Springfield Preparatory Charter School

Annual Report to the Massachusetts Department of Elementary & Secondary Education for School Year 2016-17

Report Date: July 31, 2017

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Table of Contents

Introduction to the School

<table>
<tr>
<td colspan="4">Springfield Preparatory Charter School (SPCS)</td>
</tr>
<tr>
<td>Type of Charter
(Commonwealth or Horace Mann)</td>
<td>Commonwealth</td>
<td>Location of School (Municipality)</td>
<td>Springfield</td>
</tr>
<tr>
<td>Regional or Non-Regional?</td>
<td>Non-Regional</td>
<td>Chartered Districts in Region
(if applicable)</td>
<td>NA</td>
</tr>
<tr>
<td>Year Opened</td>
<td>2015</td>
<td>Year(s) in which the Charter was Renewed
(if applicable)</td>
<td>NA</td>
</tr>
<tr>
<td>Maximum Enrollment</td>
<td>486</td>
<td>Current Enrollment</td>
<td>161</td>
</tr>
<tr>
<td>Chartered Grade Span</td>
<td>K-8</td>
<td>Current Grade Span</td>
<td>K-2</td>
</tr>
<tr>
<td># of Instructional Days per school year</td>
<td>185</td>
<td>Students on Waitlist</td>
<td>307</td>
</tr>
<tr>
<td>School Hours</td>
<td>Monday-Thursday:
7:45 am to 4:00 pm

Friday:
7:45 am to 12:30 pm</td>
<td>Age of School</td>
<td>2 years</td>
</tr>
<tr>
<td colspan="4">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.</td>
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</table>

Faithfulness to Charter

Mission and Key Design Elements
In our second 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 the information gathered in the assessment process helps teachers target individualized instruction and create small strategy groups. Teachers also use standards mastery assessments to assess how well students are learning specific standards. Teachers use the results of the standards mastery 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, separate seat at lunch, etc.) 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 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, Teaching Fellows 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 schoolwide 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?
6/8/17	Bylaw amendment to clarify quorum and maintain compliance with Department regulations and updated Department guidance.	Yes, on 6/20/17

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 began implantation of our dissemination efforts, primarily by focusing on (1) identifying our innovative, high-leverage practices and (2) building 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 have identified three areas that we will aim 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 reading data analysis and planning protocol. In particular, the process we have developed for using assessment data to plan targeted reading instruction and monitor progress according to this plan.
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 will be publishing resources related to these three practices on our website, and sharing these resources with our peers through our networks (e.g., the Springfield Public School district, ANet, and Teach For America).

In terms of our goal of building an ongoing collaborative relationship with one or more partner schools, we are continuing 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, ANet, the Reading Success by Fourth Grade Initiative, Project Coach, Veritas Prep Charter School, the Dr. Martin Luther King Charter School of Excellence, Mount Holyoke College, Smith College, and Western New England University. We have also participated in an ANet

conference with district elementary schools and conducted a follow up visit to a Springfield district elementary school, Liberty Elementary School. We anticipate formalizing a partnership (or multiple partnerships) in the 2017-18 school year and creating a schedule of instructional rounds and professional development opportunities that may be shared between the 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.)
Literacy Program structure and curriculum (Literacy program schedule, structure, and curriculum; Habits of Discussion training materials; vocabulary curriculum format and curriculum samples)	Email with curriculum materials, program schedules, and professional development materials	Bill Spirer, Head of School; Wendy Soref, Director of Curriculum & Instruction	Curriculum	Dr. Martin Luther King Jr. Charter School of Excellence, Springfield, MA	Unknown
STEP (Reading assessment) analysis and planning tool	Email with spreadsheets and protocols	Bill Spirer, Head of School; Wendy Soref, Director of Curriculum & Instruction	Instruction	Rise Prep Mayoral Academy (RI)	Unknown

Academic Program Success

Student Performance
In order to ensure that students are mastering standards in grades K-2, we use standards to drive our instruction. We are aware that there are revised Math, ELA, and Next Generation Science Standards. These 2017 Massachusetts Curriculum Frameworks in Math, ELA, Science, and Social Studies provide the bedrock of our curriculum.[1] In

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[1] 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

addition to the assessments described below, we create additional tasks to assess individual standards to mastery at all grade levels in Math and ELA.

We do not currently have publicly available student performance data because we served kindergarten through the second grade in the 2016-17 school year and there is no MCAS exam at these grade levels.

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.[2] Additionally, we use the ANet assessment in the second grade 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.

