

PIONEER VALLEY PERFORMING ARTS CHARTER SCHOOL

YEAR 22 CORE CRITERIA SITE VISIT REPORT

South Hadley, MA
November 9, 2017

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02138
Phone: (781) 338-3227
Fax: (781) 338-3220



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeff Wulfson
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.

We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2017 Massachusetts Department of Elementary and Secondary Education
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



TABLE OF CONTENTS

Charter School Performance Criteria and Ratings	1
Introduction	1
School Profile	1
School History	2
Demographics	3
Methodology.....	3
Review of Progress Made Towards Meeting the Conditions Imposed.....	3
Ratings, Findings, and Evidence	5
Faithfulness to Charter	5
Criterion 1: Mission and Key Design Elements	5
Criterion 2: Access and Equity	7
Criterion 3: Compliance	8
Academic Program Success.....	9
Criterion 5: Student Performance.....	9
<i>Composite Performance Index (CPI)</i>	11
<i>Growth</i>	12
Criterion 6: Program Delivery	13
Organizational Viability	17
Criterion 8: Capacity.....	17
Criterion 9: Governance.....	18
Appendix A Criterion 2: Access and Equity	20
Appendix B Criterion 5: Student Performance	26
Appendix C Criterion 10: Finance.....	31

CHARTER SCHOOL PERFORMANCE CRITERIA AND RATINGS

Massachusetts Charter School Performance Criteria			Rating
Faithfulness to Charter	Criterion 1: Mission and Key Design Elements The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.		● Meets
	Criterion 2: Access and Equity The school ensures access and equity for all students eligible to attend the school.		● Meets
	Criterion 3: Compliance The school is in compliance with the terms of its charter and applicable state and federal laws and regulations.		N/A
Academic Program Success	Criterion 5: Student Performance The school consistently meets state student performance standards as defined by the statewide accountability system.		Level: N/A Percentile: N/A
	Criterion 6: Program Delivery The school delivers a high quality academic program that meets the academic needs of all students.	2. Instruction	● Meets
		4. Supports for Diverse Learners	● Partially Meets
Organizational Viability	Criterion 8: Capacity The school sustains a well-functioning organizational structure and creates a professional working climate for staff.	1. School Leadership	N/A
	Criterion 9: Governance Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.		● Meets

Rating Key	
● Exceeds	The school fully and consistently meets the criterion and is a potential exemplar in this area.
● Meets	The school substantially meets the criterion and/or minor concern(s) are noted.
● Partially Meets	The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
● Falls Far Below	The school falls far below the criterion and/or significant concerns are noted.

INTRODUCTION

SCHOOL PROFILE

Pioneer Valley Performing Arts Charter Public School (PVPA)			
Type of Charter	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional	Regional	Districts in Region	Agawam, Amherst-Pelham, Athol-Royalston,

			Belchertown, Central Berkshire, Chicopee, Easthampton, Erving, Frontier, Gateway, Gill-Montague, Granby, Greenfield, Hadley, Hampden-Wilbraham, Hampshire, Hatfield, Holyoke, Longmeadow, Ludlow, Mohawk Trail, Monson, Northampton, Palmer, Pioneer Valley, Quaboag, Ralph C. Mahar, South Hadley, Southwick-Tolland, Springfield, Ware, West Springfield, Westfield
Year Opened	1996	Year(s) Renewed	2001, 2006, 2011
Maximum Enrollment	400	Current Enrollment	400 ¹
Chartered Grade Span	7-12	Current Grade Span	7-12
Students on Waitlist	308 ²	Current Age of school	22
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.			

SCHOOL HISTORY

PVPA is a regional charter school serving 400 students in grades 7-12 located in the Pioneer Valley. PVPA opened in 1996 for grade 9-12 students. The school has an enrollment of 400 students, with 385 students on the wait list. The school has applied for a charter amendment to increase the school's maximum enrollment from 400 to 412 students. The school was renewed for a fourth 5-year charter in 2015.

In December 2010, the Board of Elementary and Secondary Education (Board) renewed PVPA's charter with a condition requiring improvement in mathematics MCAS scores. In January 2013, PVPA had not met its condition and the Board imposed a set of three conditions regarding the school's mathematics program. The conditions required an external consultant to evaluate the school's mathematics program, the school to develop an action plan, and the school to demonstrate significant and sustained academic improvement in mathematics. The school met the first two conditions. However, the school did not meet its mathematics targets in 2014 and the condition requiring improvement in mathematics was extended in January 2015. Consequently, the board continued implementing one academic condition through December 2017.

The former head of school was replaced at the end of the 2017 school year by a new executive director, who started July 2017.

¹ As of March 15, 2017

² As of March 15, 2017

DEMOGRAPHICS

Please see the following link for the school's most recently available demographic profile:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04790000&orgtypecode=5&>

Please also see Appendix A: Access and Equity for more information from the Charter Analysis and Review Tool (CHART), which will note when CHART was last updated.

METHODOLOGY

The Charter School Performance Criteria (Criteria)^[1] define expected performance in the three guiding areas of charter school accountability defined in the current regulations, 603 CMR 1.00: faithfulness to charter, academic program success, and organizational viability. The purpose of the targeted visit is to gather evidence related to recent leadership changes and evidence regarding the school's performance against the conditions placed on the school and the related Criteria.

This report contains evidence related to a sub-set of the Criteria: Criterion 1: Mission and Key Design Elements, Criterion 2: Access and Equity, Criterion 5: Student Performance, Key Indicator 6.1: Curriculum, Key Indicator 6.2: Instruction, Key Indicator 6.4: Supports for Diverse Learners, and Criterion 9: Governance. The site visit team also collected evidence related to 8.1: School Leadership based on the recent leadership change, but will not provide a rating for this criterion. Ratings that encapsulate a school's performance in terms of these criteria are found on the first page of this report. Evidence and findings that support the ratings are presented below. Additional evidence related to Criteria 2, 5, and 10 is appended to this report. Additional evidence related to Criteria 2 and 5 is appended to this report.

The following participants conducted the site visit on November 9, 2017:

- Patrick Buckwalter, Department of Elementary and Secondary Education (DESE), Office of Charter Schools and School Redesign (OCSSR)
- Shay Edmond, DESE, OCSSR
- Melissa Gordon, DESE, OCSSR
- Robyn Nelson, Hamden Charter School of Science

Before the visit, the site visit team reviewed the school's 2016-17 Annual Report, Year 20 Summary of Review, the school's accountability plan, board materials and minutes, and recent and external assessment data. On site, the team reviewed mathematics curricular documents, recruitment and retention materials, school safety documents, and student services documentation provided by the school. The team conducted 25 classroom observations and interviewed trustees (5), administrators (6), general education and special education teachers (10), and students (11).

REVIEW OF PROGRESS MADE TOWARDS MEETING THE CONDITIONS IMPOSED

As noted above, PVPA is currently on one condition. This section of the report lists the condition and PVPA's progress towards meeting the condition.

^[1] The Charter School Performance Criteria v. 3.2 is found at: <http://www.doe.mass.edu/charter/acct.html?section=criteria>

Condition 1: By December 31, 2017, Pioneer Valley Performing Arts Charter Public School must demonstrate that it is an academic success by demonstrating significant and sustained academic improvement in mathematics.

Status: Ongoing

On the 2017 Next Generation MCAS assessment, the school scored above state averages for grades 3-8 and grade 10 in mathematics. Students in grade 7, grade 8, and grade 10 scored above state averages for mathematics and students in grade 8 met state averages for math performance. See *Criterion 5: Student Performance* below for more detailed information on student performance.

The school has made significant changes to its math programming since the 2013-14 school year. Teachers have been receiving professional development around MCAS testing and how to improve students' mathematics scores. The school hired a mathematics curriculum coordinator for the 2013-14 and 2014-15 school years, who helped the school assemble more data points to use throughout the year to reassess mathematics instruction and curriculum. In 2015-16, the school reduced the full-time mathematics curriculum coordinator position to a part-time consultant. The school began using the NWEA MAP mathematics assessment three times a year during the 2016-17 school year to monitor student progress.

For the past five years, the school has been using the College Prep Math program for grades 7-12, as reported by school stakeholders and seen in documentation. The program is aligned with Common Core standards and new teachers receive professional development on implementing it. The mathematics lead teacher reported the school does not have common expectations for curriculum documentation. Site visitors examined a variety of course folders with a range of level of detail and components seen. In observed course folders, site visitors saw evidence of the following to varying degrees: curriculum maps with course objectives, state standards, year-long pacing timelines, unit level plans, textbook references, assessments, daily goals and agendas, lesson plans, and student worksheets and activities. The mathematics department lead teacher reported the curriculum is aligned horizontally since there is typically one teacher for each course and if there are multiple teachers, they co-plan and create the curriculum together. The curriculum is aligned vertically through the following structures: department meetings, teacher prep time, and team meetings.

School stakeholders reported the College Prep Math program supports all students through teaching concepts both conceptually and procedurally using multiple representations. The textbook is available online with support tools, such as Desmos, an online visual graphing tool. The school also has a modified curriculum for students who are in foundational classes, which work at the same level of rigor and understanding but at a slower pace. These classes are split into two sections, such as Algebra I A and B and held to the same expectations and objectives, but students have two years to complete the material.

The school has a five-year cycle of curriculum review; the school's last formal review of the mathematics curriculum was in 2015. In mathematics content meetings, teachers collaborate, review evidence of student learning, and during the 2014-15 school year began to norm final exam grading. Teachers make adjustments to the curriculum based on the revised learning standards and bringing in outside materials to supplement the curriculum, as needed. In addition to the revised learning standards, teacher reported they review data, such as MCAS, PSAT, and MAP data, rewrite and reorganize curriculum as they go, and revise curriculum after the unit is complete. The school ensures the curriculum is implemented with fidelity through: ongoing informal co-planning, teacher observations (evaluative and

non-evaluative), use of mentor teachers and a mathematics lead teacher, and middle school teachers loop with students in grades 7 and 8.

The mathematics lead teacher reported seeing changes in the mathematics performance of students due to the changes made related to the academic conditions. The 2017-18 school year was the first year all students had engaged with the 7-12 math curriculum in at the middle school level and teachers reported seeing a higher level of understanding in high school classes. The school reported they are seeing the benefits of the new curriculum and MAP testing for all grade 7 and 8 students based on the high grade 10 math assessment data. MAP testing enables the school to determine the needed supports for middle school students, to help inform placement decisions for grade 9 students, to revise curriculum, and tailor instruction within classrooms.

