigious awards and scholarships for student choreography and dance expertise.

ACADEMIC PROGRAM SUCCESS

Student Performance A

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04790505&orgtypecode=6&>

Student Performance B

The tables below paint a very compelling picture of PVPA's academic growth and academic success. SAT scores continue to play a very large role in college admissions and merit aid

decisions. As you will see, PVPA SAT scores compared to our ten highest sending districts are very impressive.

SAT Scores - 2015-2016

Student Group	Test Takers	Reading	Writing	Math
All Students	53	569	544	517
Economic Disadv.	6			
Special Education	7			
High Needs	12	528	514	508
Female	36	556	540	513
Male	17	596	552	524
Amer. Ind. or Alaska Nat.	1			
Asian	4			
Black or Afr. Amer.	2			
Hispanic	6			
Multi-race, Non-Hisp.	2			
White	38	585	568	540

http://profiles.doe.mass.edu/sat/sat_perf_dist.aspx?orgcode=04790000&orgtypecode=5&

SAT Scores Comparison - 2015-2016

School District	Test Taking	Reading	Writing	Math
Amherst-Pelham	175	593	563	600
Belchertown	114	544	531	544
Chicopee	263	475	454	475
Easthampton	65	493	486	500
Granby	36	506	495	516
Hadley	42	545	524	556
Hampshire	90	525	497	533
Northampton	183	585	556	576
PVPA	53	569	544	517
South Hadley	90	492	486	533
Springfield	1,117	374	357	381

School District	Reading
Amherst-Pelham	593
Northampton	585

PVPA	569
Hadley	545
Belchertown	544
Hampshire	525
Granby	506
Easthampton	493
South Hadley	492
Chicopee	475
Springfield	374

School District	Writing
Amherst-Pelham	563
Northampton	556
PVPA	544
Belchertown	531
Hadley	524
Hampshire	497
Granby	495
Easthampton	486
South Hadley	486
Chicopee	454
Springfield	357

School District	Math
Amherst-Pelham	600
Northampton	576
Hadley	556
Belchertown	544
Hampshire	533
South Hadley	533
PVPA	517
Granby	516
Easthampton	500
Chicopee	475

Springfield	381
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Section of Test	Cumulative Score	Average Score	PVPA Score
Reading	5132	513	569
Writing	4949	495	544
Math	5214	521	517

http://profiles.doe.mass.edu/state_report/sat_perf.aspx

Additional Measures of Academic Success:

2015-16 Advanced Placement Performance Report - All Students

Subject	Tests Taken	% Score 1-2	% Score 3-5
All Subjects	10	30.0	70.0
English Language Arts	1		
English Lit/Comp	1		
Math and Computer Science	9		
Calculus AB	7		
Calculus BC	2		

http://profiles.doe.mass.edu/adv_placement/ap_perf_dist.aspx?orgcode=04790000&orgtypecode=5&

Program Delivery Changes in 2016-2017

Students in grades 7th and 8th took part in MAPS (Measurement of Academic Progress) interim assessments three times throughout the year. These students took these assessments in math and ELA. Teachers analyzed this data to support whole group and individualized instruction. In addition, students in 9th-12th grades who were enrolled in a math support class took the equivalent MAPs assessment in math as an additional data point for their learning.

Teachers increased their use of formative assessment practices within their curriculum. Teachers took part in a teacher and administrator led professional development throughout the year, which allowed teachers to become experts in a couple formative assessment tools.

In order to ensure continuity of instruction and support for the academic success of our middle school program, the 7th and 8th grade students continued their academic classes during the mornings of our Paideia winter session. Middle school students took part in the Paideia program for the afternoon, however, during the morning they continued their science, math, and humanities curriculum. This change was determined based on the developmental needs of our middle school students and the halt in curriculum for 13 days, which compared to sending districts was a difference PVPA administration and teachers believed was a factor in 7th and 8th grade MCAS scores.

The former science department leader (current Associate Academic Programs Director) is a DESE Science Ambassador for the 2016 Science and Technology/Engineering Standards. She has worked with the department for the past three years on implementation. For the 2016-2017 school year, the science department has fully integrated the 2016 STE standards in the high school chemistry and physics courses, as these are not MCAS tests for PVPA.

The 9th grade environmental science and 10th grade biology courses included the old and the new standards in support of the 10th grade biology MCAS. The teachers are prepared to fully align in these two courses as the MCAS changes to reflect the new standards.

In 7th and 8th grade, the teachers are working to develop curriculum aligned to the integrated model. They implemented the new standards for life science and will do so this coming year for physical science. The following year (2018-2019), the 7th and 8th grade science courses will be fully aligned.

PVPA has begun work to align the adoption of revised learning standards for mathematics and English language arts and literacy.

Social, Emotional, and Health Needs

Considerable attention is given to the social, emotional, and health needs of all students at PVPA. In addition to the strength of a warm and caring community of adults with a staff: student ratio of 6:1, PVPA features the following: 1 full-time school nurse, 1 full-time school psychologist, 3 full-time school counselors, 1 full-time special education administrator, 1 full-time dean of students equivalent.

