



Springfield Prep
CHARTER SCHOOL

Springfield Preparatory Charter School

**Annual Report to the Massachusetts
Department of Elementary & Secondary
Education for School Year 2017-18**

Report Date: July 27, 2018

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¹ This address reflects the school's new temporary location for the 2018-19 school year. During the 2017-18 school year, the school operated at 370 Pine St., Springfield, MA 01105.

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Introduction to the School

Springfield Preparatory Charter School (SPCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2015	Year(s) in which the Charter was Renewed (if applicable)	NA
Maximum Enrollment	486	Current Enrollment	214
Chartered Grade Span	K-8	Current Grade Span	K-3
# of Instructional Days per school year	185 (kindergarten) 183 (Grades 1-8)	Students on Waitlist	360
School Hours	Monday-Thursday: 7:55 am to 4:00 pm Friday: 7:55 am to 12:30 pm	Age of School	3 years
Mission Statement: Springfield Preparatory Charter School is an inclusive K-8 public charter school that prepares all students for success in high school, college, and life through a focus on rigorous academics and character development.			

Faithfulness to Charter

Mission and Key Design Elements

In our third year of operation, we continued to implement our school model as outlined in our charter application. The key design elements below are what distinguish the school, reflect our programmatic priorities and drive us towards our mission.

A rigorous college preparatory academic program with a data-driven instructional model

We believe that all children deserve a rigorous college preparatory academic program, that such a program must begin in kindergarten, and that we provide a more responsive academic program when we use data to drive our instruction.

Across the school, we use a variety of instructional strategies to ensure that our academic program stays rigorous. In each lesson, teachers communicate a clear teaching point and connect that point to a purpose or “big idea”. Throughout the lesson, teachers keep students engaged by providing opportunities for students to show how they are processing the content with frequent checks for understanding. Teachers engage students in peer-to-peer dialogue through turn and talks and encourage higher order thinking by asking open-ended questions that require students to explain their thinking. The quick, purposeful pace of lessons reflects our belief that instructional time is one of our most powerful tools and ensures that students spend their time in school engaged in their learning.

We also use data to drive our instruction. We use the STEP (Strategic Teaching and Evaluation of Progress) Literacy assessment to analyze students' reading skills and ANet assessments, NWEA MAP assessments, and internal standards mastery assessments to analyze students' reading and math performance on specific standards. We use the information gathered in the assessment process to help teachers target individualized instruction and create small strategy groups. Teachers use the results of these assessments to re-teach the standards that students struggled with and then re-assess those standards when appropriate so that students get multiple opportunities to demonstrate mastery.

A focus on positive character development

In order to prepare our students for the challenges of high school, college, and their careers, they must be equipped to persevere through challenges, have a growth-mindset, and be respectful and productive team members. We support our students in the development of these important non-cognitive skills by infusing our classrooms with instruction in – and constant reinforcement of – our “FIRST” core values: Focus, Integrity, Respect, Self-determination, and Teamwork. Teachers and staff reference these values on a daily basis to help guide students towards making productive, positive choices. To help reinforce good choices, and when reminders and redirections do not work, we also use a school wide positive behavior intervention system that involves a clear, consistent system of “checks” and “color changes”. In addition to using the color system to track behavior, teachers are trained in using logical consequences (e.g., 5 minute break at the reflection desk) to encourage better choices in a natural, logical

way. When students make choices that seriously violate our core values (e.g., physical contact, disrespectful language, etc.), they may earn a "Community Violation". A Community Violation is a written reflection on the poor choice that may require time out of class and is sent home to families so that they too can be involved in supporting students in making productive choices.

An inclusive and high expectations culture that is orderly, safe, and conducive to learning for a diverse range of students

Our two-teacher per classroom model allows us to provide a truly inclusive instructional program in which we serve all of our scholars in the general education classroom. We provide intensive, targeted reading instruction in small groups for approximately 2 ½ hours each day. These small, flexible ability groups allow us to accommodate the diverse needs of students; expectations for each group are consistent but teachers are able to better target skill development when teaching groups of students within a similar range of reading levels. Our two-teacher model also allows us to provide intensive math instruction and support in our two daily math blocks. Each block is co-taught, which gives teachers the flexibility to provide more individualized instruction to students who need more support. For students who need even more individualized support, Associate Teachers provide additional small group and individualized instruction. Our special education program also uses an inclusion model. Whenever possible, we have a student support teacher "push-in" during whole group instruction to provide additional support and scaffolding as outlined in students' IEPs.

To support our instructional program, we work hard to create a school environment where all students feel safe – physically, emotionally and intellectually. We believe that learning time is sacred, and we are committed to providing all of our students with a school environment that is conducive to learning. We do this by setting very high standards for student behavior and reinforcing this with a school-wide positive behavior system (see above). We maintain our high standards by being consistent in our application of school rules and policies and by teaching our students the "why" behind our expectations (i.e., we sit up straight at our desk because it helps us to stay focused on our learning.) Our high behavioral expectations are all designed to help students maximize their learning time and maintain an environment in which students feel safe making mistakes and taking the intellectual risks necessary to improve.

A commitment to high quality teacher and staff development and retention to ensure high quality instruction and school operations

We believe that high quality teachers are one of the most important levers for our success as a school. We devote a significant amount of time and resources to our hiring process to ensure all teachers and staff are aligned with our mission and vision. Once hired, we provide staff with an intensive summer training program called Summer Institute (new teachers participate for three weeks; returning teachers and staff participate for two weeks). All teachers and staff receive weekly coaching through a structured observation-feedback cycle. For teachers, this involves a weekly classroom observation followed up by a one-on-one meeting with a coach. Non-instructional staff also participate in a weekly one-on-one meeting to help guide their professional growth. Meetings typically involve analysis of video footage of a teacher's instruction, analysis of student achievement data, and/or live practice. We believe that teachers

and staff can develop their skills most rapidly with direct, explicit, and frequent support and that this will, in turn, help students to learn more, faster, and show their understanding in deeper ways. The use of frequent, short observations followed by “bite-sized” feedback reduces the stakes and stress of observation, increases the potential for teacher growth, and creates a culture of improvement. The observation-feedback cycle supports a culture of collaboration, practice and support.

Amendments to the Charter

Date	Amendment Requested	Approved?
3/1/18	Amend the school's year calendar to differentiate between the total number of instructional days for kindergarten students (185 days) and the number for the remainder of the grades (183 days).	Yes, on 3/19/18
6/18/18	Temporarily move from a location specified in its charter region (Springfield) to a facility located on the Longmeadow/Springfield border for the 2018-2019 school year.	Yes, on 6/20/18

Access and Equity

After reviewing the school's 2016-17 suspension data in the aggregate and for subgroups, the school devoted significant time and effort to reduce the use of suspension. As a result of these efforts, suspension numbers decreased drastically during the 2017-18 school year. Highlights are below:

- In-school suspension (ISS) data is down significantly from 6% to 1.4%, with only 10 students receiving an ISS this year.
- Out-of-school suspension (OSS) is also down significantly, from 7% to 1%. Only 3 students received an OSS this year.
- In- and out-of-school suspension rates decreased in all subgroups (Students with Disabilities, African American/Black students, and Hispanic/Latino students) with the only exception being an increase in the ISS rate for Students with Disabilities. Even there, the increase is based on 3 in-school suspensions versus 2 the year before.

There are a number of reasons why the suspension rates have decreased so significantly.

1. **Behavior Data Analysis and Creative Action Planning.** This year, we began analyzing behavior data on a weekly basis in order to identify students who were struggling to be successful in school and to develop creative solutions to help them succeed. For example, we started a “lunch bunch” group for a group of boys who had frequent behavior challenges. This group provided a positive, pro-social incentive to students, thereby decreasing problem behaviors in and out of class.
2. **Implementation of a new “Tier 2” behavior support system.** Tier 2 behavior supports are designed to provide more individualized supports to students who struggle with the check/color system. This system is designed to incrementally and systematically provide additional supports (e.g., check-ins with teachers and

staff and more frequent opportunities to earn incentives. This system, developed through the school's participation in the Massachusetts Charter Public School Association's "Model Demonstration Schools" program (see **Program Delivery** below), was very successful in helping students remain in class and avoid unnecessary escalation of their behaviors.