RATINGS, FINDINGS, AND EVIDENCE

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.

● **Meets**

Finding: The school is faithful to its mission and key design elements and implements them with fidelity.

All school stakeholders share a common and consistent understanding of the school's mission and key design elements.

- The school's mission is as follows: "The Pioneer Valley Performing Arts Charter Public School offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum."
- Board members, school leaders, teachers, and students reflected a consistent and common understanding of the school's mission of exposure to the performing arts and a college preparatory program.
- Over the past two visits, the school did not consistently identify the same set of key design elements over multiple site visits to support their mission. As of the site visit, the school leaders reported they are working towards finalizing the school's Accountability Plan for the current charter term, which will include its key design elements. The school reported the current draft key design elements are: college preparatory curriculum, exposure to the performing arts, and standards-based assessment system.

The school is faithful to its mission and key design elements and implements them with fidelity. Aspects of the mission and its key design elements are described below.

Intensive exposure to the performing arts:

- The school has multiple opportunities throughout the year for all students to engage in the performing arts. These opportunities include:
 - a three week term (Paideia Winter Session) for all students to immerse themselves in a full day or two half day learning experiences that emphasize the arts in multiple genres;
 - a wide variety of arts genres and discipline classes and programming;
 - students must take at least one course in each arts discipline before committing to a discipline in grade 10;

- multiple musical ensembles; 17 performance productions each year; community performance days;
- open mics three times a month (whole school and grade level);
- an arts concentration in grade 10;
- community arts outreach and partnerships and arts internships;
- equal allocation of resources and expectations among arts and core academic programming;
- a longer school day to incorporate extra time for the arts.
- Site visitors observed evidence of arts used in core content areas in about a quarter (7 out of 26) classroom observations. Some examples of art used in core content areas was arts related word problems in math class, ELA classes using play texts, music incorporated during lessons, and performance concepts used to support ELA understanding.

College preparatory curriculum:

- School leaders reported the school ensures college preparation through core academic classes.
- Core curriculum is aligned to state standards and graduation requirements are aligned to MassCore requirements for graduation.
 - In some instances, graduation requirements surpass the MassCore expectations, especially in the arts and world language.
 - All students during the 2015-16 school year (the most recent year of reported data) completed MassCore requirements.
- The school provides opportunities for students who are meeting standards to extend their learning beyond the classroom standards.
 - During the 2016-17 school year, all teachers in the high school (both arts and core academic classes) provide students with the opportunity to earn honors level credits in each class if they complete an honors project and maintain above a 3.0 in the class.
 - The school is also a member of the Virtual High School (VHS) and high school students may take AP classes through VHS.
- In addition, based on Department data, the school is exceeding statewide averages on a number of academic measures.
 - The school's Annual Report reported all juniors took the PSAT and all students who applied to college were accepted (refer to the school's Accountability Plan below in Appendix A for college acceptance rates)
 - At the end of the 2015-16 year, 88 percent of high school graduates planned to attend either a 2- or 4-year public or private college.
 - The school's 2015-16 average SAT performance scores for all students and subgroups was above 500 for reading (569), math (517), and writing (544).
 - On the 2017 Open Response MCAS, the school exceeded state averages on the open response items in all grades and subjects.
 - Please refer to *Criterion 5: Student Performance* below for graduation rates.

Standards-based assessment:

- The school utilizes standards-based grading to assess student performance.
- The board, school leaders, and teachers reported the school has been integrating standards-based assessments to assess student learning. Examples of these assessments and how they are used include:
 - All assignments are viewed as formative or summative assessments on grade level standards.

- Summative assessments are linked to course objectives and Massachusetts state standards.
- Formative assessments are used to assess student understanding and inform lesson planning.
- Summative assessments are used as a benchmark for student understanding and are the basis for course grades.
- The school implements Habits of Working and Learning (HOWLs) rubrics. Each report card contains a narrative based on the HOWLs learning objectives, and also includes grades from individual summative assessments.
- The school reported standards-based grading ensures students are learning and students aren't just passing through the system. School leaders reported some students come to the school having passed certain classes, but cannot demonstrate proficiency and the school will work with families to ensure proper supports and classes for each student.
- Site visitors observed at least one element standards-based assessments in the majority of classrooms. Site visitors observed learning targets and course objectives specifying expected student learning in half of classrooms (13 of 26); aligned learning targets and course objectives in over a quarter of classrooms (8 of 26); and proficiency-based language used to describe student learning outcomes in less than a quarter of classrooms (5 of 26).

Accountability Plan

- The due date for finalizing the school's Accountability Plan has passed. As of the site visit, the school has not yet finalized its Accountability Plan for the current charter term (2016-2020).
- In its 2016-2017 Annual Report, PVPA reported that it met 6 out of 13 measures of its accountability plan from the previous charter term.

CRITERION 2: ACCESS AND EQUITY

The school ensures access and equity for all students eligible to attend the school.

● **Meets**

Finding: PVPA has an approved recruitment and retention plan. In 2017, PVPA has retained all subgroups at similar rates as comparison schools. Additionally, the school's stability rate has been high for all students and subgroups. PVPA enrolled English learners and students who are economically disadvantaged at lower rates than comparison schools and students with disabilities at higher rates than comparison schools.

- PVPA has received approval from the Department for its Recruitment and Retention plan every year over the course of the charter term so far.
- PVPA's attrition rates have been below comparison schools for all subgroups, which include students with disabilities (SWD) and students in the economically disadvantaged (ED) subgroup. PVPA's stability rate for all students and all subgroups is higher than the median for comparison schools.
- PVPA is working towards enrolling a student population that is demographically comparable to comparison schools. In 2017, PVPA enrolled students in the ED subgroup and ELs at rates below the comparison index and/or gap narrowing targets and students with disabilities at rates above the comparison index. Over the charter term, ED have shown an increasing trend in enrollment and SWD have shown an increasing trend in enrollment. According to SIMs data, the school has not enrolled any ELs over the charter term.

- In the school's 2016-17 Annual Report, the school provided enhanced or additional strategies to recruit ELs and ED: translate materials (website pages, recruitment materials, and news articles) and disseminate into Holyoke and Springfield, advertising in Spanish print media and radio spots, attend a Latinx cultural event, post flyers at Boys and Girls Club and YMCA in Holyoke and Springfield YMCA, provide childcare at admissions events, post flyers and provide applications at low income housing developments in Hampden, Hampshire, and Franklin, and flyer and provide applications at food pantries, DCF offices, thrift stores, and WIC offices.
- For more information about enrollment, attrition, and stability rates, see Appendix A.

Finding: PVPA eliminates some barriers to program access by the availability of translated documents and the availability of information about the school's special education programming. The school does not have accessible information about its English as a Second Language (ESL) program. PVPA's in-school suspension rate is below the statewide average; the school's out of school suspension rate for all students is below the statewide average.

- The school eliminates some barriers to program access through information on its website regarding special education program information and the availability of translated documents and applications.
- The school's website and community handbook does not contain information regarding an ESL program.
- The school's community handbook does not contain information regarding the special education program.
- In 2015-16, PVPA had an in school suspension rate of 0 percent for all students, lower than the statewide average of 1.9 percent for all students. Additionally, in 2015-16, PVPA had an out of school suspension rate of 2.7 percent for all students, below the statewide average of 2.9 percent; the following subgroups had higher rates of out-of school suspension: high needs (3.9), African American (3.2), multi-race (6.1), and white (2.8).
- School leaders reported hiring a new school adjustment counselor to assist in mediations between students and staff and to work with the student support team to employ additional interventions for students.
- Please see here for more details as well as historical data from 2012-13 to 2015-16:
<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04790000&orgtypecode=5&=04790000&>

CRITERION 3: COMPLIANCE	
The school is in compliance with the terms of its charter and applicable state and federal laws and regulations.	N/A

Finding: The school is out of compliance with state regulations and laws regarding teacher licensure and staffing requirements.

PVPA does not employ an English as a Second Language teacher (ESL), who is licensed in English as a Second Language as required by M.G.L. c. 71A.

Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the applicable Massachusetts Test for Educator Licensure (MTEL). As of the site visit, 17 out of 46 teachers beyond year one of employment have not passed the required MTEs.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

The school consistently meets state student performance standards as defined by the statewide accountability system. ³	Level: N/A Percentile: N/A
---	-------------------------------

Finding: Over the course of the charter term so far, PVPA has not consistently met state student performance standards for academic growth and proficiency. In 2017, PVPA exceeded state averages on the ELA and mathematics Next Generation MCAS assessment.

2017 Assessment Results (Next Generation MCAS)⁴

In 2017, the Next Generation MCAS was administered statewide for the first time. As such, a majority of schools did not receive Accountability Levels.

In 2017, in grades 7 and 8, 66 percent of students met or exceeded expectations on the Next Generation MCAS assessment in English language arts, above the state average of 49 percent. In mathematics in grades 7 and 8, 50 percent of students met or exceeded expectations on the Next Generation MCAS assessment, above the state average of 48 percent.

2017 Assessment Results (Legacy MCAS)

In 2017, PVPA administered the legacy MCAS in science and technology/engineering for grades 8 and 10. In science and technology/engineering in grade 8, 53 percent of students earned proficient or advanced on the legacy MCAS assessment, above the state average and in grade 10, 95 percent of students earned proficient or advanced on the legacy MCAS assessment, above the state average. The school additionally administered the legacy MCAS in grade 10 in ELA and mathematics. Those results will be discussed in the 10th grade section below.

2014-2016 Assessment Results (MCAS)

Level and Percentile

From 2014 to 2016, the school has been in Level 1 (2014) and Level 2 (2015 and 2016). From 2014 to 2016, the school has performed at the following percentiles: 60 in 2014, 61 in 2015, and 71 in

³ Once the statewide accountability system is established pursuant to Every Student Succeeds Act (ESSA), the Department will articulate the use of ratings and academic data in reports and in charter accountability decisions.