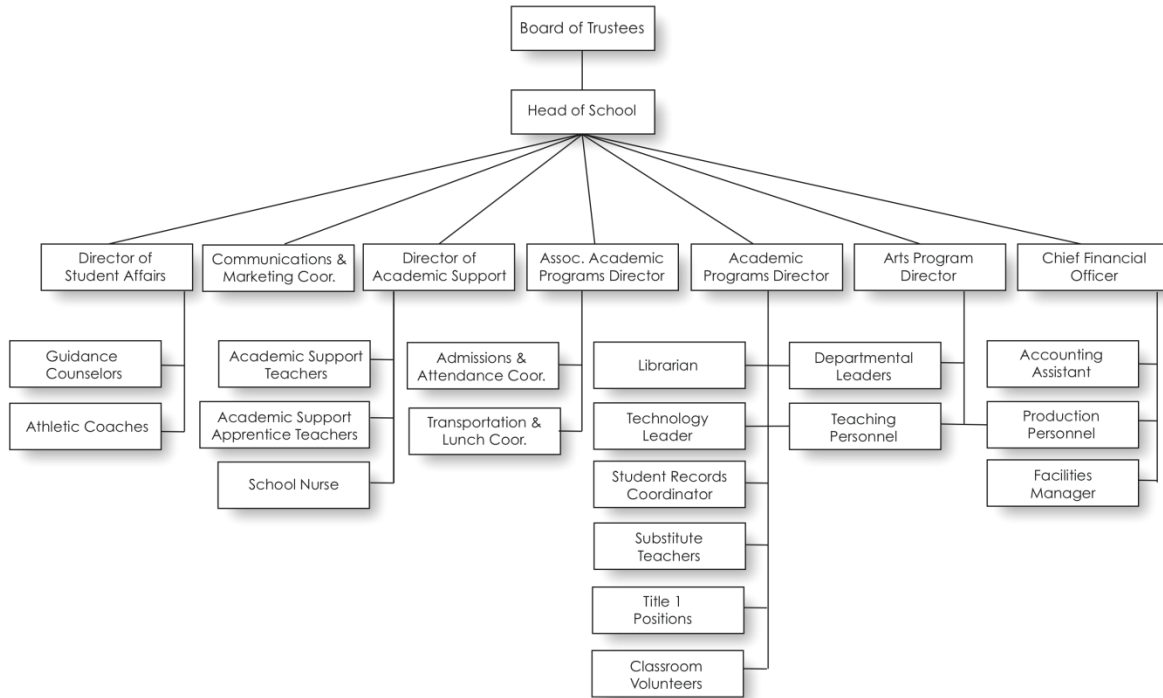
ORGANIZATIONAL VIABILITY

Organizational Viability

Organizational Structure of the School

There was one change to the organizational structure of the school in the 2015-2016 school year that was implemented in February 2016. PVPA created the position of Associate Director of Academic Programs to allow the Director of Academic Programs to spend more time observing math classrooms and overseeing the identification and implementation of new assessment tools in math and reading.

**Pioneer Valley Performing Arts Charter Public School
South Hadley, MA
Organizational Chart 2016–2017**



Budget and Finance

Unaudited FY 17 statement of revenues, expenses, and changes in net assets

Assets

s

Current

Assets

Cash and Cash Equivalents	\$2,182,112
Accounts Receivable (net)	48,786
Other Current Assets	221,905
	2,452,803

Total Current Assets 2,452,803

Fixed Assets

(net) 852,996

Total Assets	<u>\$3,305,799</u>
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Liabilities and Net Assets

Liabilities

Accounts Payable	\$155,750
Accrued Expense	28,695
Accrued Payroll and Withholdings	439,287
Other Liabilities	<u>9,744</u>

Total Liabilities	633,477
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Net Assets	<u>2,672,322</u>
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Total Liabilities and Net Assets	<u>\$3,305,799</u>
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Unaudited FY 17 Statement of Revenues, Expenses and Changes in Net Assets

Operating Revenue

Commonwealth of Massachusetts Sources	\$5,506,429
Production	42,399
Student Activities	89,388
Auxiliary	92,443
Miscellaneous	<u>630</u>

Total Revenue	\$5,731,289
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Operating Expense

Education Expense	
Salaries and Benefits	\$3,038,626
General Educational Expense	35,250
Departmental	29,828
Grants	145,313
Education-Other	<u>186,987</u>

Total Education Expense	3,436,004
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Production	119,820
Technology	46,454
Administrative Facilities	1,275,663
Depreciation	743,262
Auxiliary Expense	89,915
Other Expense	148,178
	<u>16,102</u>

Total Expense	\$5,875,398
Operating Income	\$(144,109)
Nonoperating Revenue (Expense)	
Fundraising revenue	\$24,230
Interest	3,322
Rental Income	6,975
Tuition received in excess of budget- designated for Capital costs related to building addition	112,807
Fundraising expense	(3,360)
Total Nonoperating Income	\$143,974
Change in Net Position	\$(135)
Net Position, Beginning of year	2,672,459
Net Position, End of year	\$2,672,324

Approved School Budget for FY 18
FY 18 Approved Budget

	Approved Budget FY 17	Approved Budget FY 18
Revenue		
Commonwealth of Massachusetts Revenue	\$5,509,963	\$5,686,906
Production Revenue	37,200	37,200
Student Activities Revenues and Fees	56,200	69,000
Auxiliary Revenue	94,000	94,000
Interest	2,800	2,800
Fundraising Revenue	59,000	40,000
Summer Program	2,500	0
Miscellaneous Revenue	0	2,500
Rental Income	0	8,000
Total Revenue	\$5,761,663	\$5,940,406
Expense		
Education Expense		
Education Salaries, Taxes and Benefits	\$3,081,481	\$3,187,280
General Educational Expenses	43,700	43,700
Departmental Expense	47,250	42,250
Grants	140,00	138,255
Education-Other	124,800	173,850
Total Education Expenses	\$3,437,231	\$3,585,335
Production	106,046	121,518
Technology	50,000	32,960