3. **Modified behavior system.** In kindergarten, we modified our behavior management system to make it more responsive to the needs of our youngest students. The new "color stick" system has decreased challenging behaviors in kindergarten and helped to motivate students to work through small problems and remain in class with their peers and reduced behavior escalation in and out of class.

Dissemination Efforts

In our Accountability Plan we have articulated two goals related to dissemination: (1) To identify one-to-four innovative and high-leverage practices we use and develop dissemination materials around these practices; and (2) by the end of the charter term, to have conducted at least ten interactions with partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions and/or professional development.

This year, we continued to grow our dissemination efforts, primarily by focusing on identifying our innovative, high-leverage practices and working to build relationships with potential partner schools with whom we can have a sustained collaborative partnership.

In terms of our efforts to identify innovative, high-leverage practices, we identified three areas to disseminate:

1. Our two-teacher per classroom model as a means of responding to diverse student needs in the general education classroom.
2. Our school-wide system for collaborative planning and lesson preparation.
3. Our schoolwide system for teaching and reinforcing core values through positive incentives, shared language, and a schoolwide incentive and consequence system.

During the 2017-18 school year, we (1) published on our website resources related to collaborative planning, unit "unpacking", and lesson preparation (see www.springfieldprep.org/instructional-resources/), (2) shared these resources with a network of educators at a Teach For America conference, (3) and shared these resources with visitors and partners, upon request.

In terms of our goal of building an ongoing collaborative relationship with one or more partner schools, we are continuing to work to identify schools with whom a partnership would be mutually beneficial. In order to identify the right partners, we have continued hosting visitors from outside organizations, including Teach For America, Teach Western Mass's Urban Education Pathways Fellows, the Achievement Network, Project Coach, Veritas Prep Charter School, Smith College, and the Springfield Public Schools.

Below we outline our efforts, to date, to disseminate best practices:

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Host Learning Walk with instructional leaders from Springfield Public Schools	Visit, followed up by email with curriculum materials and planning and feedback templates.	Wendy Soref, Director of Curriculum & Instruction	Instruction, Curriculum	Dryden Elementary School; Daniel Brunton Elementary School, Brookings Elementary School; Glickman Elementary School	Unknown
Training at TFA Western MA Summit	Training to Springfield area educators on 3/24.	Wendy Soref, Director of Curriculum & Instruction; Jessica Yiannos, Associate Dir. of Curriculum & Instruction	Instruction	Teach For America teachers at area schools	Unknown
Resource sharing with Veritas Prep Charter School	Frequent sharing of instructional and operational resources (e.g., Instructional Power Walk template; Organizational Values PD	Bill Spirer, Head of School	Instruction	Veritas Prep Charter School	Unknown

Academic Program Success

Student Performance

In order to ensure that students are mastering standards, we use standards to drive our instruction. We are aware that there are recently revised Social Studies Standards. The most recent iterations of the Massachusetts Curriculum Frameworks in Math, ELA,

Science, and Social Studies provide the bedrock of our curriculum.² In addition to the assessments described below, we create additional tasks to assess individual standards to mastery at all grade levels in Math, ELA, and (starting in fourth-grade) Science.

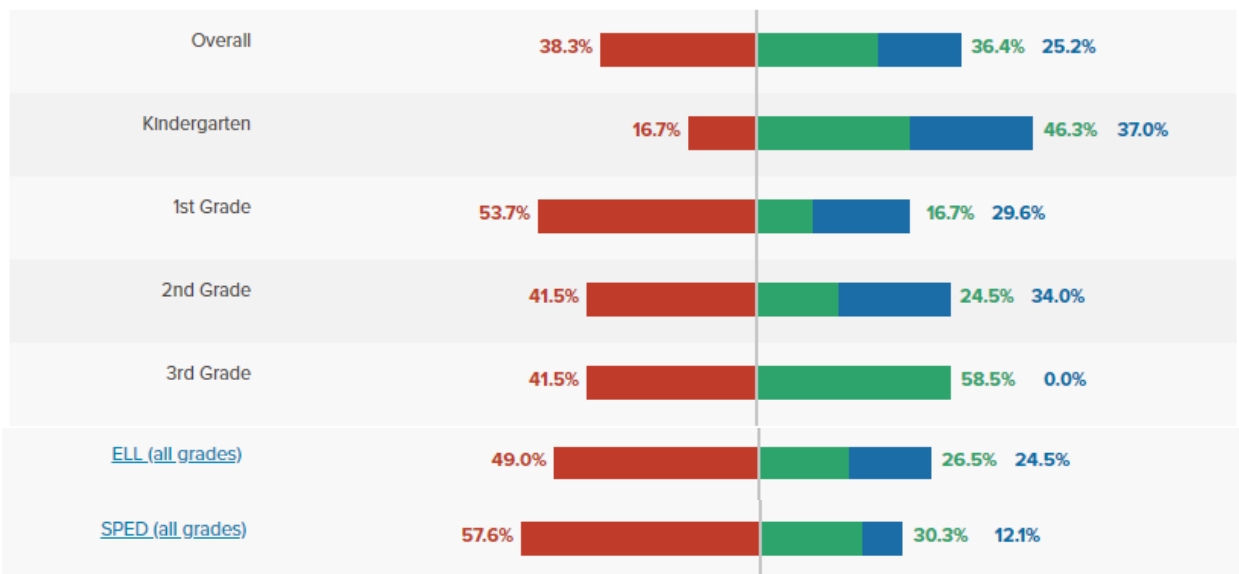
We do not currently have publicly available student performance data because we served kindergarten through the third grade in the 2017-18 school year and MCAS data for our third graders is not yet publicly available.

However, we use a number of internal and external assessments that serve as evidence of academic progress. We currently use two nationally normed assessments to track student performance: (1) the STEP (Strategic Testing and Evaluation of Progress) Assessment to track reading growth and performance and (2) the NWEA MAP (Measures of Academic Progress) test to track growth and performance in Math.³ Additionally, we use the ANet assessment in the second and third grades to track student performance on the Massachusetts Curriculum Frameworks. Below are highlights of student performance from each source of data accompanied by notes summarizing important takeaways from this data.

STEP Results – Reading

Overall Performance

Legend ■ Below Target ■ On Target ■ Above Target



² Our plan for revising our internal standards documents and scope and sequences to ensure that all key standards are being addressed is as follows: (1) In the summer, we will identify new or revised standards and determine which existing units will best address these new standards; (2) Throughout the year, we will also determine what changes need to be made to existing assessments to ensure that they reflect the rigor of the revised curriculum frameworks; and (3) By next year, we will have fully integrated the revised standards into our curriculum.

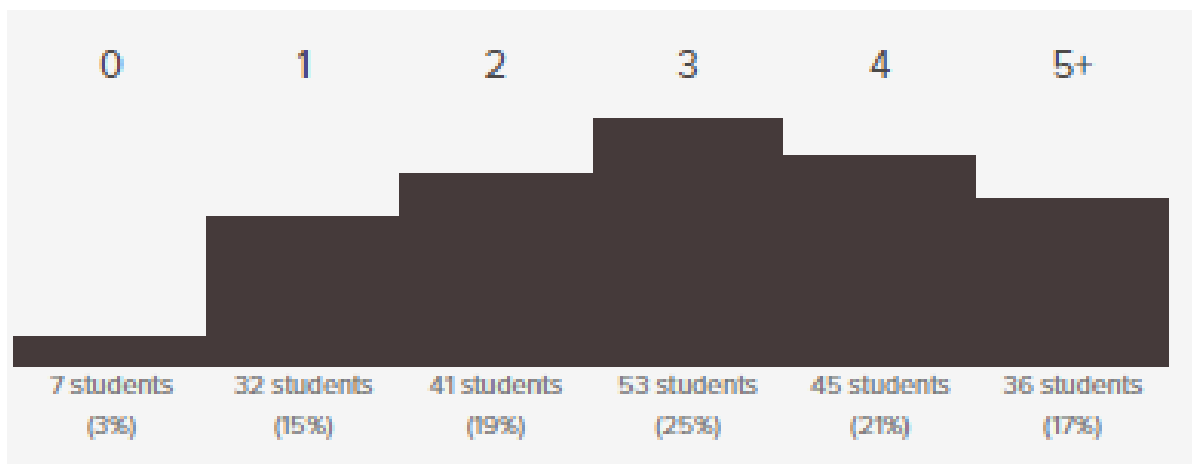
³ We administer MAP in ELA as well, but use STEP as our primary performance monitoring tool.