⁴ In November 2015, the Board of Elementary and Secondary Education ("Board") voted to approve the development of Massachusetts's next-generation MCAS assessment. In the spring of 2017, schools administered the first next-generation MCAS assessment to grades 3 through 8. Schools serving grade 10 continued to administer the legacy MCAS. Anticipating the shift to the next-generation MCAS, the Board voted in November 2015 that districts and schools administering the next-generation MCAS assessment in grades 3-8 in spring 2017 would not have their accountability results negatively impacted based on those test scores. In the fall of 2017, the Department will not use Levels 1-3 for any school that enrolls students in grades 3-8, so long as the school has a participation rate of at least 90 percent in the administration of the spring 2017 MCAS tests and does not have a persistently low graduation rate.

2016. Please refer to Appendix B for detailed student academic performance data over the charter term.

Cumulative Progress and Performance Index (PPI)

From 2014 to 2016 the school had a Cumulative Progress and Performance Index (PPI) of 77, 65, and 67 for all students. In 2016, the school did not meet proficiency gap narrowing targets for English language arts (ELA), mathematics, and science and technology/engineering. From 2014 to 2016 the school had a PPI of 79, 87, and 73 for the high needs subgroup. Further, in 2016 the school did not meet targets for narrowing proficiency gaps for students with disabilities, including all students and high needs subgroups.

Composite Performance Index (CPI)

PVPA's composite performance index (CPI) since 2014 demonstrated improvement in ELA; no change in mathematics; and declines in science and technology/engineering. Over the course of the charter term so far, the school's CPI for the high needs subgroup demonstrated declines in ELA; no change in mathematics; and declines in science and technology/engineering. Please see Appendix C for CPI trends over time.

Growth

The school's historical SGP data for years 2014 through 2016 for all students and high needs students is displayed in the chart below.

PVPA Median Student Growth Percentile				
Year		2014	2015	2016
ELA SGP	All	62.5	48	54
	High needs	58.5	41	41
Math SGP	All	59	79.2	81.4
	High needs	53	50	51

Grade 10 Academic Achievement

Students in the class of 2020 and prior classes continue to take Massachusetts' grade 10 legacy MCAS assessments in English language arts, mathematics, and science and technology/engineering.

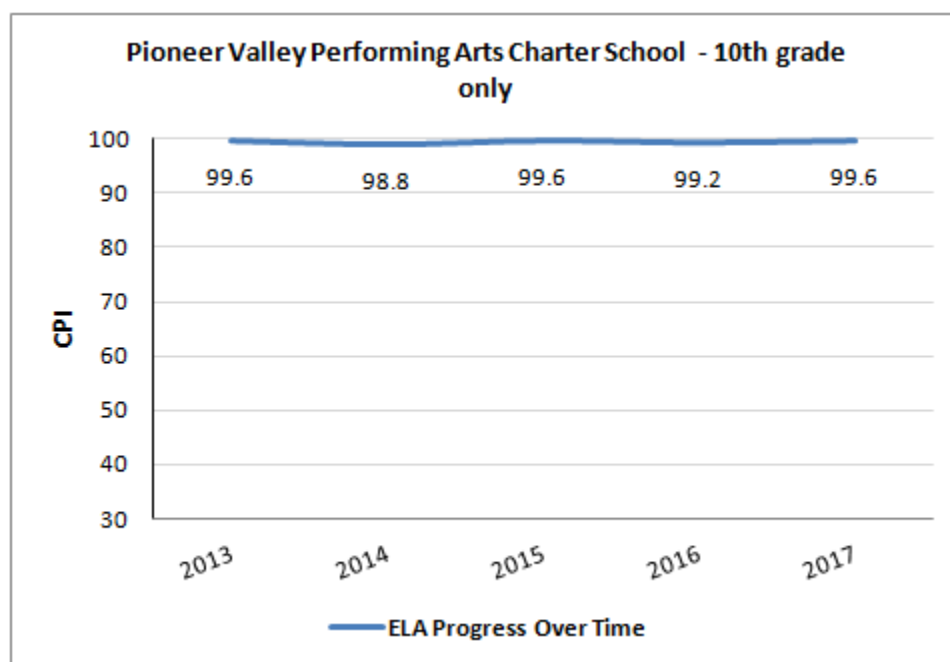
Proficiency

In 2017, 98 percent of PVPA grade 10 students scored in the Proficient and Advanced categories on the ELA assessment. In mathematics, 92 percent scored Proficient and Advanced. In science and technology/engineering, 95 percent scored Proficient and Advanced. Ninety-six percent of PVPA grade 10 high needs students scored in the Proficient and Advanced categories on the ELA assessment. In mathematics, 81 percent of grade 10 high needs students scored Proficient and Advanced. In science and technology/engineering, 88 percent of grade 10 high needs students scored Proficient and Advanced.

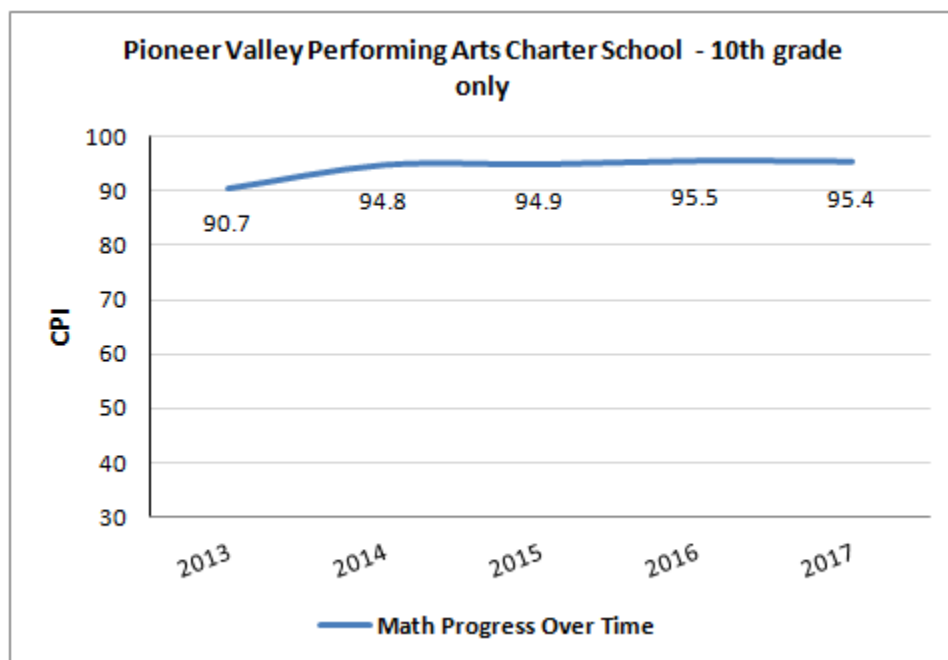
Composite Performance Index (CPI)

PVPA grade 10 CPIs demonstrated improvement since 2014 in ELA, improvement in mathematics, and declines in science and technology/engineering. The grade 10 CPIs mostly increased from 2016, with a 0.4 point increase in ELA, a 0.1 point decline in mathematics, and a 2.3 point increase in science and technology/engineering. The CPIs for grade 10 students in the high needs subgroup demonstrated varied results since 2014 in ELA, overall improvement in mathematics, and varied results in science and technology/engineering.

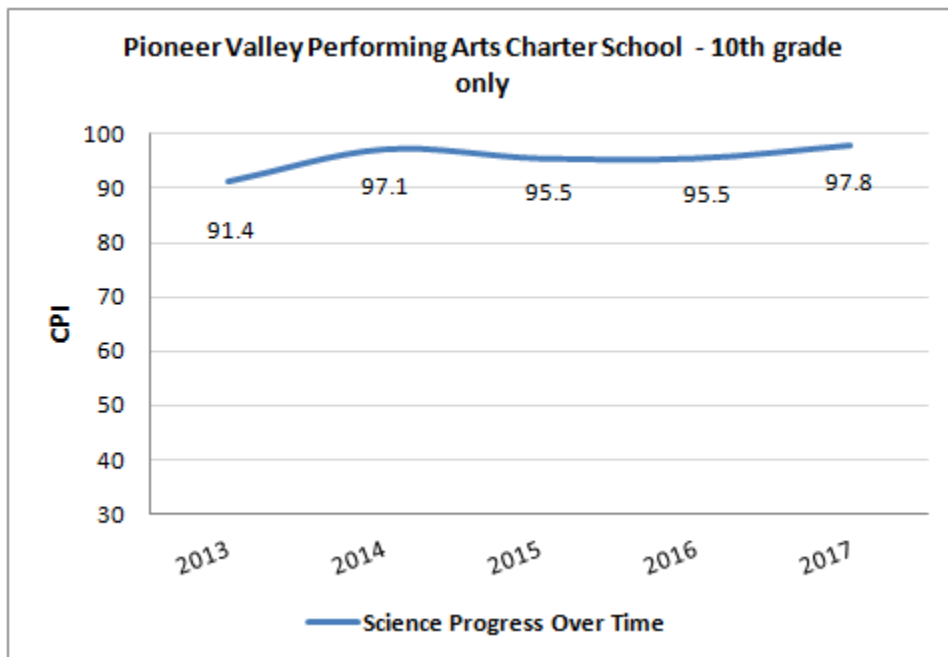
Grade 10 ELA CPI Chart



Grade 10 Mathematics CPI Chart



Grade 10 Science CPI Chart



Growth

The school's historical SGP data for grade 10 MCAS is displayed in the chart below.

PVPA Median Student Growth Percentile for grade 10					
Year		2014	2015	2016	2017
ELA SGP	All	63	64	60	70
	High needs	N/A	51	42	51
Math SGP	All	76	74	60	62
	High needs	N/A	78	51	66

Graduation and Dropout Rates

The school has exceeded state accountability targets of 80 percent and 85 percent for 4-year and 5-year graduation rates, respectively: the 4-year graduation rate for the 2016 cohort was 92.6 percent and the 5-year graduation rate was 90 percent for the 2015 cohort. In 2016, the school's dropout rate was 1.9, on target for all students, and at the statewide average. The dropout rate for high needs students was 3.6, on target and below the statewide average of 3.7 percent.

CRITERION 6: PROGRAM DELIVERY

The school delivers a high quality academic program that meets the academic needs of all students.

Key Indicator 6.2: Instruction

The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students. Instruction fosters student engagement. Classroom environments are conducive to learning.