Administrative	1,157,201	1,196,702
Development	12,125	6,000
Facilities Expense	765,786	761,189
Depreciation	75,050	77,800
Auxiliary	149,624	147,799
Other Expenses	6,500	6,500
Total Operating Expense	<u>\$5,759,563</u>	<u>\$5,935,803</u>
Change in Net Assets	<u>\$2,100</u>	<u>\$4,603</u>

FY 18 budget approved by Board of Trustees on June 13, 2017

Capital Plan for FY18

During the summer of 2010, PVPA Charter Public School embarked on the creation of replacement schedules for significant technology and theatrical equipment. In addition, PVPA worked with the Nonprofit Finance Fund to develop a 20-year Systems Replacement Plan that forecasts the necessary replacement of specific systems and equipment, presuming routine maintenance will be ongoing. Building equipment and components are grouped into major categories, i.e. heating, air conditioning, ventilation, plumbing, and roof systems. The costs and useful-life expectancy of systems are based on data provided by building contractors, vendors, and published cost estimates. Items with relatively short useful lives may need to be replaced more than once during the 20-year period. Projected replacement costs are adjusted for inflation at a 4% annual rate. Many of these projects are in process and on-going.

PVPA Charter Public School and its related 501(c)(3) organization, The Friends of Pioneer Valley Performing Arts High School (The Friends), have a lease agreement by which PVPA rents the building at 15 Mulligan Drive in South Hadley, MA. In January 2016, construction was completed on a multi-use theater space, an addition of 7,100 square feet. The cost of the project, \$2.56 million, was financed by The Friends with proceeds from refinancing its mortgage (completed in June 2014) and accumulated reserves of the Friends and PVPA.

Project: HVAC replacements-high efficiency units

Current Status: In Progress

Current Estimated Schedule: 2017-2018

Current Estimated Cost: \$280,000

Financing: Accumulated surplus (\$59,000 approved by Board of Trustees in FY 17 Capital Budget; amendment made and approved in FY 18 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds expected to be reimbursed from related 501 (c)(3) organization.

Project: Roof replacement

Current Status: In progress

Current Estimated Schedule: 2017-2018

Current Estimated Cost: \$160,000 plus 10% soft costs

Financing: Accumulated surplus (\$50,000 approved by Board of Trustees in FY 17 Capital Budget; amendment made and approved in FY 18 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds expected to be reimbursed from related 501 (c)(3) organization.

Project: Parking lot redesign study

Current Status: In progress

Current Estimated Schedule: 2016-2019

Current Estimated Cost: \$24,500

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds expected to be reimbursed from related 501 (c)(3) organization.

Project: Two Chromebook classrooms sets of 20 w/storage cabinets & one cart with 18 Chromebooks

Current Status: In progress

Current Estimated Schedule: July 2017

Current Estimated Cost: \$24,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 18 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds to come from reserves.

Project: Library upgrades (shelving, furniture & redesign)

Current Status: In progress

Current Estimated Schedule: August 2017

Current Estimated Cost: \$9,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 18 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds to come from reserves.

Project: Classroom projector replacement program

Current Status: In progress

Current Estimated Schedule: August 2017

Current Estimated Cost: \$7,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 18 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds to come from reserves.

Project: Fire Control Panel and Smoke Detector Upgrade

Current Status: In progress

Current Estimated Schedule: August 2017

Current Estimated Cost: \$22,000

Financing: (approved by Board of Trustees in FY 18 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds to come from reserves.

Project: Repainting of exterior

Current Status: Not started

Current Estimated Schedule: 2019

Current Estimated Cost: \$80,000-\$90,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Redesign/resurfacing of parking lot

Current Status: Not started

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$275,000 - \$300,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Replacement of flooring

Current Status: Not started

Current Estimated Schedule: 2019

Current Estimated Cost: \$25,000 - \$30,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Repair of masonry and sealing of windows

Current Status: Not started

Current Estimated Schedule: 2019

Current Estimated Cost: \$65,000 - \$70,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Replacement of chairs, desks and tables

Current Status: Not started

Current Estimated Schedule: 2020

Current Estimated Cost: \$67,000 - \$70,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Appendix A: Accountability Plan Performance

Pioneer Valley Performing Arts Charter Public School (PVPA)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	45 ¹
Year Opened	1996	Year(s) Renewed (if applicable)	2001, 2006, 2011, 2016
Maximum Enrollment	400	Chartered Grade span	7-12
Mission Statement: The Pioneer Valley Performing Arts Charter Public School (PVPA) offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			

- Key Design Elements** *(with parenthetical citations to pages from the charter application):*
- College preparatory curriculum (P.2; Executive Summary)
 - Intensive exposure to the performing arts (P.2; Executive Summary)
 - Standards-based assessment system (Section 1. P.2-3)

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary ESE Approval	
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¹ Agawam, Amherst, Amherst-Pelham, Belchertown, Brimfield, Chesterfield-Goshen, Chicopee, Conway, East Longmeadow, Easthampton, Gateway Regional, Gill-Montague, Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham, Hampshire Regional, Hatfield, Holland, Holyoke, Leverett, Longmeadow, Ludlow, Monson, Mohawk Regional, New Salem Wendell, Northampton, Palmer, Pelham, Pioneer Valley Regional, Ralph Mahar Regional, Shutesbury, South Hadley, Southampton, Southwick Tolland, Springfield, Sunderland, Wales, Ware, West Springfield, Westfield, Westhampton, Whately, and Williamsburg.