Notes on the STEP Performance Data:

While we did not reach our goal, 62% of students met the end-of-year target. This is an improvement over last year's performance and an indication that our literacy program is improving over time. Key trends from this data are below:

- **62%** of students met target (below goal of 75% but above last year's rate of 53%).
- **34** students (an additional **16%**) were just one level below target; our data shows that these students perform well on other rigorous metrics, like ANet, even when performing below the STEP target. Said differently, **40%** of our below grade-level readers are one level away from the grade-level target.
- **1 in 4** students were reading above the target (**1 in 3** if you remove 3rd graders; there is no opportunity to read "above target" in the 3rd grade.)
- This was the strongest year yet in kindergarten – **83%** reached the target. We are hopeful that this success will create a strong foundation for better performance in the first grade next year.

STEP Growth Data



Notes on STEP Growth Data:

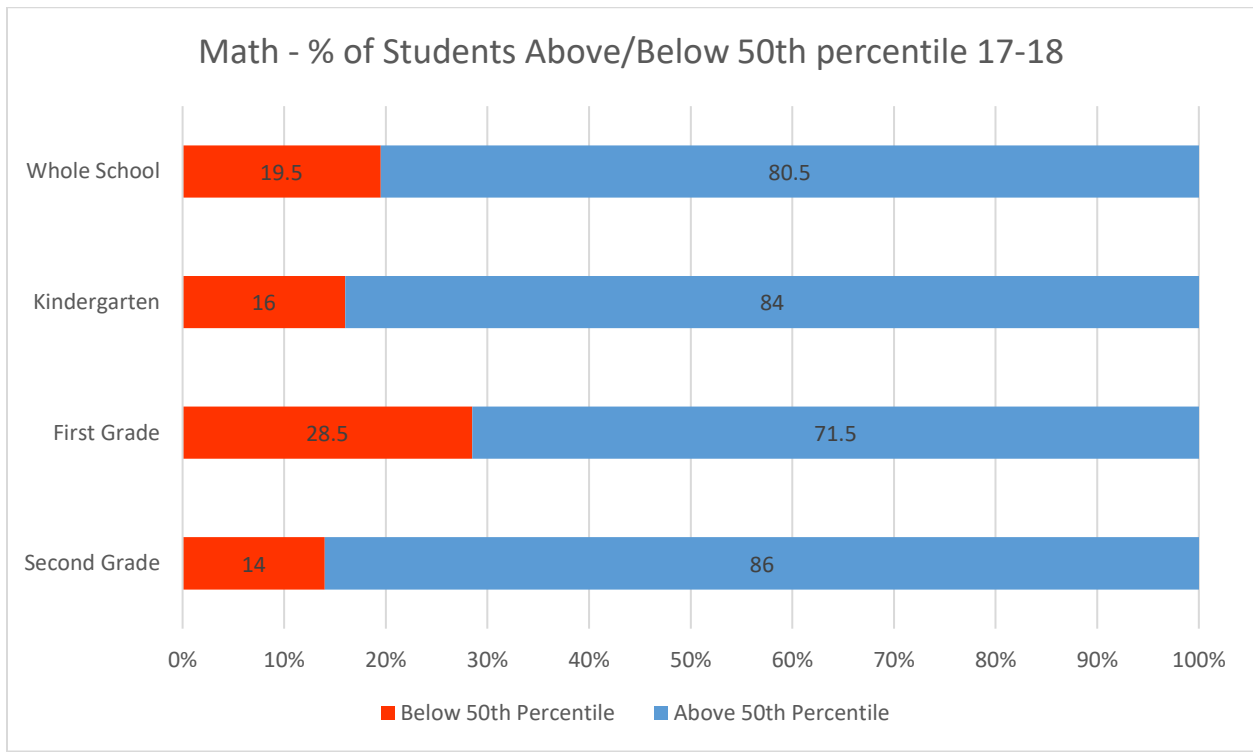
Overall this year, there has been a tremendous amount of growth among our readers. Key trends are below:

- **63%** of all students have made 3 levels (a full year) of growth (versus 61% last year)
- **80%** of students eligible to grow 3 STEP levels did so. This data point reflects the fact that there were 40 2nd graders who were on STEP 10 or above and were therefore not eligible to grow three STEP levels. We removed them in calculating this number. Of those 40 students, 36 students (90%) attained STEP 12, the highest level. In 2018-19, we will be using the STAR assessment to be able to continue to track the growth of students who have grown beyond the limits of the STEP assessment.
- **38%** of students have made 4 or more levels of growth.
- **37%** of students trailed the expected amount of growth. (Of those students **19%** grew two step levels.)

- Across the grades, we saw our kindergarten and 2nd grade cohorts meeting our growth targets at higher rates. In kindergarten, 94% grew 3 or more STEP levels. In 2nd grade, 77% of students grew 3 or more STEP levels.
- In first grade, 41% of students grew 3 or more STEP levels and in third grade, 42% of students grew 3 or more STEP levels. Last year in first grade, 32% of students made the expected amount of growth; this year that number is higher at 41% but it does not reflect where we want to be. We are encouraged by how well prepared the next class of first graders is according to STEP, but we recognize that we need to consider additional changes to the curriculum in first grade to ensure that more students are making at least a year of growth according to STEP.
- For our third grade, most of this lower than expected growth can be attributed to the fact that once students achieve STEP 12 there is a ceiling on their growth and many third graders hit that target earlier in the year. In fact, 38% of the third graders who didn't meet the target for growth fall into this category (see the second bullet point, above).

NWEA MAP Results – Math and ELA

Math



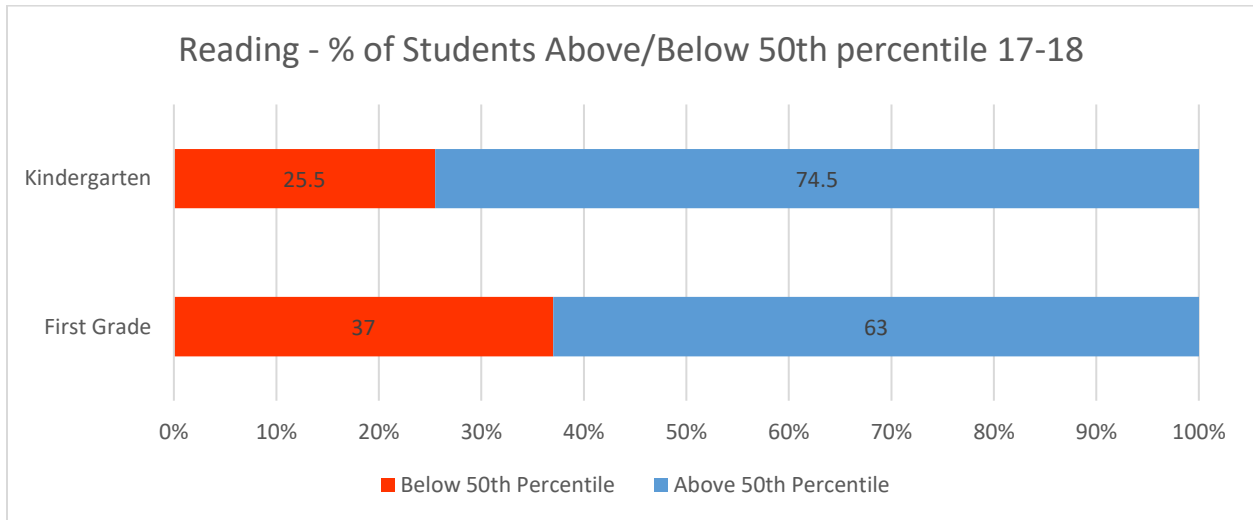
Notes on the NWEA MAP Math Achievement Results:

- MAP is a nationally normed, computer-based, adaptive assessment designed to measure students' standards-based performance in relation to their peers. For grades K-2, we administer the Math MAP assessment once in the fall at the very

beginning of the year and once in the spring, at the end of the year; for grades K and 1, we also administer MAP mid-year.