● **Meets**

Finding: Administrators and teachers share a common understanding of high quality instruction. Nearly all observed classrooms reflected alignment to the school's common instructional practices. Almost all classrooms fostered high expectations and student engagement for all students, and classroom environments were highly conducive to learning.

School leaders and teachers reported, and documentation confirmed, the school shares a common understanding of high quality instructional practices for students.

- The head of school created a list of common instructional practices and classroom routines that site visitors should observe in classrooms. Site visitors observed at least one of these instructional practices in over half (17 of 26) of observed classrooms. Each of these observed practices is discussed below.
- *Review of class agenda*

- Site visitors observed a classroom agenda reviewed in about a third (9 of 26) of classrooms and additional classrooms had posted agendas. The site visit team did not observe the beginning of all classes and therefore did not expect to see this in all classrooms.
- *Reference to learning targets and course objectives*
 - Site visitors observed learning targets and course objectives referenced in over a quarter (7 of 26) of classrooms. The site visit team did not observe the beginning of all classes and therefore did not expect to see this in all classrooms. In some classrooms, site visitors observed the learning targets or course objectives posted on the board, but they were not directly referenced during the observation time.
- *Checks for understanding*
 - Site visitors observed checks for understanding in over half (18 of 26) of classroom observations. Site visitors observed teachers using cold calls, asking students to show their level of understanding through gestures, teacher circulation and checking in with students individually during independent and group work time, a review of vocabulary prior to the lesson, and teachers prompting students for deeper responses.
- *Closing or synthesis activity*
 - Site visitors observed closing or synthesis activities in under a quarter (5 of 26) classroom observations. The site visit team did not observe the end of all classes and therefore did not expect to see this in all classrooms. Site visitors observed exit tickets and student reflections at the end of lessons.
- *Learning opportunities in multiple formats*
 - Site visitors observed learning opportunities in multiple formats, as appropriate to learning outcomes in over half (14 of 26) of classroom observations.
 - For more information on this common instructional practice, see *Key Indicator 6.4: Supports for Diverse Learners* below.

Site visitors observed high expectations for all students in almost all classrooms observed (21 of 26).

- Teachers communicated and enforced specific standards for student work and effort through teachers asking higher order thinking questions, student reflections, teachers checking in with students to assess work and progress, clarifying student understanding, setting expectations, correcting students, use of checklists and rubrics to check work, using academic vocabulary, and students explaining their thinking behind answers.
- Teachers modeled and reinforced ways that students can master challenging material through “self-talk” strategies, taking risks, clearly defining directions, retaking assessments, referencing notes, reviewing vocabulary to ensure student understanding before lesson, teachers letting students grapple with difficult work in groups, teacher modeling how to solve problems, teachers giving students explanations for certain methods used, and letting students make decisions on what they need to work on.
- In the pull out classrooms for students with disabilities, site visitors observed high expectations in the minority of observed classrooms (1 of 5). In the one classroom site visitors observed high expectations, each student had a list of work to complete with goals for completion. Site visitors observed students in the majority of pull out classrooms engaging in tasks that involved drawing

and coloring and teachers checking in on student progress but not setting clear or high expectations for work completion.

Site visitors observed student engagement in almost all classrooms observed (22 of 26).

- Site visitors observed instructional practices that were motivating and engaging students during the lesson, such as: group work, sharing personal experiences, student choice, cold calling, repeating what other students had shared, teacher encouragement, timed activities, high amounts of student voice, student reflection activities, and a quick instructional pace.
- In the pull out classrooms for students with disabilities, site visitors observed student engagement in the minority of observed classrooms (2 of 5). Site visitors observed students engaging in off-task activities on their phones, off-topic conversations, teachers not redirecting off-task students, and low percentages of students on task or participating in work.

Site visitors observed classrooms that were conducive to learning in almost all classrooms observed (22 of 26).

- Classroom climates were respectful and classrooms were well-organized in nearly all (22 of 26) observations and visitors noted respectful interactions, positive praise, and encouragement between students and between students and teachers. Classrooms routines were clearly outlined by the teacher and internalized by students. Transitions were efficient and smooth and learning time was maximized.
- In observed classrooms, all learning environments were physically and emotionally safe and site visitors observed evidence of expected behavior systems in five classrooms observations. In those classrooms, site visitors observed: individual reminders of expectations and expectations posted and/or reviewed with the class.
- In the pull out classrooms for students with disabilities, site visitors observed a minority of classrooms that were conducive to learning (2 of 5). In these classrooms, site visitors observed students not maximizing their learning time, slow transitions, routines not clear or internalized by students, students not following teacher expectations, disrespectful student interactions, and materials thrown across the room.

Key Indicator 6.4: Supports for Diverse Learners	
The school has systems to identify students in need of support, and provides supports, interventions, and resources to meet the academic needs for all students, including but not limited students with disabilities and English learners.	● Partially Meets

Finding: PVPA has systems in place to identify students in need of support and provides supports, interventions, and resources to meet the needs of all learners. The school does not have an ESL curriculum.

The school uses a universal screening system to assess academic and behavioral strengths and challenges of all students, and to identify students needing additional support.

- The school's Core Criteria Preparation and Student Services document detailed and school leaders and teachers reported that the school uses a referral process to monitor student progress.
- The process begins with teachers notifying school counselors if there is a student of concern identified. The counselors work weekly with middle school teams and either biweekly or monthly in the high school with the grade level team of teachers to identify strategies used in

the past and to create new interventions. Interventions are implemented and monitored for two to four weeks and data is collected to assess student progress.

- If the student is still struggling, students may be referred to the child study team, which is composed of the special education director, the family, student, and teachers. Additional interventions are implemented and monitored for an additional two to four weeks. If these interventions are not successful, the student may be referred for special education testing.
- Students potentially in need of ESL services are identified through records from previous schools or the home language survey after the student is accepted at the school. If a language other than English is spoken at home, the school administers the WIDA screener to assess if the student qualifies for ESL services. The school had not had an EL student in nine years and school leaders reported the school admitted its first EL student in fall of 2017. School leaders reported the school is going to revisit its ESL screening process and programming during the current school year.

The school's intervention system allows students to move along a continuum of services and change placements according to identified progress or needs.

- For students who are struggling, interventions are reevaluated every two to four weeks based on MAP data and entry assessments in math for all grades and for students entering grade 7 in ELA. If these interventions are not effective, the team may refer the student for special education testing.
- Based on data, the school has a math support program, a reading intervention program, and support blocks for grades 7 and 8.

Teachers demonstrate responsibility for the diverse learning needs of all students through supports, interventions, and resources.

- School leaders, teachers, and students reported the school uses the following supports for all students: small groups, apprentice teachers, homework support, visuals, checks for understanding, graphic organizers, videos, laptops, iPads, phone tutoring service, multiple adults in classrooms, honors course work options, support during unstructured periods or after school, middle school advisory, and assistive technology.
- The school is working towards providing resources for Sheltered English Immersion (SEI) in classrooms with ELs. Ten out of 46 teachers have their SEI endorsement and twelve are currently working on their endorsement. The two students who are ELs are in grade 7 and one core content grade 7 teacher has an SEI endorsement.
- The school has a school nurse, a school psychologist, three school counselors, a special education administrator, a dean of students, a school adjustment counselor, five academic support teachers, four apprentice teachers and contracts with an occupational therapist, autism/behavior specialist, and speech and language pathologist from the University of Massachusetts Center for Speech, Language, and Hearing. In addition, the school contracts with an outside psychologist to provide clinical supervision for the school's psychologist and counseling staff. The school also has a partnership with the Community Services Institute to provide individual counseling for students at school.
- Site visitors observed evidence of supports for diverse learners in nearly all (23 of 26) classrooms, which included: graphic organizers, students helping each other, anchor charts, connections to other content areas and personal experiences, verbal explanations prior writing, group work, laptops, teachers recording student ideas on the board, music playing in the background, explicit explanations of concrete strategies, student-specific strategies, differentiated activities, students making decisions, visuals, kinesthetic activities, extension

activities, students working at their own pace, reference sheets, student checklists and rubrics, gradual release of responsibility model, teacher circulation, multiple adults in the classroom, vocabulary review, presentation of material in multiple ways, and text read aloud.

- In addition, the school does not have an ESL curriculum for its ELs, as required by M.G.L. c. 71A, § 1.

The school uses the results of a data-based program of self-evaluation to inform special education programming to improve instructional strategies and ensure that the needs of students are met.

- School leaders reported the school uses classroom assessment data to develop goals and monitor student progress quarterly. Based on this data, the school has hired additional teachers over the years in order to tailor instruction the specific skills students need.
 - Please see the outcome data in Criterion 5: Student Performance for the performance of the high needs subgroup.

ORGANIZATIONAL VIABILITY

CRITERION 8: CAPACITY

The school sustains a well-functioning organizational structure and creates a professional working climate for all staff.

Key Indicator 8.1: School Leadership

The school has an effective school leadership team that implements a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among leaders, staff, management, and board members. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community.

N/A

While core criteria visits do not typically include a focus on school leadership, site visitors gathered evidence about the recent leadership changes during the site visit.

The school clearly defines and delineates roles for school stakeholders.

- The school maintains an organizational chart that shows the flow of supervision.
- The school maintains a “who to contact for what” document and staff contact pages on the website to help all stakeholders (students, families, and staff) navigate each staff member’s role.
- Job responsibilities are outlined in the staff handbook.
- The school’s 2015-16 Annual Report outlined one change in the organizational structure in February 2016. The school created an Associate Director of Academic Programs position in order 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. At the site visit, school leaders reported this position no longer exists and the duties have been distributed among other school leaders.


The school has clear and well-understood systems for decision-making and communication processes among the school community.

- The school is currently revisiting its processes for decision-making and communication due to the recent school leader transition at the beginning of the 2017 school year.

- All stakeholders reported an open and transparent search process for the new school leader, which involved a diverse group of stakeholders with many opportunities for stakeholders to voice their opinions.
- All stakeholders acknowledged reported feeling hopeful with the new school leader and all stakeholders supported the hiring decision.
- School leaders and teachers reported that some aspects of the transition have been difficult, such as less communication than staff was used to from school leaders at the beginning of the year due to the elimination of a position and two school leaders on leave for personal reasons.
- School leaders, teachers, and students discussed an incident early in the year in which the school leader brought the community together to discuss. This situation fostered a positive climate that was ultimately a community building-experience for the school.
- Teachers and students reported the school culture has improved with the new school leader.