Date of Board Approval:	
Date of ESE Approval:	

Objectives and Measures related to Mission and Key Design Elements (*required*):

Objective: PVPA students will be routinely accepted into a range of colleges and universities.		
Measure: Each year, PVPA's annual college acceptance rates will exceed the average of its ten highest sending districts.	Partially Met	Evidence: Use of 2016, 2017 graduate exit survey data, Clearinghouse data, and SIMS data. PVPA currently exceeds Springfield, Holyoke and others. More reliable data collection tools needed.
Measure: Each year, every PVPA graduate who applies to college will be accepted.	Partially Met	Evidence: 2017 graduate survey data indicates that all graduates who completed survey met this benchmark. More work to be done around data collection and tracking.
Measure: Each year, one-hundred percent of 11 th grade students who plan to apply to a four year college will take the PSAT.	Met	Evidence: Powerschool data demonstrates this.
Measure: Each year, PVPA's average SAT I English scores will exceed those of our sending districts by ten percent.	Partially Met	Evidence: Incomplete data collected for adequate sampling of average score..
Objective: PVPA students will be deeply immersed in the arts.		
Measure: All students will complete at least two or more full-year arts classes taught by professional teaching artists in any given year.	Met	Evidence: Course enrollment data in PowerSchool.
Measure: All students will fulfill the requirements for Arts Concentration designation at graduation.	Partially Met	Evidence: 77% of graduates fulfilled arts concentration requirements as per the graduate exit survey. More work to be done around collection and tracking.
Measure: All students will work towards achievement of rigorous arts-focused learning outcomes (Course Objectives) in all arts classes.	Met	Evidence: Course enrollment data and "Season" events calendar reflect this.
Measure: Prior to graduation, students will demonstrate their knowledge and skills for either performance of an art or technical support for production by participating in at least one PVPA Main Stage production or community-based event (e.g. Unite Fest).	Met	Evidence: All graduates fulfilled the requirements for arts concentration or received approved waivers.
Measure: Students will express learning in academic classes through artistic expression as appropriate to the discipline, and learning in arts classes through academic means when applicable to the assignment.	Partially Met	Evidence: PVPA Directors of Academic and Arts Programs will maintain a collection of arts/academic integrated/enhanced lesson plans, unit plans, and assessments to be shared annually with PVPA teachers and disseminated as part of biannual professional development opportunities. Difficulty finding planning time proved to be an obstacle.
Objective: PVPA faculty will provide multiple assessment opportunities that allow all students to demonstrate their acquired skills and knowledge.		

<p>Measure: Students complete Summative Assessments within each unit to demonstrate key learning about Course Objectives. Unit plans include formative assessments that support student readiness for summative outcomes.</p>	<p>Partially Met</p>	<p>Evidence: Performance data submitted by all faculty included summative assessment data as outlined by curriculum maps as evidenced by Powerschool data. Supervising administrators will collect and review curriculum maps that document planned summative assessments per unit from every teacher.</p>
<p>Measure: All students will present individually at student-led learning conferences for faculty, parents, and community.</p>	<p>Partially Met</p>	<p>Evidence: Advisory plan designed and ready for implementation in 2017-18.</p>

Objective and Measures related to Dissemination (required):

<p>Objective: PVPA will share the process and outcomes inherent in an arts-rich education.</p>		
<p>Measure: Each year, PVPA dance students will be in residence at local elementary schools promoting dance for every child through our Dance Education Laboratory (DEL) program.</p>	<p>Met</p>	<p>Evidence: See “Dissemination.”</p>
<p>Measure: Each year, PVPA faculty and administrators will provide a professional development opportunity to area educators in one of the two topics: Standards-based Assessment and/or Arts Integration.</p>	<p>Met</p>	<p>Evidence: See “Dissemination.”</p>

Appendix B: Recruitment and Retention Plan

<p style="text-align: center;">2016-2017 Implementation Summary:</p> <ul style="list-style-type: none"> In 2016-2017 the percentage of students receiving special education services was over 20% at times. PVPA’s recruitment in this area continues to be a success. Parents of students with IEPs recommend PVPA to parents who, for a variety of reasons, are dissatisfied with the special education services their children receive in their home school districts. As a result, PVPA is accepting more students with increasing academic needs, including students who require MCAS-ALT and students who had been placed in in-district alternative education programs.

Additionally, there continues to be a rise in regular education accepted students in grades 7-10 who require placement in either a Math Intervention, Math Support, or Reading Workshop class to bring their academic skills up to grade level.