- This year, there was a significant increase in performance over last year's results:
 - In K, **84%** scored above the 50th percentile (versus 41% last year)
 - In 1st, **71%** scored above the 50th (versus 57% last year)
 - In 2nd, **86%** scored above the 50th (versus 80% last year)
- It appears to show that the more years students spend at our school, the more they outperform their peers (e.g., 41% of last year's kindergarten students scored above the 50th percentile and 71% of those students ended their first grade year scoring above the 50th percentile.)

ELA

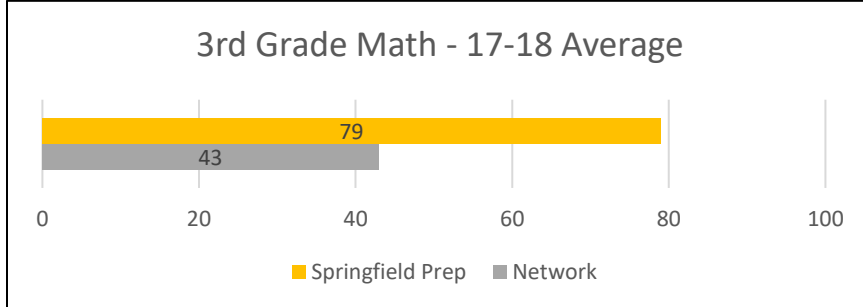


- MAP ELA is not part of our accountability plan, but it is another helpful data point that provides a picture of student performance in kindergarten and first grade.
- K and 1st grades results show significant improvement over last year:
 - In K, **75%** of students scored above the 50th percentile (versus 37.25% last year)
 - In 1st, **63%** of students scored above the 50th percentile (versus 53% last year)

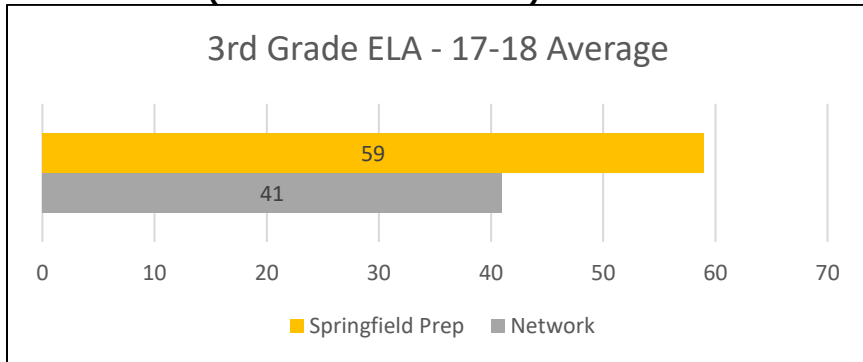
ANet Results – Math and ELA (2nd and 3rd Grade Only)

Average Performance by Interim Assessment – Math

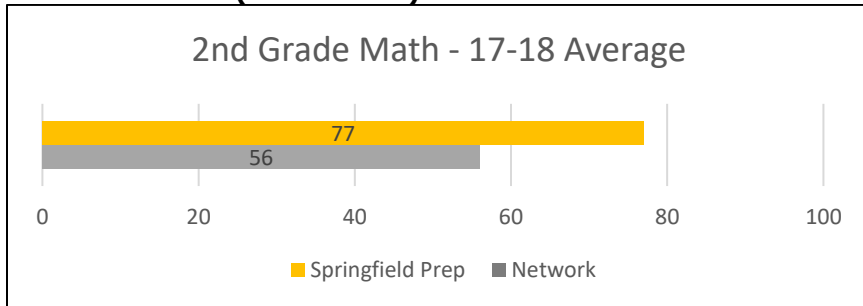
3rd Grade Math (1 out of 158)



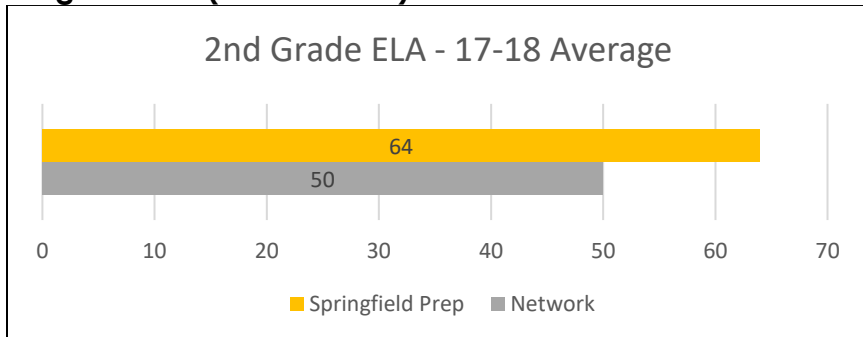
3rd Grade ELA (Tied for 2nd out of 112)



2nd Grade Math (6 out of 145)



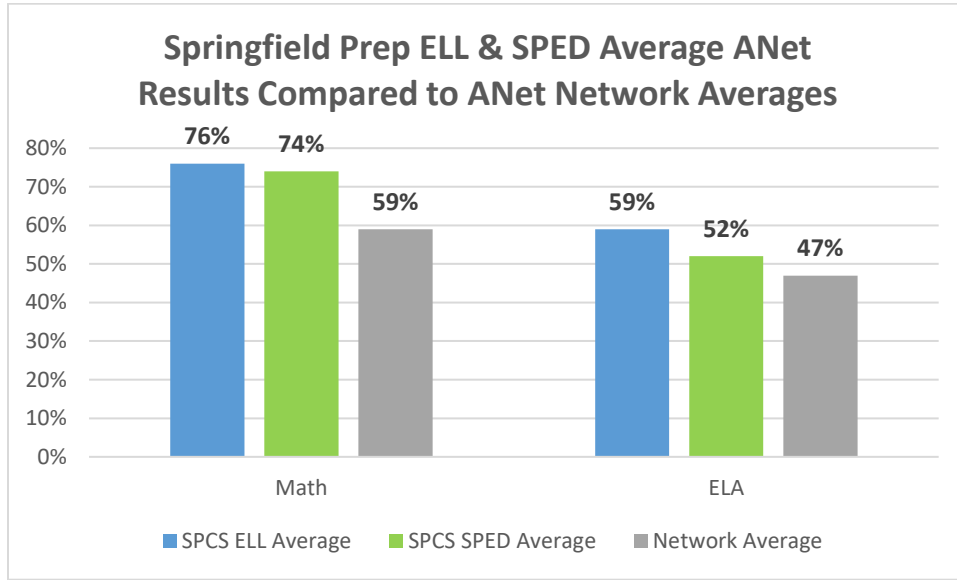
2nd grade ELA (10 out of 146)



Notes on Achievement Network (ANet) Results:

Overall, ANet data indicate that our 2nd and 3rd graders are performing at a very high level on rigorous, grade level, standards-based assessments in Math and ELA.

- In 2nd and 3rd grade, in both Math and ELA, students met school goals, are performing far above the network average, and are outperforming nearly all other schools in a large number of schools.
- Significantly, subgroups (ELL and Sped) are outperforming the general education network.



Program Delivery

Our founding team set out to create a school with the belief that all children, regardless of their socioeconomic background, deserve a world-class education. We developed our model based on evidence-based practices that have been proven to provide such an education for all students, including those who have historically been left behind academically.