The school has an effective school leadership team that implements a clearly defined mission and is working to revise its set of goals.

- School leaders reported the change in leadership brings the opportunity for a new perspective and to reflect and reevaluate the school's current practices. The goal is to streamline programming and optimize the school's efficiency.
- School leaders reported feedback from teachers has been positive after the new school leader transition.
- Teachers reported the new school leader has been meeting with all different stakeholders to listen to their perspective in order to shape the new goals of the school.

CRITERION 9: GOVERNANCE	
Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	 Meets

Finding: The PVPA board provides competent and appropriate governance to ensure the success and sustainability of the school.

Board composition/membership

- The board reported it consists of 14 members, within the school's bylaws and consistent with the school's website.
- The bylaws require representation from at least three parents of current students (BMMS lists one parent and the website lists six), no more than 5 students (BMMS lists one student and the website lists four), at least four community members (the school's website lists six community members), and no more than 2 teachers or staff (BMMS lists one staff and the website lists two).
- The board meets monthly.
- The board maintains finance and governance committees that meet monthly and a new head of school performance committee that has met twice since the beginning of the 2017-18 school year.

Board members are active and engaged in fulfilling the majority of their legal responsibilities and obligations to the school.

- A review of the board's minutes confirms that the board is mostly following the Open Meeting Law and the school's bylaws

- The board reported all committees keep minutes and post them to the school's website after they are approved; however, the school did not submit finance or head of school performance committee minutes to the site visit team and as of the site visit report, no meeting minutes were posted to the school's website.

The board demonstrates appropriate oversight of the charter school's leader, financial health, progress towards meeting academic goals, and alignment with the mission while remaining a governing authority.

- A review of board minutes shows the board reviews a variety of data, such as finances, academic assessments (MCAS and MAP), and survey data. The school also receives updates from the head of school and typically each stakeholder group at each meeting.
- The board reported, and board minutes confirmed, it reviews and approves school policies.
- The board, teachers, and school leaders reported the board maintains governance, rather than management responsibilities of the school.
- The board is in the process of revising the head of school evaluation in order to develop a better feedback system. The school will use the DESE superintendent rubric, head of school created goals, and data from a variety of stakeholder surveys. The newly created head of school performance committee will meet more regularly and have a mid-year review in addition to the annual review.
- The board's committees meet to review data related to finance, governance, and the head of school evaluation and then report back to the whole board. The board reviews and discusses the information and votes on decisions as needed. Decisions are communicated both up to the board and down from the board by school leaders.

The board engages in strategic and continuous improvement planning for the school.

- The board reported it is building in more transparency and increased communication with the school community, such as through including more information into weekly school notices.
- The school has a strategic plan.
- The board has recently revised its bylaws to add a vice president officer to the board in order to assist in board succession planning.
- The board attends an annual retreat and is considering moving it to the fall in order to allow for new member orientations and review of the role and responsibilities of the position.
- The board has a process search for needed expertise and roles and a process to recruit and onboard new members.
- The board recently engaged in succession planning for the head of school position.

APPENDIX A

CRITERION 2: ACCESS AND EQUITY

All data displayed in these graphs are derived from ESE District and School Profiles (<http://profiles.doe.mass.edu/>).

The longitudinal demographic comparison data presented in the graphs of student enrollment is intended to provide context for the charter school's recruitment and retention efforts. The set of displayed comparison schools includes the charter school of interest, and all of the public schools in the charter school's region that serve at least one grade level of students which overlaps with the grade levels served by the charter school.¹ The graphs provide comparison enrollment percentages for four different subgroups of students: low income /economically disadvantaged*, students with disabilities, English language learners, and first language not English. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years. If available, data listed is displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school of interest;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average;
- a dotted **orange** line for the median² enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile³ enrollment percentage of all comparison schools;
- a dotted **red** line for the comparison index⁴;
- a dotted **pink** line for the Gap Narrowing Target (GNT)⁵; and
- solid **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

Student attrition rates⁶ are provided for all students and for the high needs⁷ subgroup. Please note that district percentages are not included since attrition at the district-level cannot be reasonably compared to attrition at the school-level. In addition, stability rates⁸ are provided for all students and for the high needs subgroup.

¹ The names of each of these schools and additional subgroup detail can be found in the Charter Analysis and Review Tool (CHART), <http://www.doe.mass.edu/charter/chart/>.

² The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

³ The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

⁴ The comparison index provides a comparison figure derived from data of students who reside within the charter school's sending district(s). The comparison index is a statistically calculated value designed to produce a fairer and more realistic comparison measure that takes into account the charter school's size and the actual prevalence of student subgroups within only those grade levels in common with the charter school.

⁵ The Gap Narrowing Target (GNT) refers to the halfway point between the school's baseline rate (which is the rate in the 2010-11 school year, or the first year enrollment data is collected if after 2010-11,) and the current Comparison Index (the "target"). The object is to meet this halfway point by the 2016-17 school year (or in a later year if baseline is after 2010-11), giving the school six years to do so. For a school to be on schedule to meet its GNT, an incremental increase must be met annually. To determine this increment, the following equation is used: $[(\text{Comparison Index} - \text{Baseline}) / 2] / 6 \text{ years} = \text{Annual GNT}$.

⁶ The percentage of attrition, or rate at which enrolled students leave the school between the end of one school year and the beginning of the next.

⁷ A student is *high needs* if he or she is designated as either low income, or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

Note: New statutory provisions related to Criterion 2 were established in 2010, and as specified in regulation, charter schools were first required to implement recruitment and retention plans in 2011-2012. Charter schools are required to receive Department approval for a recruitment and retention plan to be reported on and updated annually. When deciding on charter renewal, the Commissioner and the Board must consider the extent to which the school has followed its recruitment and retention plan by using deliberate, specific strategies to recruit and retain students in targeted subgroups, whether the school has enhanced its plan as necessary, and the annual attrition of students.

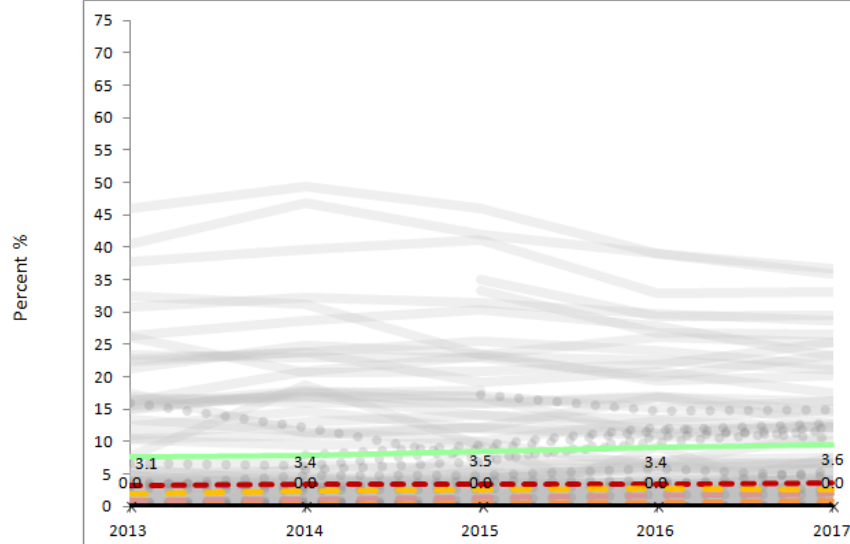
Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area as provided in Appendix B can provide some information regarding comparability of student populations, it is presented for reference only and primarily to determine trends within the charter school itself and to guide further inquiry. The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of subgroup populations between schools and districts based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students that live within the municipality or region that they serve. Specific caution should be used for special education enrollment data, as research by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates ([*Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report \(August 2014\)*](#)) found that low-income students were identified as eligible for special education services at substantially higher rates than non-low-income students. Further, across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance. Finally, it is important to note that student demographics for a charter school, particularly in the aggregate, will not immediately reflect recruitment and retention efforts; charter school must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

⁸the Stability Rate measures how many students remain in a district or school throughout the school year.

* 2014-2015 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low-income," "Free Lunch" and "Reduced Lunch" categories used in 2013-2014 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "Low-income" data in prior years. Please see <http://www.doe.mass.edu/infoservices/data/ed.html> for important information about the new "Economically Disadvantaged" category.

Pioneer Valley Performing Arts Charter Public School - South Hadley - Est. 1996 (Max Grade Span: 07-12)

ENROLLMENT - ELL

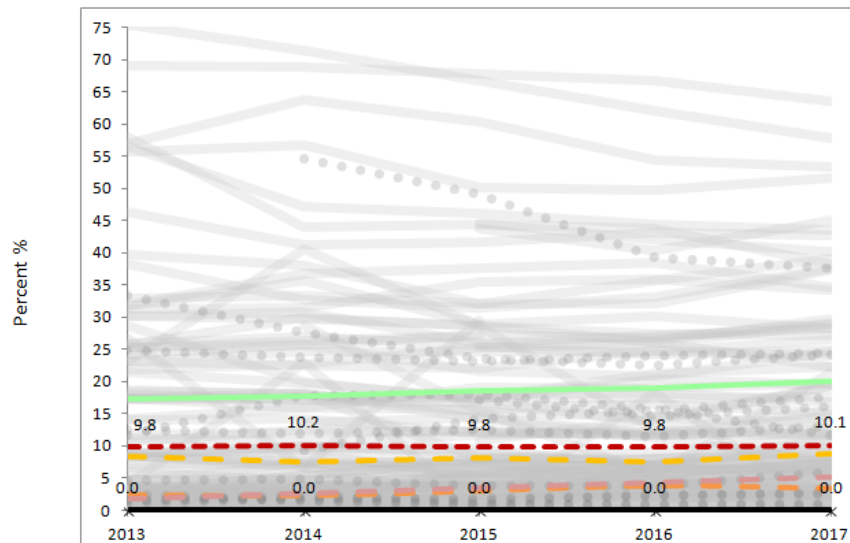


English Language Learners % Enrolled

	2013	2014	2015	2016	2017
Charter School	0.0	0.0	0.0	0.0	0.0
Statewide Average	7.7	7.9	8.5	9.0	9.5
No District Selected (District)					
Grades served per year	7-12	7-12	7-12	7-12	7-12