- Due to the school culture of acceptance and safety, PVPA also enrolls many students whose parents/guardians report had been bullied in their home districts and who were at high risk for dropping out of school.
- The results of the lottery for incoming students for the 2017-2018 school year indicate that PVPA will begin the school year with a cohort of English Language Learner students. This reflects success in an area that has presented challenges that PVPA continues to address and pursue in its recruitment and retention plan.
- PVPA maintains contact with its students who have “dropped out” of school. Understanding that not every student fits into a four-year graduation box, PVPA encourages and supports students to stay in school for a fifth year, if need be, so that our students can, when ready, matriculate to college.
- Additionally, students who were just one or two classes away from meeting our graduation requirements create plans with the school administration to take those courses at local community colleges, and then “re-enroll” for the purpose of receiving their PVPA diploma. Although those students are listed as having dropped out, they have already begun their post-secondary education careers.
- PVPA continues to underwrite the cost of transportation for all students, and especially so for all families eligible for free or reduced lunch. PVPA also either reduces or eliminates all school-related activity fees for eligible families. PVPA also provides free computers to any family who cannot afford one, regardless of their official eligibility status.
- We believe that our October 1, 2017 SIMs data will closely approach or meet the comparison index or gap narrowing targets in each sub-group area so no further discussion regarding the school’s recruitment and retention plan is requested.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

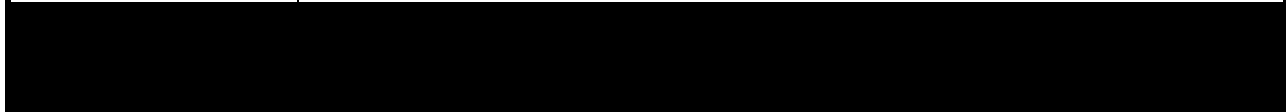
General Recruitment Activities for 2017-2018:

1. Send Admission Packets (information about school and the application process) to all guidance departments in elementary and secondary schools in Hampshire, Hampden, and Franklin County.
2. Send press releases to all newspapers, radio and television outlets in all representing sending districts detailing availability of applications, process for applying, deadline for application, as well as an overview of the school, and an information meeting schedule to see the school and ask questions of school administrators.
3. Advertise on radio and print media (including Spanish language print and radio programs) to broaden the applicant pool.
4. Post flyers in economically depressed communities promoting school and in timely manner for application to school.
5. Hold informational meetings at the school and off site at community centers that are easily accessible to public transportation.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
<p>Special Education</p> <p>(a) CHART data</p> <p>School percentage: 20.6% GNT percentage: 12.5% CI percentage: 13.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Maintain Academic Support Director (Special Education Director) and Special Education Parent Advisory Council parents in parent-student information session meetings. • Provide information about our Special Education programs on the PVPA website.
<p>Limited English-proficient students</p> <p>(a) CHART data</p> <p>School percentage: 0% GNT percentage: 1.9% CI percentage: 3.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Translate two admissions or resources-related documents into Spanish each year. • Schedule recruitment outreach in targeted communities in the fall as well as in the winter leading up to the lottery. • Have translation services available at admission information events. • Advertising in local Spanish-language media outlets. • Systematically plan to provide access to the entire PVPA website in Spanish. • Undertake WIDA and SEI training in anticipation of new ELL students. <hr/> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Website: identify primary pages for recruitment to be translated professionally. Translate monthly news articles (the only items currently not automatically translated by the website).

	<ul style="list-style-type: none"> ● In addition to advertising in Spanish-language print media, create a radio spot as well for Hampden County. ● This year, translate our new outreach materials (poster, small flyer, infographic sheet). By 2018-19 school year, have our FAQs professionally translated to Spanish. ● Disseminate translated outreach materials to student-centered organizations in Springfield and Holyoke. ● Pursue a presence at a minimum of one latino/a/x heritage event in Holyoke or Springfield in the summer or Fall of 2018. ● Expected comparison index percentage for limited English-proficient students to be met by 2019-2020 school year.
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<p>Economically disadvantaged students</p> <p>(a) CHART data</p> <p>School percentage: 26% GNT percentage: N/A % CI percentage: 32.9%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Publicize that PVPA significantly underwrites the cost of transporting by bus eligible families to and from their sending districts. ● Continue to publicize the PVPA computer give-away program for eligible families. ● Include information about our free and reduced lunch program, and reduced or waived student activity fee programs in admissions materials.
	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Post flyers and posters at the Holyoke Boys and Girls Club, Holyoke YMCA, Springfield YMCA, and other community programs that may serve lower income youths. ● Post flyers and posters and provide paper copies of our application in low-income housing developments throughout towns and cities in our three priority counties (Hampden, Hampshire and Franklin). ● Provide childcare and refreshments at one of our outreach admissions events. ● Provide local community resources in all three of our priority counties with flyers, posters and paper applications (ie food pantries, DCF offices, thrift stores, food stamp programs, WIC offices, etc) ● Expected comparison index percentage for Economically disadvantaged students to be met by 2019-2020 school year.

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● Share our graduation and college acceptance rate information with families on the admissions materials and at informational meetings. ● Discuss with prospective families and students our program's individualized approach in supporting student's pathways developmentally towards earning a PVPA diploma
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	and in post secondary school planning.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Discuss partial day programs for students to alleviate academic or financial stress. • Share information about our counseling and academic support services. • Schedule regular meetings with students and families to discuss concerns and expectations for earning a PVPA diploma. <p>Provide information and support for students who decide, after exhausting steps 1-3, to pursue a GED to move on to college or work.</p>
<u>Students who have dropped out of school</u>	<p align="center">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Send regular communication to students who have dropped out. • Call students and parents to encourage their continued academic pursuits and help facilitate those pursuits. • Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Increase the number and diversity of student organizations through affinity groupings to create safe havens to explore challenging issues. • Disseminate the new PVPA Diversity Plan.