As an instructional leadership team we re-envisioned our approach to collaborative planning and created systems that would support teachers in sharing the lesson planning load strategically and equitably. We trained teachers on planning high-quality lessons with frequent checks for understanding and exemplar answers. We also trained teachers on a protocol that would help them prepare to teach lessons planned by their colleagues.

We made minor changes to our program in grades K-2. We focused on using data to plan targeted small group lessons. We also integrated more technology into our instruction through the use of Headsprout, Epic Reading, Ten Marks, and Google Classroom (in 3rd grade).

In envisioning our third grade program, we created more opportunities for interdisciplinary learning (reading a fiction and non-fiction book on the same topic being studied in social studies, researching historical figures during reading time and

writing about them during writing time, etc.). We also created an additional math block for "spiraled review" where teachers re-taught previous material based on data.

As a school committed to serving all students, we made several changes to our program to support diverse learners. We created disability-specific accommodations on the STEP literacy assessment for our Special Ed students. We also created additional supports on STEP for EL students at lower language proficiency levels in order to get a better picture of their reading comprehension. Our ESL program focused more on writing in grades 1-3 to support students in this challenging language domain. We also trained teachers on specific scaffolds to incorporate into their math instruction to support EL students.

Social, Emotional, and Health Needs

Our approach to the social, emotional, and health needs of our students, including our approach to student discipline, was consistent with the methods we articulated in our charter application. We believe that we can only fully meet our mission if we are effectively serving students with these challenges, and we are committed to improving our capacity to serve such students each year.

During the 2017-18 school year, we continued to work as a team (Counselor, BCBA consultant, Student Supports Coordinator, and School Leadership) to support the social-emotional and behavioral needs of our students.

One major initiative this year was the creation and implementation of a Tier 2 behavioral supports program. Our Tier 2 program provided more individualized supports to students who struggle with the check/color system, most often in the form of a "check-in, check-out" system, where students had more frequent opportunities to check in with teachers and staff, process successes and challenges, and receive recognition and incentives for progress. This program helped us to decrease the incidence of disruptive behaviors and the use of more serious disciplinary consequences.

For the 2018-19 school year, we will continue to grow this team, and have hired a full time Counselor. She will provide individual and group counseling; develop Behavior Intervention Plans in conjunction with our teachers and special education team; teach social skills classes to students with Autism Spectrum Disorder (ASD) or those who may benefit from such instruction; and consult with teachers to ensure that we are addressing mental health and behavioral issues in a comprehensive, urgent, and systematic way. Additionally, we will continue contracting with a BCBA with an expertise in ASD so that the Counselor, teachers, and the special education team will have additional capacity to provide responsive instruction to the full range of students we serve.

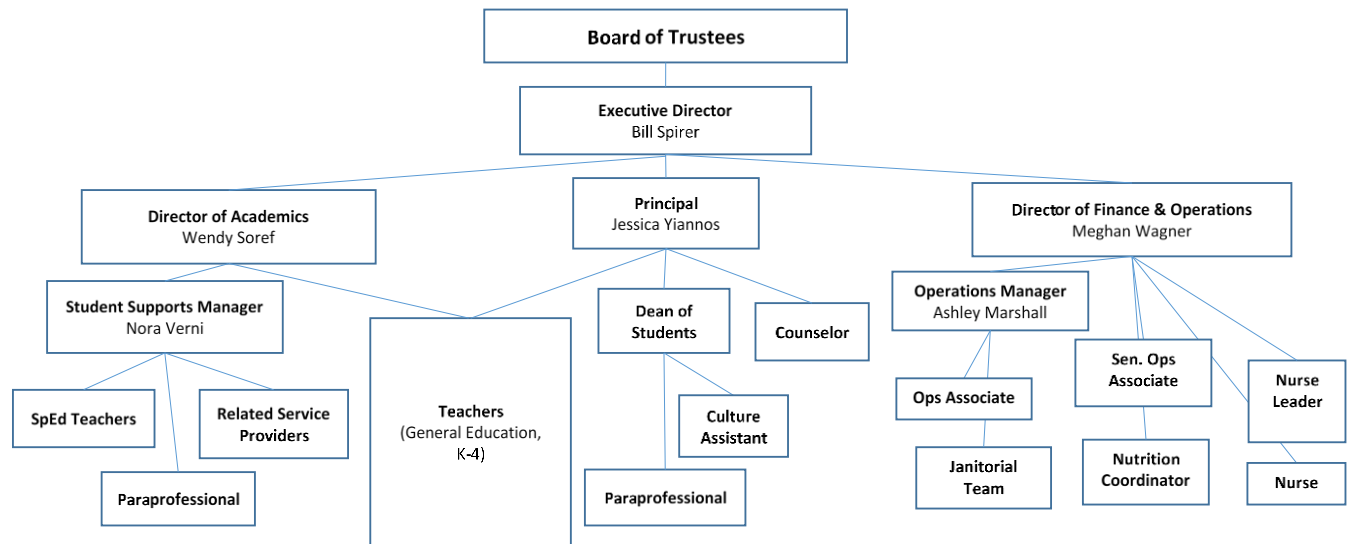
Organizational Viability

Organizational Structure of the School

During the 2017-18 school year, our organizational structure remained consistent with the structure presented in the charter application. We hired additional leadership and staff to serve a growing school population, as outlined in our charter application and enrollment plan. In particular, we added an Associate Director of Curriculum & Instruction, a Student Supports Coordinator, a Dean of Students, and a Special Projects Coordinator.

Next year, our organizational chart will change more significantly. Bill Spierer, who has been serving as Head of School, will transition to an Executive Director role, and Jessica Yiannos, previously serving as the Associate Director of Curriculum & Instruction, will serve as the Principal. Wendy Soref, previously the Director of Curriculum and Instruction, will become the Director of Academics. Nora Verni, previously serving as Student Supports Coordinator, will move into a Student Supports Manager role, and Ashley Marshall, previously the Special Projects Coordinator, will become the Operations Manager. We will continue to work with a part-time Director of Special Education.

Below is our current organizational chart:



Teacher Evaluation

We believe that a clear evaluation cycle establishes a fair and predictable process for acknowledging strong performance and addressing weak performance. It also provides opportunity for staff members to set big-picture goals and reflect on personal growth. We believe that teaching is a challenging and highly complex profession and that our evaluation process sets the bar high and ensures that teachers can work towards ambitious and rigorous standards.

During the 2017-18 school year, we conducted an initial evaluation in November with new teachers and staff to provide familiarity with the evaluation tool, highlight key strengths, and address any major performance concerns. We then conducted one mid-year evaluation in January. This was a change from last year, when we conducted three rounds (December, February, and June). We made this change to provide teachers with formal feedback earlier in the year and to better inform our renewal offer process for the following year. Given that we provide a high frequency of coaching and feedback throughout the year (weekly or bi-weekly for all teachers and staff), we believe this new timeline will be a more efficient and a strategic use of our formal evaluation process.

Budget and Finance

A. Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)

SPRINGFIELD PREPARATORY CHARTER SCHOOL

Statement of Revenues, Expenses and Changes in Net Position - Unaudited

June 30, 2018

	<u>Enterprise Funds - School</u>
	<u>Operating Funds</u>
Operating Revenue:	
Per-pupil tuition	\$ 2,780,616
Program specific grants - government	410,108
Program specific grants - private	8,730
Other	8,398
Transfers between funds	-
Total operating revenue	<u>3,207,852</u>
Operating Expenses:	
Personnel and related:	
Salaries and wages	1,730,286
Payroll taxes and benefits	138,824
Total personnel and related	<u>1,869,111</u>
Direct student costs:	
Contracted services	175,668
Food services	202,967
Instructional equipment	163,322
Transportation	49,921
Supplies	20,576
Other student activities	3,982
Health services	4,302
Total direct student costs	<u>620,738</u>
Occupancy:	
Rent	238,896
Other	41,100
Repairs and maintenance	11,489
Total occupancy	<u>291,485</u>
Other operating costs:	
Professional fees	54,211
Technology	19,640
Other	36,713
Travel	10,170
Insurance	14,916
Advertising	9,858
Student recruitment	8,009
Total other operating costs	<u>153,517</u>
Total operating expenses	<u>2,934,851</u>
Changes in net position from operations	<u>273,001</u>
Changes in net position	273,001

The accompanying notes are an integral part of these combined general purpose statements.