Median	2.0	2.3	2.6	2.7	2.6
First Quartile	0.4	0.3	0.5	0.6	0.8
Comparison Index	3.1	3.4	3.5	3.4	3.6
Gap Narrowing Target (GNT)	0.8	1.0	1.3	1.6	1.9

ENROLLMENT - FLNE



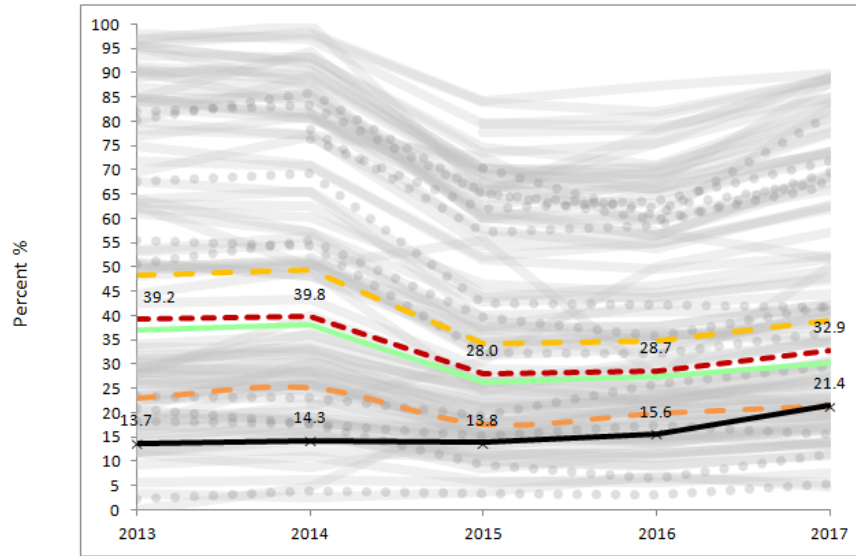
First Language Not English % Enrolled

	2013	2014	2015	2016	2017
Charter School	0.0	0.0	0.0	0.0	0.0
Statewide Average	17.3	17.8	18.5	19.0	20.1
No District Selected (District)					
Grades served per year	7-12	7-12	7-12	7-12	7-12

Median	8.3	7.5	8.1	7.5	8.7
First Quartile	2.4	2.3	3.0	3.8	3.4
Comparison Index	9.8	10.2	9.8	9.8	10.1
Gap Narrowing Target (GNT)	1.9	2.7	3.5	4.3	5.2

Pioneer Valley Performing Arts Charter Public School - South Hadley - Est. 1996 (Max Grade Span: 07-12)

ENROLLMENT - Low Income

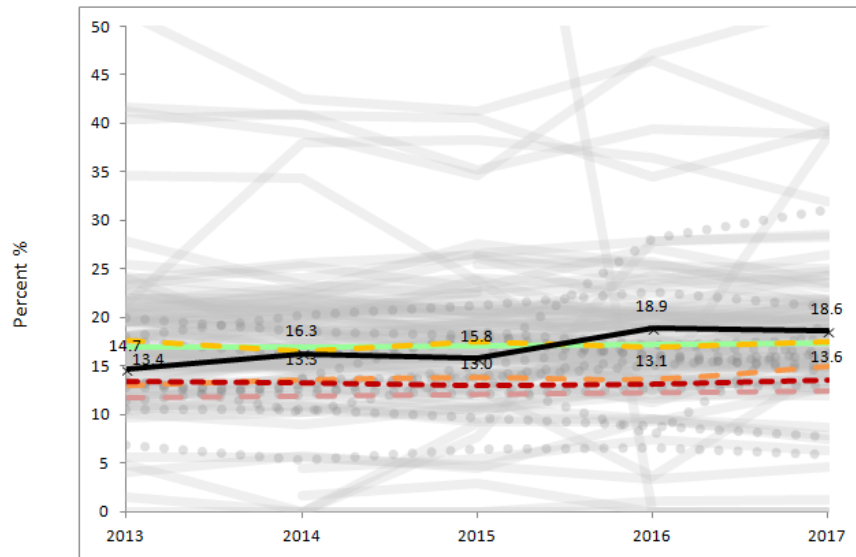


Low Income (Econ. Disadvantaged for 2015-2016) % Enrolled

	2013	2014	2015	2016	2017
Charter School	13.7	14.3	13.8	15.6	21.4
Statewide Average	37.0	38.3	26.3	27.4	30.2
No District Selected (District)					
Grades served per year	7-12	7-12	7-12	7-12	7-12
Median	48.3	49.4	34.1	34.8	39.1
First Quartile	23.1	25.2	17.7	19.9	21.5
Comparison Index	39.2	39.8	28.0	28.7	32.9
Gap Narrowing Target (GNT)					

— Charter School — Statewide Avg — District — Median — First Quartile — Comparison Index — GNT **** Comp. Charter Schools — Comp. District Schools

ENROLLMENT - Students with Disabilities

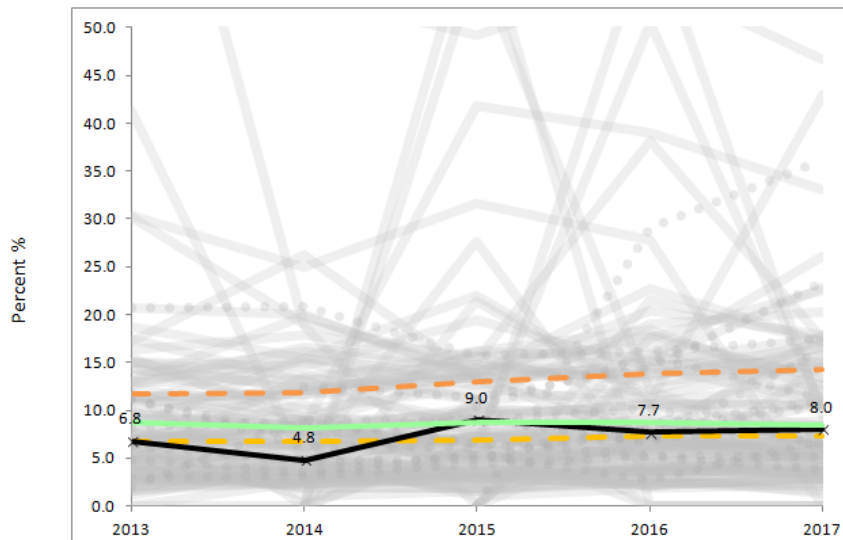


Students with Disabilities % Enrolled

	2013	2014	2015	2016	2017
Charter School	14.7	16.3	15.8	18.9	18.6
Statewide Average	17.0	17.0	17.1	17.2	17.4
No District Selected (District)					
Grades served per year	7-12	7-12	7-12	7-12	7-12
Median	17.6	16.5	17.6	17.0	17.5
First Quartile	13.1	13.6	13.8	13.7	14.9
Comparison Index	13.4	13.3	13.0	13.1	13.6
Gap Narrowing Target (GNT)	11.8	11.9	12.1	12.3	12.5

Pioneer Valley Performing Arts Charter Public School - South Hadley - Est. 1996 (Max Grade Span: 07-12)

ATTRITION - All Students



All Students

Attrition %

Charter School
Statewide Average
Grades served per year

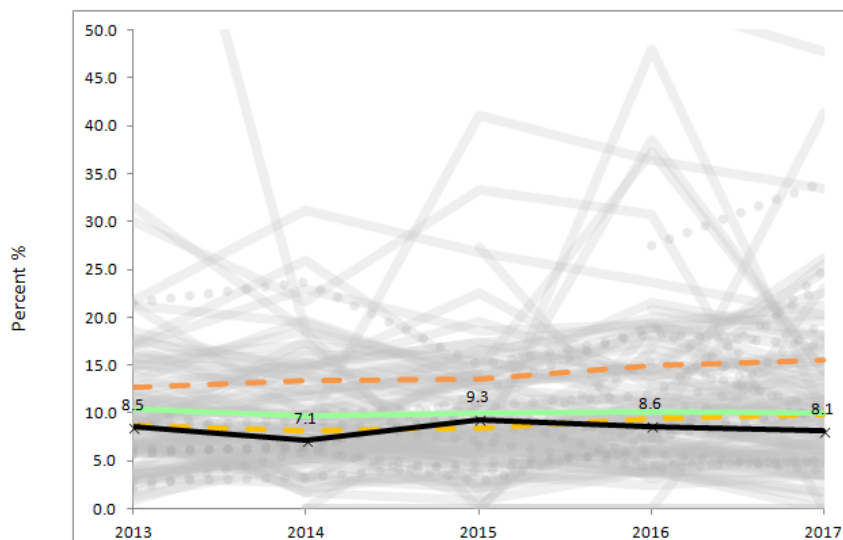
2013	2014	2015	2016	2017
6.8	4.8	9.0	7.7	8.0
8.8	8.2	8.7	8.7	8.5
7-12	7-12	7-12	7-12	7-12

Median
Third Quartile

2013	2014	2015	2016	2017
6.8	6.8	6.9	7.3	7.3
11.7	11.9	13.1	13.9	14.2

— Charter School — Statewide Average — Median — Third Quartile Comp. Charter Schools — Comp. District Schools

ATTRITION - High Needs



High Needs

Attrition %

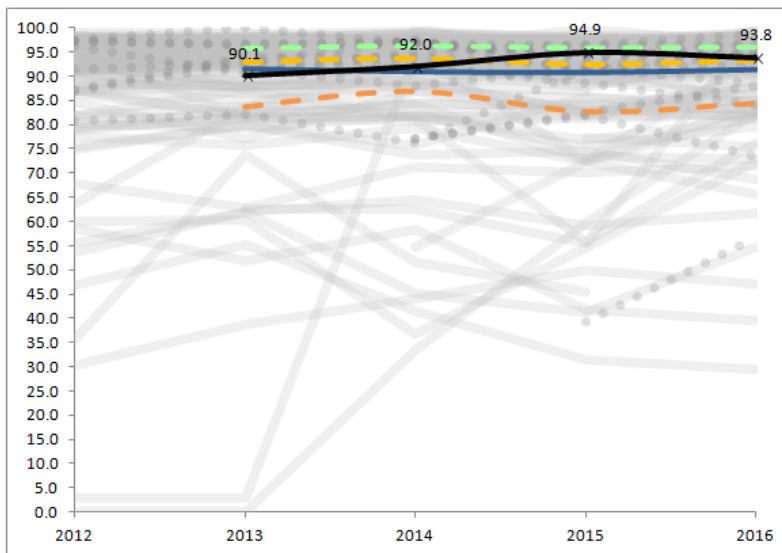
Charter School
Statewide Average
Grades served per year