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

Special Education Students

- PVPA continued regular academic support/school counselor/administrative group meetings to review student progress by using a variety of data tracking and communication tools.
- Coordinated efforts between math and special education teachers supported improved math instruction for students with disabilities and led to better small group and individualized math instruction for students below and significantly below grade level. Additionally in efforts to further support students: The creation and implementation of Algebra 1a and 1b with modified pacing to spread the one year curriculum over a two year span to provide an additional path forward for students. Additionally the creation of the Foundations of Geometry course, a substantially modified geometry course.
- PVPA continued its middle school Reading Workshop program and to strengthen its Foundations Classes to allow for more successful inclusion strategies for students requiring curricular modifications: The Foundations of Humanities course was created. This substantially modified language arts and history course provided students the opportunity to receive credit in both English and History with reduced expectations for written output.

- Administration and Faculty began the 2016-2017 school year with a day long professional development training on supporting students with language based learning disabilities facilitated by the Landmark School's speech and language pathologist.

Limited English Proficient

- PVPA's ELL Coordinator worked closely with faculty in preparations for incoming English Language Learner students attending in the coming academic year 2017-2018.
- PVPA continued its staff minority recruitment efforts this year through its membership to NEMNET.

Students Eligible For Free/Reduced Lunch

- As in prior years, PVPA either reduced or waived all activity-based fees for eligible students, and provided scholarships for events and activities to ensure that students have spending money for lunches and dinners on field trips and overnight trips.
- PVPA continued the Computer Give-Away program for any family in need, and made information available for families to receive discounted internet access at home.

Students Who Are Sub-Proficient

- PVPA continued use of its math and reading diagnostic assessment tools to identify sub-proficient students within the first two-weeks of school and developed appropriate intervention strategies and plans.
- The new teacher orientation and ongoing professional development throughout the year strongly emphasized the importance of differentiated instruction, formative and summative assessment, teaching to diverse learning styles, and ensuring fidelity to PVPA's DCAP and students requiring accommodations and modifications.
- PVPA continued to provide extensive information to all families via the parent portal, and held multiple family-teacher conferences throughout the year.

Students At Risk For Dropping Out

- In addition to maintaining regular check-ins with students and their parents/guardians, PVPA school counselors took at-risk students on personal tours of local community colleges, developed creative schedules to allow for credit recovery and employment, developed weekly academic tracking sheets with classroom teachers, and connected students to adult and peer mentors.
- When necessary, PVPA partnered with outside mental health agencies to support at-risk students on a range of issues that put them at risk, especially severe anxiety and clinical depression, which have both risen over the past four years.

Students Who Have Dropped Out Of School

- PVPA maintained contact with students and families who have dropped out through of a variety of methods including email, telephone, and invitations to visit the school and attend school events.
- Students were regularly encouraged to return to school, meet with school counselors and develop plans that can further their educational or vocational goals.

Other Subgroups Of Students Who Should Be Targeted To Eliminate The Achievement Gap

- PVPA’s two school-wide data teams continued to study and bring to the faculty patterns of achievement gaps in our school and strategies to address those gaps.
- All teachers were provided with anti-racist teacher training designed to strengthen cultural competencies in their work with students and parents. All teachers and administrators ensured that instructional materials were free of bias and are supportive and affirming of all PVPA students. Finally
- PVPA maintained the established partnership with the NCCJ and the Camp Anytown program that provided diversity trainings for students and staff.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.9%</p> <p>Third Quartile: 16.7%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Maintain weekly academic support/school guidance counseling team meetings. • Expand the use of electronic data tracking tools and communication tools. • Provide additional professional development training for special education teachers in the new math curriculum. • Expand the math and reading intervention programs. • Support teacher training for implementing modifications in a standards-based classroom and grading system. • Analyze data to determine retention and graduation rates trends of students with IEPs.
<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 14.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure proper training and credentialing of all required ELL teachers and teacher supervisors. • Provide translation services between home and school. • Translate all relevant and required documents into Spanish. • Encourage student participation in the Latino Student Union. <p><input checked="" type="checkbox"/> No ELs were enrolled during the 2016-2017 school year.</p>

<p>(a) CHART data</p> <p>School percentage: 6.7%</p> <p>Third Quartile: 15.5%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p>☒ Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Distribute eligibility forms to all families prior to the start of school • Ensure that all families understand that no students will be denied participation to any activity due to ones ability to pay an activity or transportation fee. • Increase publicity for the computer give-away program for families who cannot afford a home computer. • Provide preferential parent-teacher conference sign-up slots for families who do not have access to the internet at home.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Enroll sub-proficient students in the appropriate subject-based intervention classes. • Assign student a mentor. • Provide required services per an IEP or 504 if applicable. • Link to community agency support depending on the reasons for which a student is sub-proficient (attendance; social/emotional; academic; health; cognitive capacity; other). • Maintain frequent communication with parents/guardians.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Hold family meeting with school counselors and administration to identify potential supports and next steps. • Refer for testing or counseling, if appropriate. • Discuss options (partial day schedule, work study, equivalency degree) for earning one's HS diploma. • Repeat Step 1 and re-evaluate options.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Send PVPA mailings and emails to students who have dropped out of school. • Call students and parents to encourage their continued academic pursuits and help facilitate those routes. • Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Provide anti-racist teacher training designed to strengthen teachers' cultural competency. • Regularly review sub-group achievement data to identify gaps and address specific areas of concern. • Ensure that all instructional materials are free of bias and are supportive and affirming of all PVPA students.