A. Statement of Net Assets for FY18 (balance sheet)

SPRINGFIELD PREPARATORY CHARTER SCHOOL	
Statement of Net Position - Unaudited	
30-Jun-18	
	2018
	Enterprise Fund School
<u>Assets</u>	
Current Assets:	
Cash	\$ 912,883
Accounts receivable	59,825
Prepaid expenses	<u>9,386</u>
Total current assets	<u>\$ 982,094</u>
<u>Liabilities and Net Position</u>	
Current Liabilities:	
Accounts payable and accrued expenses	\$ 152,680
Total current liabilities	<u>152,680</u>
Net Position:	
Unrestricted - operating	829,414
Total net position	<u>829,414</u>
Total liabilities and net position	<u>\$ 982,094</u>

The accompanying notes are an integral part of these combined general purpose statements.

B. Approved School Budget for FY19

Springfield Preparatory Charter School FY19 Budget

	FY19 Budget
Income	
4001 · Tuition	3,588,215
4100 · Government Grants & Funding	216,000
4200 · Nutrition Funding	239,976
4400 · Private Support Funding	75,000
4500 · Student Programs & Misc Fees	0
4600 · Transfer in from Operating Reserves	
4716 · Interest / Investment Income	2,000
Total Income	4,121,191
Expense	
5000 · Personnel Costs	2,381,248
5100 · Administrative Costs	182,800
5200 · Instructional Services	396,662
5300 · Other Student Services	275,022
5400 · Facility and Other Fixed Costs	784,941
9999 · Contingency Fund	100,517
Total Expenses	4,121,191
Annual Net Income / Loss	0

C. Capital Plan for FY19

The school does not have a Capital Plan for FY19.

Appendix A: Accountability Plan Evidence 2017-18

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

Measure	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Objective: The school is faithful to its mission of providing a rigorous, college prep academic program as reflected by student academic performance. (KDE 1)			
Measure: 75% of students in grades K-3 will read on grade level by the end of each year, according to the STEP assessment.	Not Met	62% are reading on grade level according to the STEP assessment.	<p>While slightly below our target, there was an 8.6% improvement over the previous year's results. Also, 40% of our below grade-level readers are one level away from the grade-level target, so while they have not met our target, they are close to doing so.</p> <p>One in three students are reading above grade level in grades K-2 (there is no "above" grade level in the 3rd grade), indicating strong performance above and beyond the grade-level target for many students.</p> <p>While performance is below our target, students performing below target have performed at- or above-grade level averages on other assessments, like ANet, indicating that our bar for STEP performance is rigorous.</p>
Measure: Each year, 75% of students in grades K-3 grade will grow by a minimum of three STEP levels within one academic year.	Met	80% of students grew 3 or more STEP levels.*	<p>Overall this year, there has been a tremendous amount of growth among our readers this year.</p> <p>*Note: in calculating this data, we did not include 40 2nd and 3rd graders who were on STEP 10 or above because for them, it would not have been possible to grow 3 STEP levels. 36 of these 40 students (90%) attained STEP 12, the highest level.</p> <p>In 2018-19, we will be using the STAR assessment to be able to continue to track the growth of students who have grown beyond the limits of the STEP assessment.</p>

<p>Measure: By the end of each year, 75% of all students will score at the 50th percentile or higher on the math portion of the NWEA MAP assessment, indicating a college-ready trajectory.⁴</p>	<p>Met</p>	<p>81% of students in grades K-2 scored at or above the 50th percentile in Math.</p>	<p>This is a major increase over last year's results:</p> <ul style="list-style-type: none"> • In K, 84% above the 50th percentile (versus 41% last year) • In 1st, 71% above the 50th (versus 57% last year) • In 2nd, 86% above the 50th (versus 80% last year) <p>It appears to show that the more years students spend at Springfield Prep, the more they outcompete their peers (e.g., 41% of last year's K students scored above the 50th percentile and 71% of those students ended this year scoring above the 50th percentile.</p> <p>We believe increased computer literacy helped students to "show what they know" more accurately in grades K and 1 this year.</p> <p>Our 3rd graders do not take MAP; we use ANet to gauge performance and growth.</p>
<p>Objective: The school explicitly teaches and consistently reinforces its mission of developing strong character in its students, and school culture reflects this emphasis. (KDE 2)</p>			
<p>Measure: Every month, a rotating team of school leaders and teachers will conduct a formal culture audit using an internally developed rubric that focuses on how teachers reinforce the school's core values in their classrooms.</p>	<p>Partially Met</p>	<p>This year, the Instructional Leadership Team (ILT) at least bi-weekly "instructional rounds" using a rubric and observed for the inclusion of core value instruction.</p>	<p>School leadership modified its culture audit rubric to make it broader and more focused on overall school culture indicators (e.g., student engagement in class) in addition to core value instruction indicators. I.e., the rubric includes space to note whether "Teachers reference FIRST values when reinforcing expectations and encouraging student work."</p> <p>Next year, the ILT will include other teachers in these rounds more regularly.</p>

⁴ While our Accountability Plan does not explicitly limit this goal to K-2 students, the MAP assessment we use is a K-2 assessment so we are only reporting data for these grade levels. Moreover, the availability of ANet and MCAS results for the 3rd grade makes MAP redundant in those grades.

<p>Measure: On a year-end character self-assessment given to all students, 75% of students will score at a 3 or 4 (on a scale of 1-4), indicating that they can (a) define the school's core values, (b) explain why the core values help them to succeed, (c) articulate a core value on which they have improved over the past year, and (d) articulate one core value on which they would like to improve in the following year.</p>	Not Met	This was not completed this year.	This omission was unintended and we will conduct this assessment in future years.
<p>Objective: The classroom and school environment is inclusive, orderly and safe for all students, and supports the goal of high academic achievement for a diverse range of learners. (KDE 3)</p>			
<p>Measure: The school will maintain an annual attrition rate that is lower than the statewide average.</p>	Met	Our attrition rate from the 2016-17 school year to the 2017-18 school year was 6.4%. This is lower than the statewide attrition average of 8.6%	The attrition rate decreased by 1.1% from the previous year. Significantly, the attrition rate for High Needs students was 6%, which was lower than the state average for all students and significantly lower than the state attrition average for High Needs students, which was 10.1%.
<p>Measure: Each year, at least 60% of families will respond to the annual year-end parent survey and 90% or more of all families will indicate that they believe that (a) the school's behavior standards and expectations create a school environment conducive to learning and (b) the school has high</p>	Met	76% of families responded to our annual family survey. On the survey, (1) 92% of respondents said the "school's behavior standards and expectations create a safe learning environment"; (2) 97% said "the school looks and feels like a place where learning occurs"; and (3)	The participation rate for the survey was up 9% from the previous year. Also, the positive response rate increased for questions 1 and 2, and remained the same for question 3.

standards for their child's academic achievement.		96% said "the school has high standards for my student's academic achievement."	
Measure: Each year, at least 60% of families of ELL and special education students will respond to an annual year-end parent survey and 90% or more of these families will indicate that they believe the school effectively serves the particular needs of their children.	Met	86% of SPED families indicated they agreed or strongly agreed that the school effectively serves the needs of their child. 90% of ELL families indicated they agreed or strongly agreed that the school effectively serves the needs of their child.	This year, the school disaggregated this information in the Annual Parent Survey
Objective: The school develops and retains high quality teachers and staff, which results in a strong, stable academic program. (KDE 4)			
Measure: SPSC will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation.	Met	Overall, 81% of teachers are returning next year (22 out of 27). The retention rate is 88% (22 out of 25) when accounting for two teachers who left for the purpose of geographic relocation.	Two teachers left for the purpose of geographic relocation; three left to seek different opportunities.
Measure: All teachers will be observed a	Met	All teachers were observed and given feedback	All teachers were observed at least bi-weekly. There were multiple instances during the year