2013	2014	2015	2016	2017
8.5	7.1	9.3	8.6	8.1
10.4	9.7	10.0	10.1	10.0
7-12	7-12	7-12	7-12	7-12

Median
Third Quartile

2013	2014	2015	2016	2017
8.7	8.2	8.4	9.4	9.9
12.8	13.5	13.6	15.0	15.5

Pioneer Valley Performing Arts Charter Public School - South Hadley - Est. 1996 (Max Grade Span: 07-12)

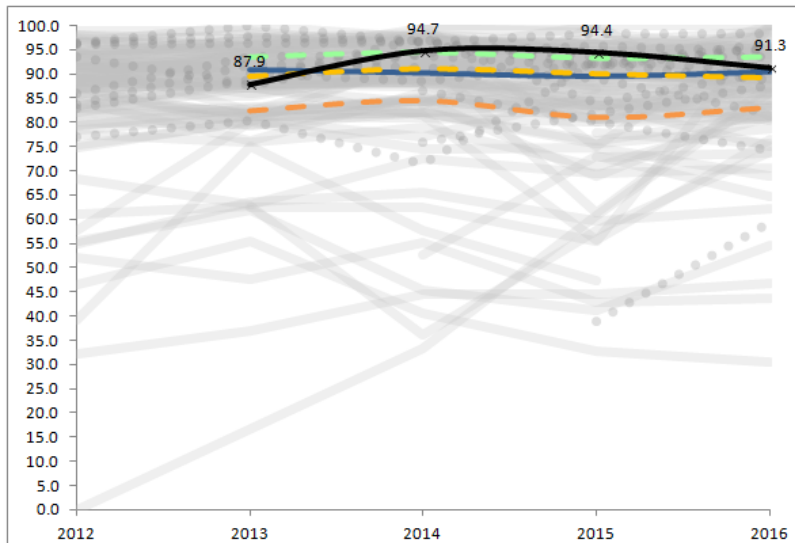


All students Stability Rate%

	2012	2013	2014	2015	2016
Charter School	92.8	90.1	92.0	94.9	93.8
Statewide Average	94.8	95.6	96.2	95.7	95.9
Lowell (District)	91.8	91.6	90.9	90.7	91.4
Grades served per year	7-12	7-12	7-12	7-12	7-12

Median	91.9	92.9	93.6	92.4	93.3
First Quartile	86.7	83.6	86.9	82.6	84.4

— Charter School
 - - - Statewide Avg
 — District
 - - - Median
 - - - First Quartile
 · · · Comp. Charter Schools
 · · · Comp. District Schools



High Needs Stability Rate%

	2012	2013	2014	2015	2016
Charter School	91.7	87.9	94.7	94.4	91.3
Statewide Average		93.5	94.4	93.3	93.6
Lowell (District)		90.8	90.2	89.4	90.4
Grades served per year	7-12	7-12	7-12	7-12	7-12

Median	88.9	89.5	91.2	90.0	89.1
First Quartile	83.2	82.3	84.4	81.0	83.0

APPENDIX B

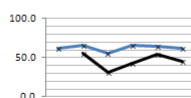
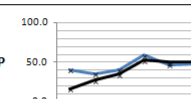
CRITERION 5: STUDENT PERFORMANCE

The **charter accountability table** (below) provides several sets of data relative to charter school performance on statewide assessments as well as student indicators. The percent of students scoring proficient or advanced (P/A), the composite performance index (CPI), the percent of students scoring warning or failing (W/F), and the student growth percentile (SGP) are all displayed in the aggregate over the term of the charter. For schools participating in PARCC in 2015 and 2016, the percent of students who met or exceeded expectations (Level 4 and 5) and those who did not meet expectations (Level 1) are displayed. Because these are not exact equivalents to MCAS proficient/advanced or warning/failing, these figures are not included in the graph. A Transitional Composite Performance Index (Trans. CPI) and Transitional Student Growth Percentile (Trans. SGP) generated using current PARCC and prior MCAS scores are displayed as equivalents to MCAS CPI and SGP. These figures are included in the graphs. The school's accountability level, percentile, English Language Arts (ELA) and math percentiles for the aggregate and targeted subgroups, and cumulative progress and performance index (PPI) for the aggregate and targeted subgroups are shown if available (this depends on the size and the age of the school). When applicable, the 4-year and 5-year graduation rates as well as the annual dropout rate are also provided for the available years of the charter term. For detailed definitions of accountability terms, please visit this URL:

<http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#AccountabilityInformation>.

Pioneer Valley Performing Arts Charter Public School
Year 22 Targeted Site Visit Report

Pioneer Valley Performing Arts Charter Public School

% Proficient or Advanced		2011	2012	2013	2014	2015	2016	CPI		2011	2012	2013	2014	2015	2016		
	All	94.0	89.0	89.0	90.0	87.0	86.0		All	97.3	96.4	95.9	96.6	93.1	94.5		
	High needs	92.0	72.0	81.0	80.0	78.0	70.0		High needs	96.0	90.6	92.5	92.9	87.2	86.6		
	All	53.0	54.0	52.0	59.0	59.0	65.0		All	77.0	77.4	75.2	81.5	79.2	81.4		
	High needs	37.0	31.0	30.0	38.0	45.0	49.0		High needs	65.9	60.9	61.6	69.0	71.9	69.6		
	All	62.0	66.0	55.0	66.0	64.0	62.0		All	84.2	85.1	80.5	87.1	83.7	81.6		
	High needs		56.0	31.0	43.0	54.0	45.0		High needs	70.3	75.7	67.9	73.8	76.6	70.5		
% Warning or Failing		2011	2012	2013	2014	2015	2016	SGP		2011	2012	2013	2014	2015	2016		
	All	1.0	1.0	1.0	1.0	5.0	3.0		All	52.5	49.5	40.5	62.5	48.0	54.0		
	High needs	4.0	4.0	3.0	1.0	10.0	7.0		High needs	51.5	34.0	35.0	58.5	41.0	41.0		
	All	16.0	17.0	17.0	12.0	17.0	13.0		All	41.0	35.5	41.0	59.0	47.0	48.0		
	High needs	23.0	36.0	28.0	27.0	27.0	23.0		High needs	17.0	28.0	35.0	53.0	50.0	51.0		
	All	3.0	6.0	8.0	4.0	10.0	12.0	Percentile & PPI		2012	2013	2014	2015	2016			
	High needs		18.0	17.0	12.0	17.0	27.0	ELA MATH		School Level	Level 2	Level 2	Level 1	Level 2	Level 2		
Graduation & Dropout Rates		2011	2012	2013	2014	2015	2016			School Percentile	61	53	60	61	71		
4-year Graduation Rate	All	80	86.4	86.7	82.4	86.7	92.6			Percentile in School - All	82	83	86	58	77		
5-year Graduation Rate	All	82.9	89.4	95	85.3	90				Percentile in School - ELL/Former ELL							
Annual Dropout Rate	All	1.5	0.0	0.0	0.0	2.2	1.9			Percentile in School - Students with Disabilities	93	93	93	73	68		
										Percentile in School - All	28	28	56	45	55		
										Percentile in School - ELL/Former ELL							
										Percentile in School - Students with Disabilities	32	32	83	76	63		
										PPI - Aggregate	67	64	77	65	67		
										PPI - High needs	67	68	79	87	73		
										PPI - ELL/Former ELL							
										PPI - Students with Disabilities				63	51		

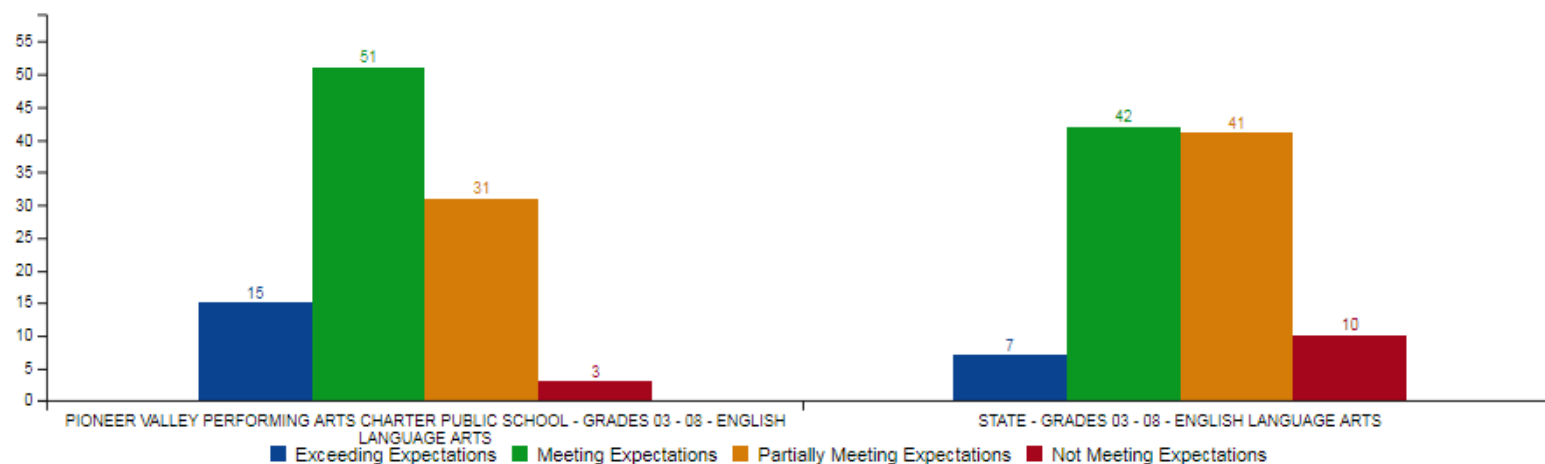
Please note that missing values are either due to unavailable or suppressed data.