Appendix C

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (For students enrolled as of the June 2017 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American	35	8.7
Asian	8	2
Hispanic	54	13.4
Native American	1	.25
White	275	68.4
Native Hawaiian, Pacific Islander	1	.25
Multi-Race, Non-Hispanic	29	7.2
Special Education	83	20.6
Limited English Proficient	0	0
Low Income	104	26

Appendix C - School and Student Data Tables

Student Demographic And SubGroup Information

Race/Ethnicity	# of Student	% of entire student body
African-American	35	8.7
Asian	8	2
Hispanic	54	13.4
Native American	1	.25
White	275	68.4
Native Hawaiian, Pacific Islander	1	.25
Multi-race, non-Hispanic	29	7.2
Special Education	83	20.6

Limited English proficient	0	0
Economically Disadvantaged	104	26

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start Date	End Date
Scott Goldman, Head of School	Reports to Board of Trustees, evaluates all administrative personnel and programs, and leads development efforts and external relations of strategic partnerships.	July 2011	June 30, 2017
Marcy Conner, Chief Financial Officer	Responsible for all budgetary matters (transportation, food service, grants, and production revenue/expenses). Prepares and monitors the budget and oversees HR in collaboration with Head of School	August 2016	N/A
Llama Maynard, Director of Academic Programs	Oversees all aspects of the academic program (curriculum, instruction, assessment, MCAS) and supervises and evaluates teachers from the mathematics and ELA departments.	August 2009	N/A
Jeanne Powers, Associate Director of Academic Programs	Organizes and leads the mentor programs, Paideia, substitute teacher evaluation, and oversees curriculum, instruction, assessment, and teacher supervision in science, history, and world language.	August 2008	N/A
Ann Biddle, Director of Arts Programs	Oversees all aspects of the arts program (curriculum, instruction, assessment, auditions, productions) and supervises and evaluates arts teachers.	August 2011	N/A
Brent Nielsen, Director of Academic Support (Special Education)	Responsible for all aspects of the school's special education program, including staff supervision and evaluation, program development, 504 monitoring and outside consultants providing ancillary services.	July 2013	N/A

Chris Fournier, Director of Student Affairs	Responsible for student culture, school-wide event planning, and student discipline. Supervises school counselors	April 1999	N/A
Thom Vreeland, Technology Coordinator	Maintains the school's technology requirements including hardware, software, PowerSchool and compatibility with all DESE reporting requirements. Supervises the Assistant Technology Coordinator.	August 1999	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Numbers as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers, School Counselors, Special Education Teachers, School Psychologist, Nurse, Library	51	2	4	2 = Relocation with significant other; 2 = Career change; 1 = Not-specified; 1 = Grad school
Administrators, Administrative Support/Clerical Staff, and Apprentice Teachers	20	0	4	2 = Career change; 1 = New job; 1 = Not-specified

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Ahlstrom, Mary	Student	N/A	1	Completed 1 year term: ended on 6/30/17
Arthen, Donovan	Community Member/Alum	N/A	1	Joined 2/13; ends 6/19

Barnhill, James	Community Member	Co-chair, Governance Committee	1	Joined 9/14; ends 6/19
Black, Keith	Parent	Finance Committee	1	Joined 7/16; ends 6/18
Buoniconti, Danielle	Student	N/A	1	Completed 1 year term: ended on 6/30/17
Decherd, Will	Teacher	Governance	2	Joined 6/13; ends 6/17
Dionne, Rachel	Clerk, Parent	Finance	2	Joined 10/12; ends 6/18
Ethier, Iris	Student	N/A	1	Completed 1 year term: ended on 6/30/17
Huggett, Gary	Teacher	N/A	1	Joined 6/15; ends 6/18
Jacobson, Deborah	Treasurer, Community Member	Finance	2	Joined 5/12; ends 6/18
Moore, Sean	Community Member, Alum	N/A	1	Joined 12/14; ends 6/19
Noyes, Alison	Parent	Governance	1	Joined 7/16; ends 6/18
Steinitz, Zevey	Parent	N/A	1	Joined 7/16; ends 6/18
Sumi, Geoff	President, Parent	Governance	2	Joined 10/13; ends 6/19
Therrien, Stephen	Student	N/A	2	Completed 1 year term: ended on 6/30/17
Winter, Melinda	Parent	N/A	1	Joined 9/15; ends 6/19

Appendix D - Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	No Change

Charter School Leader	George Simpson (began July 3, 2017)
Assistant Charter School Leader	No Change
Special Education Director	No Change
MCAS Test Coordinator	No Change
SIMS Coordinator	No Change
English Language Learner Director	No Change
School Business Official	Marcy Conner
SIMS Contact	No Change

Enrollment

Action	Date(s)
Student Application Deadline	January 26, 2018
Lottery	February 16, 2018

Student Performance: A

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04790505&orgtypecode=6&>

Student Performance: B

The Table below paints a very compelling picture of PVPA's academic growth and academic success, not only in ELA, but also in Mathematics. SAT (and ACT) results continue to play a very large role in college admissions and merit aid decisions. As you will see, PVPA's SAT scores compared to our ten highest sending districts are extremely impressive. Furthermore, our SAT Math Accountability Plan contained a very specific goal of increasing our SAT Math scores by 2016. I am very pleased to report that we reached that goal a year in advance.

The Board of Trustees and the PVPA school administration understand that our charter was renewed this winter with a single condition of demonstrating our academic success in mathematics by December 2017. However, we believe, and the data supports our belief, that PVPA's high school MCAS scores, SAT scores and college acceptance rates clearly demonstrate our academic success and our faithfulness to provide a rigorous college preparatory curriculum.