<p>minimum of 20 times per year. Observations will be completed by the Head of School, Director of Curriculum and Instruction, and/or by Lead Teachers, and will include feedback and follow-up discussion.</p>		<p>on at least a bi-weekly basis (new teachers are observed weekly; experienced teachers are observed bi-weekly), with very limited disruption in this schedule due to schedule issues or school breaks.</p>	<p>when teachers were observed and given feedback in addition to the weekly/bi-weekly meeting structure. This included the Instructional Leadership Team's weekly rounds; peer video observation; and observation and feedback to co-teaching teams.</p>
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Objective and Measures related to Dissemination (required):

	2017-18 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
<p>Objective: The school will form a working partnership with at least one other elementary school in the region in order to share best practices.</p>			
<p>Measure: SPCS will identify 1-4 innovative and high-leverage practices it uses and develop dissemination materials around these practices.</p>	<p>Partially Met</p>	<p>We have identified these practices and have developed materials to share for a subset of them. We have posted these materials on a new section of our website called "Instructional Resources".</p>	<p>Next year, we will develop and share additional materials.</p>
<p>Measure: By the end of the charter term, SPCS will have conducted at least 10 interactions with its partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions and/or professional development.</p>	<p>Partially Met</p>	<p>We have engaged in shared observation with area district elementary schools, but have not yet formalized a partnership.</p>	<p>We continue to seek partners for these interactions. We have partnered with other charter schools and will continue working to develop partnerships with other district schools to share PD resources and experiences.</p>

Reach Objectives and Measures related to Mission and Key Design Elements (optional):

	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Objective: All students will read at grade level by the third grade.			
Measure: Each year, 90% of students will read on grade level by the end of the third grade, according to the STEP assessment.	Not met	At the end of 3 rd grade, 56% of third graders were reading on grade level according to the STEP assessment.	While this result is lower than our reach goal, other data points indicate that our 3 rd graders are significantly outperforming their peers. For example, on ANet, the 3 rd grade ELA average for the year was 59%, which was 18% above the network average and ranked 2 nd out of 112 schools taking this assessment.
Objective: Students in subgroups that have historically underperformed academically will achieve academic growth at the same rate as the general school population.			
Measure: each year, 75% of students identified as High Needs (according to the DESE definition) will read on grade level by the end of each year, according to the STEP assessment.	Not Met	60% (108 out of 180) of students identified as High Needs are reading at or above grade level at the end of the 2017-18 school year.	This is an 8% point increase (up from from 52%) in 2016-17 School Year. This number (60%) is in line with the performance of our general education population (62%).
Measure: Each year, 75% of students identified as High Needs (according to the DESE definition) will grow by a minimum of three STEP levels within one academic year.	Not Met	64% (110 out of 171) of students identified as High Needs achieved at least 3 STEP levels of growth during the 2017-18 school year.	Overall, students identified as High Needs had an average growth of 3.12 STEP levels. Note: Not included in this number are 9 students who began the year at a STEP 10 and were therefore ineligible to grow by 3 or more STEP levels in this school year. Of these 10 students, 8 students grew to the final STEP 12.
Measure: By the end of each year, 75% of	Met	84% (151 out of 180) of students identified as	This number (84%) exceeds the performance of our

	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
students in all grades identified as High Needs (according to the DESE definition) score at the 50 th percentile or higher on the math portion of the NWEA MAP assessment.		High Needs scored at the 50 th percentile or higher on the NWEA MAP Math Assessment.	general education population (80%).

Appendix B: Recruitment and Retention Plan

Recruitment Plan

School Name: Springfield Preparatory Charter School

Date: 7/20/18

- **Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.**
- **Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.**
- **Please provide a brief explanation if you think that your incoming class of students (as captured in October 1, 2016 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please indicate if you would like further discussion with the Department regarding the school's Recruitment Plan once you have submitted your October 1st SIMS demographic information.**

2017-18 Implementation Summary:

In the 2017-18 school year, we continued the successful implementation of the 2017-18 Recruitment and Retention Plan. As in the past two school years, the school exceeded the comparison index for English Language Learners, Limited English Proficient students, students with special needs, and economically disadvantaged students.⁵

In 2017-18, we held a successful Community Outreach Day where approximately 12 volunteers canvassed the South End, Mason Square and Brightwood neighborhoods. We used a third-party mail house to send mailers to families of all students entering the grade levels we serve in the neighborhoods surrounding the school (those closest to the downtown and with low income levels). We also conducted information sessions at a number of the city's pre-school programs, as well as at the school. In addition, we contacted all families that had remained on the waiting list from 2017-18 to inform them of the new application for the 2018-19 school year. This extensive grassroots community outreach helped us to serve a student demographic almost identical to that served by the district. Our student outreach materials explicitly stated that Springfield Prep serves all students, including those with IEPs and 504s, and all materials were printed in English, Spanish, and Somali.

Based on our data from the past two years and the current status of our enrollment process, we anticipate that our incoming class of students will meet or exceed the comparison index in the 2018-19 school year.

⁵ In 2016-17, the school met all comparison index targets and therefore, we did not have any gap narrowing targets identified for the 2017-18 school year.

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

General Recruitment Activities for 2018-19:

Activity 1: Annual Community Outreach Event. In early February, before the annual lottery, we will gather faculty, staff, parents, and volunteers to knock on doors in the primary neighborhoods we serve. The goal of this event is to knock on the door of as many doors as possible to share information and answer questions about our program. At this event, as in all of our community outreach, we will have Spanish-speaking staff, board members, and volunteers present so that we can communicate with the many native Spanish speakers who live in Springfield. Additionally, all promotional materials will explicitly state that Springfield Prep serves all students, including those with IEPs and 504s and are printed in English, Spanish, and Somali.

Activity 2: Mailings. Prior to the lottery, we will send out mailings in English, Spanish, and Somali to all parents of Springfield Public School (SPS) students who are involved in SPS pre-kindergarten programs. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming of all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments, and they will be printed in English, Spanish, and Somali.

Activity 3: Pre-School Outreach. Before the annual application deadline, we will invite local pre-school providers to tour Springfield Prep to better understand the educational program we offer. We will also visit local pre-school providers to host information sessions with the families of the students they enroll. We have found that establishing relationships with pre-school providers – who families trust – is a powerful way to conduct outreach to families

Activity 4: Information Sessions. Springfield Prep will host multiple information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. These information sessions will be advertised on the school's website, in the school's office, in local community organizations and daycare providers, and in local media.

Activity 5: Family-to-Family Outreach. Springfield Prep will again ask current families to distribute applications to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, and that this is an effective way to build awareness of, and interest in, the school in our early years.

Activity 6: Charter School Showcase. Springfield Prep will participate in the Springfield Charter School Showcase hosted by the Massachusetts Charter Public School Association at the MassMutual Center in February. This event is heavily advertised throughout the city. Springfield Prep will attend with Spanish-speaking teachers and administrators from the school, as well as students and Spanish-speaking families to

ensure the school is able to communicate information about the school to all families who attend the Showcase.

Activity 7: Targeted subgroup outreach. This year, in an effort to increase enrollment of immigrant families, including Somali-speaking families⁶, we will seek to build relationships with, and attend meetings of, community organizations that serve the immigrant population in Springfield.