Next Generation MCAS Tests 2017

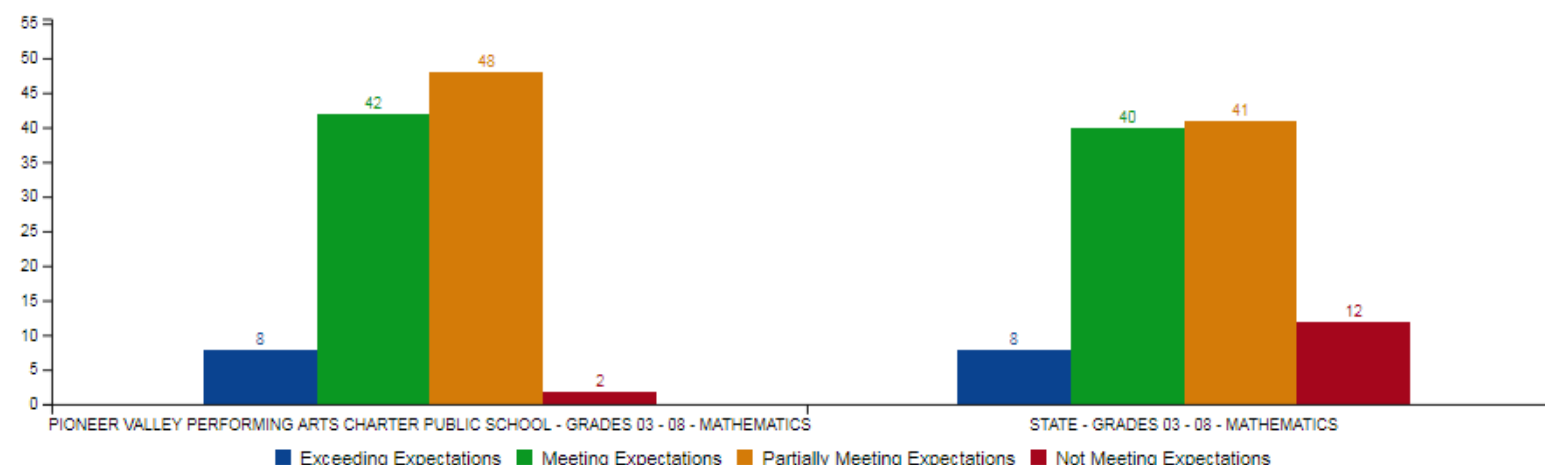
Percent of Students at Each Achievement Level for Pioneer Valley Performing Arts Charter Public School

Data Last Updated on October 18, 2017.

[More about the data](#)



[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP	Ach.PTCL
	School	State	School	State	School	State	School	State	School	State					
GRADE 07 - ENGLISH LANGUAGE ARTS	67	50	13	6	54	44	30	39	3	11	70	509.1	66.0	49	84
GRADE 07 - MATHEMATICS	51	47	6	9	46	38	49	42	0	12	70	502.8	51.0	51	68
GRADE 08 - ENGLISH LANGUAGE ARTS	65	49	18	8	47	41	32	39	3	11	68	508.8	68.0	63	86
GRADE 08 - MATHEMATICS	48	48	10	9	37	39	48	42	4	11	67	503.3	58.0	63	69
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	66	49	15	7	51	42	31	41	3	10	138	508.9	66.0	112	86
GRADES 03 - 08 - MATHEMATICS	50	48	8	8	42	40	48	41	2	12	137	503.0	54.5	114	66

MCAS Tests of Spring 2017

Percent of Students at Each Achievement Level for Pioneer Valley Performing Arts
Charter Public School

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 08 - SCIENCE AND TECH/ENG	53	40	8	3	45	37	39	40	8	20	66	79.9	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	98	91	68	47	30	44	2	6	0	3	66	99.6	70.0	59
GRADE 10 - MATHEMATICS	92	79	57	53	35	26	3	14	5	8	65	95.4	62.0	57
GRADE 10 - SCIENCE AND TECH/ENG	95	74	33	32	62	42	5	21	0	5	58	97.8	N/A	N/A

2017 Official Accountability Data - Pioneer Valley Performing Arts Charter Public School

Organization Information			
District:	Pioneer Valley Performing Arts Charter Public (District) (04790000)	School type:	Middle - High School or K - 12
School:	Pioneer Valley Performing Arts Charter Public School (04790505)	Grades served:	07,08,09,10,11,12
Region:	Pioneer Valley	Title I status:	Title I School (TA)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	Students in this school participated in 2017 Next Generation MCAS tests	
This school's determination of need for special education technical assistance or intervention		
Meets Requirements-At Risk (MRAR)		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	206	204	99	Yes	204	202	99	Yes	136	133	98	Yes
High needs	80	78	98	Yes	79	77	97	Yes	56	53	95	Yes
Econ. Disadvantaged	57	57	100	Yes	56	55	98	Yes	39	38	97	Yes
ELL and Former ELL	-	-	-	-	-	-	-	-	-	-	-	-
Students w/disabilities	42	40	95	Yes	41	40	98	Yes	31	29	94	No
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	3	-	-	-	3	-	-	-	2	-	-	-
Afr. Amer./Black	22	22	100	Yes	22	21	95	Yes	16	-	-	-
Hispanic/Latino	27	26	96	Yes	27	26	96	Yes	20	20	100	Yes
Multi-race, Non-Hisp./Lat.	18	-	-	-	18	-	-	-	12	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	136	135	99	Yes	134	134	100	Yes	86	84	98	Yes

NOTE: In 2017, assessment participation was calculated two ways: First, the 2017 participation rate for each subgroup in each subject area test was calculated. If the actual 2017 participation rate was lower than 95 percent (high schools) or 90 percent (schools and districts administering Next-Generation MCAS test in grades 3-8) for any group in any subject, that rate was compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates was factored into the assignment of the school or district's 2017 accountability and assistance level.

APPENDIX C

CRITERION 10: FINANCE

Pioneer Valley Performing Arts Charter Public School - South Hadley - Est. 1996

5-Year Financial Summary

Low Risk

Moderate Risk

Potentially High Risk

Financial Metric	FY12	FY13	FY14	FY15	FY16	5 year AVG	FY16 MA AVG
1. Current Ratio <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>							
	5.1x	5.5x	5.1x	4.9x	4.6x	5.0x	4.2x
2. Unrestricted Days Cash <small>indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ((Total Expenses-Depreciated Expenses)/365). *Important Note: This is based on the current monthly tuition payment schedule.</small>							
	151	157	63	126	126	124	100
3. Percentage of Program Paid by Tuition <small>measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>							
	90%	94%	91%	94%	98%	93%	91%
4. Percentage of Program Paid by Tuition & Federal Grants <small>measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>							
	92%	97%	93%	96%	100%	96%	95%
5. Percentage of Total Revenue Expended on Facilities <small>measures the percentage of Total Revenue spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.</small>							
	17%	16%	15%	13%	11%	14%	14%
6. Change in Net Assets Percentage <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>							
	-1.8%	1.8%	0.8%	1.4%	4.7%	1.4%	3.0%
7. Debt to Asset Ratio <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>							
	0.17x	0.16x	0.17x	0.17x	0.16x	0.17x	0.56x
Enrollment	397	408	406	405	403	404	491
Total Revenues	\$ 4,962,819	\$ 5,199,391	\$ 5,485,573	\$ 5,921,678	\$ 6,457,966	\$ 5,605,485	\$ 7,855,857
Total Expenditures	\$ 5,054,153	\$ 5,104,941	\$ 5,440,771	\$ 5,839,378	\$ 6,152,091	\$ 5,518,267	\$ 7,626,143
Total Net Assets	\$ 2,145,032	\$ 2,239,482	\$ 2,284,284	\$ 2,366,584	\$ 2,672,459	\$ 2,341,568	\$ 3,538,547

Financial Metrics Comments from School (optional):

Audit Indicator	FY12	FY13	FY14	FY15	FY16	Repeat Finding from FY15
A. Did the audit include an unqualified opinion?	Y	Y	Y	Y	Y	N/A
B. Is the audit free of findings of Material Weakness?	Y	Y	Y	Y	Y	N/A
C. Is the audit free of findings of Significant Deficiency?	Y	Y	Y	Y	Y	N/A
D. Is the audit free of Instances of Noncompliance under GAAS?	Y	Y	Y	Y	Y	N/A
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y	N/A

Audit Comments from School (optional):

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	<i>Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</i>	≥ 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash (Prior to FY14) Applies to 5-year average	<i>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by $([Total\ Expenses - Depreciated\ Expenses]) / 365$. Note: This is based on quarterly tuition payment schedule.</i>	≥ 75 days	Between 45 (inclusive) and 75 days	< 45 days
2. Unrestricted Days Cash (FY14 forward)	<i>4th quarterly tuition payments to Commonwealth charter schools in FY14 were made after June 30, 2014, which resulted in lower-than-typical cash at fiscal year end, affecting the risk levels for the current ratio and unrestricted days cash indicators for FY14 on a one-time basis. Payments for FY15 and after are made on a monthly basis, and parameters for risk have been adjusted accordingly.</i>	≥ 60 days	Between 30 (inclusive) and 60 days	< 30 days
3. Percentage of Program Paid by Tuition	<i>This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as $(Tuition + In\text{-}Kind\ Contributions) / Total\ Expenses$ (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
4. Percentage of Program Paid by Tuition & Federal Grants	<i>This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as $(Tuition + In\text{-}Kind\ Contributions + Federal\ Grants) / Total\ Expenses$ (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$

Pioneer Valley Performing Arts Charter Public School
Year 22 Targeted Site Visit Report

5. Percentage of Total Revenue Expended on Facilities	<i>This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues (expressed as a percentage).</i>	$\leq 15\%$	Between 15% and 30% (inclusive)	$> 30\%$
6. Change in Net Assets Percentage	<i>This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).</i>	Positive %	Between -2% (inclusive) and 0%	$< -2\%$
7. Debt to Asset Ratio	<i>Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</i>	$\leq .9$	Between .9 and 1 (inclusive)	> 1
FY16 MA AVG Column	<i>All financial metrics indicated in this column are a result of each ratio calculated using statewide totals. For Enrollment, Total Net Assets and Total Expenditures rows, these numbers are averages calculated using the statewide totals of all charter schools' data.</i>			