Conditions

In late winter, PVPA's charter was renewed with one condition: "Pioneer Valley Performing Arts Charter Public School must demonstrate that it is an academic success by December 31, 2017 by demonstrating significant and sustained academic improvement in mathematics."

It should be noted that PVPA's 10th grade mathematics scores, by the state's primary measure (MCAS) and other external measures, clearly demonstrate PVPA's academic success. This

condition is specifically targeted to PVPA's 7th and 8th grade scores, the grade that the vast majority of PVPA students enter our school, from approximately fifty different schools, as well as from home school education programs.

Complaints

The PVPA Board of Trustees received numerous complaints/grievances during the 2016-17 school year all centering around the professional conduct of outgoing Head of School, Scott Goldman who completed his term on June 30th, 2017.

1. Two anonymous complaints filed with the Personnel Advisory Board were brought to the Board of Trustees by the Chief Financial Officer (per PVPA policy) on December 16, 2016. The complaints alleged that on December 8, 2016 the Head of School used inappropriate language and shaming of students in an all school announcement seeking volunteers for a fundraising event. After a review of the statements and investigation, the Board found that the allegations were without merit. The President of the Board of Trustees and CFO agreed that anonymous complaints could not be brought to the full Board. The CFO therefore discussed the complaints with the Head of School.

During the spring of 2017 the Board directly received two petitions and five grievances containing concerns over the actions of the Head of School. The Board's response was to place the Head of School on paid administrative leave effective May 9, 2017, which was later extended to the end of his contract on June 30, 2017. The Board of Trustees contracted with a legal employment engaged a law firm to investigate the multiple complaints. The investigator's report, dated June 21, 2017, contained the findings as to whether that the Head of School engaged in the complained conduct and whether the conduct that, if it occurred, violated established standards or expectations for appropriate behavior at PVPA. At its public meeting on June 27, 2017, the Board voted to accept the findings and contained in the investigator's report was accepted by the Board of Trustees at its public meeting on June 27, 2017. No further action was taken by the Board. Following is a summary of the petitions and grievances/complaints:

1. Petitions. A petition dated April 28, 2017 was filed with the Board in which 40 teachers expressed concern about the transitioning to a new Head of School on July 1, 2017. The petition requested that the Board limit the current Head of School in making substantial personnel decisions for the remainder of his term. A second petition of the same date with 19 signatures was also filed. This petition expressed that these individuals felt unsafe at PVPA because of the Head of School's actions toward themselves or their colleagues. Both petitions also expressed concerns of retaliation should the names of the petitioners become known. The investigation investigator concluded that since the petitions themselves contained no specific allegations of workplace misconduct by the Head of School, they the two petitions were beyond the scope of the investigation and further that, review and judgment should be reserved for the Board and that the petitions themselves contained no specific allegations of workplace misconduct by the Head of School. No further action was taken by the Board.

2. Grievance No 1. On April 27, 2017 a faculty member filed a grievance over the denial of a requested year -long leave of absence. The grievance claims that the petitioner was treated unfairly in connection with the application for leave. The investigation investigator concluded that since the grievance itself contained no specific allegations of workplace misconduct by the Head of School, the grievance was beyond the scope of the investigation and further that , review and judgment should be reserved for the Board and that the grievance itself contained no specific

allegations of workplace misconduct by the Head of School. The Since the policy language for a leave of absence Staff Handbook indicates states that the PVPA Administration has the final decision making authority in the case of requests for leaves of absence, and as such the Board requested a review of the determination by referred the matter to the PVPA Administration, which, upon further consideration, granted the and the new Head of School. The leave request was later granted by the PVPA administration.

3. Grievance No 2. On May 2, 2017 a PVPA faculty member alleged that the Head of School used unprofessional tactics of intimidation bullying and harassment that made the claimant feel unsafe and threatened and was also fearful of retaliation. The investigative finding investigator found that were that the Head of School “did not comport with the expectations of respect and professionalism in the workplace and violated the expressed standards of conduct at PVPA.” No further action was taken by the Board.

4. Grievance No 3. On May 10, 2017 a PVPA parent reported that they had a “rather unpleasant experience” with the Head of School “a few years back” where they claim that they were treated rudely, yelled at and dismissed. The investigative finding concluded investigator found that the Head of School did engage in aggressive and loud behavior that fell short of the high standards of professionalism and respect for expected of the position. No further action was taken by the Board.

5. Grievance No 4. On May 10, 2017 a parent brought forward a grievance stating outrage and concern over the Head of School’s actions in the public reading of a statement that contained sensitive information about a student at the May 9, 2017 Board of Trustees meeting and the subsequent dissemination to the PVPA community. The investigator concluded that since this grievance was beyond the scope of the investigation, review and judgment should be reserved for the Board. No further action was taken by the Board.

6. Grievance No 5. On May 13, 2017 a PVPA faculty member brought forth a grievance stating that they personally witnessed a situation where the Head of School interacted inappropriately with students and in a manner that appeared to cause intimidation and the faculty member felt compelled to intervene. The investigation investigator concluded that the actions of the Head of School fell short of the expectation that PVPA staff communicate “professionally, considerately and without sarcasm or malice with students”(PVPA Staff Handbook). The report further stated that the Head of School was understandably attempting to quickly gain control over a situation but cautioned on on the “adherence to school principles and the proper deployment of effective de-escalation techniques”. No further action was taken by the Board.