⁶ Somali is now considered a prevalent language in Springfield per DESE, so this will help us to ensure that we are effectively reaching this growing group in our outreach.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 14.2%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 9.2%</p> <p>The school is above CI percentages.</p>	<p>(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed • In all recruitment materials, we explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. • We recruited at pre-school programs, such as Head Start, which serve students with special needs. We met with staff at these programs to make them aware of our capacity and programs for serving students with disabilities. • We met with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Springfield Parent Academy, the Department of Children and Families, Early Intervention Centers).
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 25.8%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 10.7%</p> <p>The school is above CI percentages.</p>	<p>(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed • All promotional materials and applications were printed in Spanish. • We sent Spanish-speaking staff and parent volunteers door-to-door in low-income housing developments to recruit new families. • Spanish-speaking members of the Springfield Prep staff and parent community participated at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. • We placed advertisements in Spanish-language newspapers such as <i>El Pueblo Latino</i>, given the large Spanish-speaking population in Springfield. • We distributed materials at organizations throughout the city that provide adult ESL classes and at community centers that serve non-English speaking families.
	<p>2018-19 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:

	<p>All promotional</p> <ul style="list-style-type: none"> Promotional materials will also be distributed in Somali in 2017-18 as Somali has now been identified as a prevalent language in Springfield.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 70.6%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 66.7%</p> <p>The school is above CI percentages.</p>	<p style="text-align: center;">2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> We disseminated application materials and hosted information sessions at locations and organizations serving Springfield's most needy families: including various Head Start locations and through the South End C3 Community Walk. We met one-on-one with leaders at Head Start, the Springfield YMCA, the South End C3 organization and the Department of Children and Families to ensure that they were fully aware of our school programs and could share information with their clients and/or members in an informed manner. <p style="text-align: center;">2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> In all recruitment materials, we explicit state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., two teachers in all K-4 classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support. We collaborate with SPS leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> In 2016-17, the Springfield Preparatory Charter School distributed applications to programs that serve families with students at risk of dropping out, including the YMCA, Boys and Girls Clubs and Headstart Programs. Springfield Prep maintains relationships with individuals at local agencies include the YMCA and distributes materials about the school to these programs to be shared with families with students at risk of dropping out of school. <p style="text-align: center;">2018-2019 Additional Strategy(ies), if needed</p>

	<ul style="list-style-type: none"> In 2018-19, Springfield Prep will check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> In 2017-18, the Springfield Preparatory Charter School did not have any students who had dropped out of school.
<p>OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> We advertise in the <i>Reminder</i> and <i>El Pueblo Latino</i>, the leading newspapers for Springfield's African-American and Latino communities, respectfully. We will continue to build relationships with African American and Latino churches and community centers to ensure that families are aware of the option that our school provides.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 12.1%⁷</p> <p>GNT percentage: 9.6%</p> <p>CI percentage: 11.3%</p> <p>The school is above CI percentages.</p>	<p>(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed • In all recruitment materials, we explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. • We recruited at pre-school programs, such as Head Start, which serve students with special needs. We met with staff at these programs to make them aware of our capacity and programs for serving students with disabilities. • We met with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Springfield Parent Academy, the Department of Children and Families, Early Intervention Centers).
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 25.1%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 15.6%</p> <p>The school is above CI percentages.</p>	<p>(b) 2017-2018 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed • All promotional materials and applications were printed in Spanish. • We sent Spanish-speaking staff and parent volunteers door-to-door in low-income housing developments to recruit new families. • Spanish-speaking members of the Springfield Prep staff and parent community participated at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. • We distributed materials at organizations throughout the city that provide adult ESL classes and at community centers that serve non-English speaking families.
	<p>2018-19 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:

⁷ This number does not match current CHART data because of error in October SIMS report. DESE has corrected the count in the March and June SIMS.

	<p>All promotional</p> <ul style="list-style-type: none"> Promotional materials will also be distributed in Somali in 2017-18 as Somali has now been identified as a prevalent language in Springfield.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 71.6%</p> <p>GNT percentage: 65.6%</p> <p>CI percentage: 69.6%</p> <p>The school is above CI percentages.</p>	<p style="text-align: center;">2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> We disseminated application materials and hosted information sessions at locations and organizations serving Springfield's most needy families: including various Head Start locations and through the South End C3 Community Walk. We met one-on-one with leaders at Head Start, the Springfield YMCA, the South End C3 organization and the Department of Children and Families to ensure that they were fully aware of our school programs and could share information with their clients and/or members in an informed manner. <hr/> <p style="text-align: center;">2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> In all recruitment materials, we explicit state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., two teachers in all K-4 classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support. We collaborate with SPS leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> In 2016-17, the Springfield Preparatory Charter School distributed applications to programs that serve families with students at risk of dropping out, including the YMCA, Boys and Girls Clubs and Headstart Programs. Springfield Prep maintains relationships with individuals at local agencies including the YMCA and distributes materials about the school to these programs to be shared with families with students at risk of dropping out of school. <p style="text-align: center;">2018-2019 Additional Strategy(ies), if needed</p>

	<ul style="list-style-type: none"> In 2018-19, Springfield Prep will check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> In 2017-18, the Springfield Preparatory Charter School did not have any students who had dropped out of school. Because Springfield Prep served students in grades K through 3, this subgroup was not directly targeted in recruitment strategies.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ul style="list-style-type: none"> We will continue to build relationships with African American and Latino churches and community centers to ensure that families are aware of the option that our school provides. We distributed marketing materials in Somali, as well as English and Spanish to reach this additional subgroup of the population of Springfield. <p style="text-align: center;">2018-2019 Additional Strategies</p> <ul style="list-style-type: none"> We will advertise in local Spanish newspapers and on local radio stations to reach additional African American and Latino families.

Appendix C: School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	53	24.77%
Asian	5	2.34%
Hispanic	138	64%
Native American	0	0%
White	13	6.07%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	5	2.34%
Special education	49	25%
Limited English proficient	49	23%
Economically Disadvantaged	164	77%

ADMINISTRATIVE ROSTER FOR THE 2017-18 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Bill Spierer, Head of School	Responsible for overall leadership and all organizational performance.	7/1/14	NA
Wendy Soref, Director of Curriculum & Instruction	Responsible for leading the school's curriculum and instruction program.	7/6/15	NA
Meghan Wagner, Director of Finance & Operations	Responsible for financial leadership and all school operations.	7/11/16	NA
Jessica Yiannos, Associate Director of Curriculum & Instruction	Responsible for supporting the Director of Curriculum & Instruction and for leading part of the school's curriculum and instruction program.	7/1/17	NA

TEACHERS AND STAFF ATTRITION FOR THE 2017-18 SCHOOL YEAR				
	Number as of the last day of the 2017-18 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	27	0	5	Geographic relocation: 2 Seeking other employment: 3

Other Staff	8	0	4	Seeking other employment: 3 Geographic relocation: 1
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Narrative of Teacher Attrition:

The Springfield Prep accountability plan indicates that SPSC will retain 88% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation (this is 81% overall). At the end of the 2017-18 school year, two Springfield Prep teachers left the school for the purpose of geographic re-location and three left to seek other employment.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	8
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2017-18 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Sherriff Balogun	Trustee	Academic Achievement	1	3/16/17-6/20/20
Sally Fuller	Trustee	Governance	1	3/19/18-6/30/21
Alex Grant	Secretary	Governance	1	8/11/16-6/3/19
Robert Leonard	Trustee	Governance	1	6/30/16-6/30/19
Kelvin Molina	Vice Chair	Academic Achievement	2	3/5/14-6/30/19
Doug Morrin	Trustee	Finance	1	3/19/18-6/31/21
Bill Spirer	Ex Oficio (non-voting)	All	NA	3/5/14-present
Tricia Walker	Treasurer	Finance	2	1/7/15-6/30/20
Danielle L. Williams	Chair	Governance	2	3/5/14-6/30/19

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

Last year, Springfield Prep operated at 370 Pine St., Springfield, MA 01105. For the 2018-19 school year, the school will operate at a new location on the Springfield/Longmeadow line (594 Converse St., Longmeadow, MA 01106). The school submitted an amendment given that the facility is technically outside of the school's current municipality; this amendment was approved by the Commissioner on June 8, 2018.

Location	Dates of Occupancy
370 Pine St., Springfield, MA 01105	August 20, 2015 (Certificate of Occupancy) August 25, 2015 (First Day of Classes)
594 Converse St., Longmeadow, MA 01106	July 9, 2018 (Move date) August 21, 2018 (First Day of Classes)

Enrollment

The dates below reflect our estimated student application deadline and lottery date for students who are interested in enrolling for the 2018-19 school year.

Action	Date(s)
Student Application Deadline	March 1, 2019
Lottery	March 8, 2019