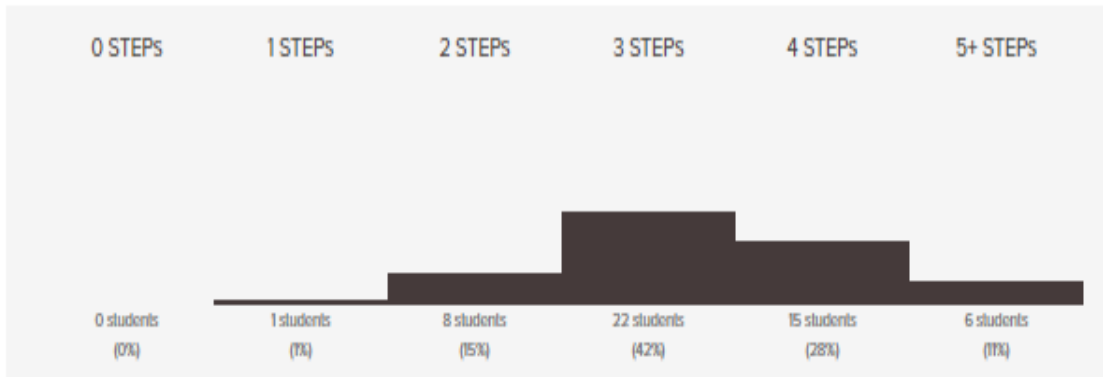**STEP Results – Reading**

Overall Performance
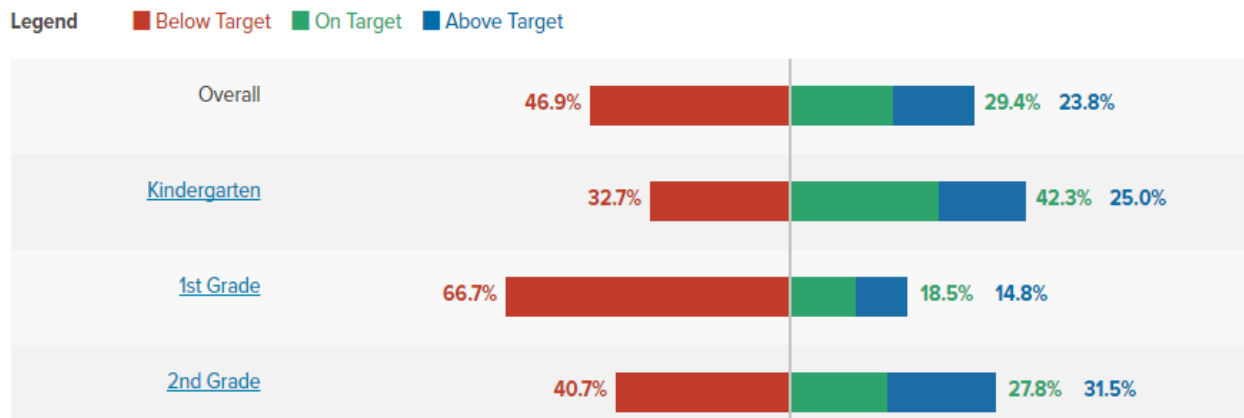
Notes on the STEP Performance Data:
- While we have not reached our end-of-year STEP goals, students have demonstrated a great deal of reading progress according to the STEP assessment. It is also important to note that most of the students who are reading below-grade level in STEP are only one level below, and many of those students missed the target because of one component of the test. In kindergarten, 88% of below-target students are just one STEP level below; in the 1st grade, 78% are just one level below; and in the 2nd grade 59% are just one level below.

Kindergarten Growth (by STEP levels grown)

0 STEPs	1 STEPs	2 STEPs	3 STEPs	4 STEPs	5+ STEPs
0 students (0%)	1 students (1%)	8 students (15%)	22 students (42%)	15 students (28%)	6 students (11%)

Notes on the STEP Kindergarten Growth Data:
- The expected growth for kindergarten students is 4 Step levels, which is 1.3 years of growth. The growth target is greater than a year of growth because many students begin the year below grade-level. The target for these students by the end of the year is Step 3.
- 6 students (12%) grew more than 4 steps, exceeding expected progress growth.
- 15 students (29%) grew exactly 4 steps, meeting expected progress growth.
- 31 students (60%) grew less than 4 steps, trailing expected progress growth.

First Grade Growth (by STEP levels grown)

0	1	2	3	4	5+
1 student (2%)	5 students (9%)	31 students (57%)	15 students (28%)	1 student (2%)	1 student (2%)
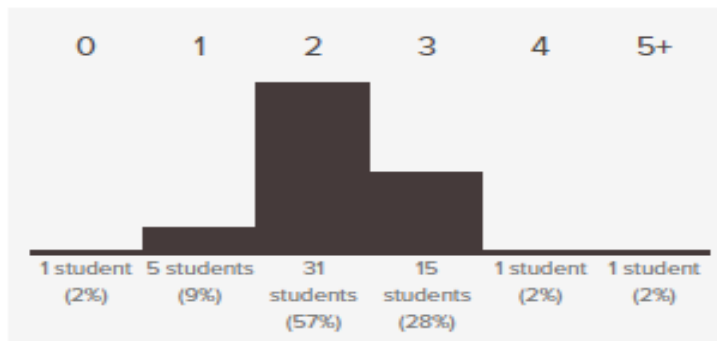
Notes on the STEP 1st Grade Growth Data:
- The expected growth for 1st grade students is 3 Step levels. The target for these students by the end of the year is Step 6.
- 2 students (4%) grew more than 3 steps, exceeding expected progress growth.
- 15 students (28%) grew exactly 3 steps, meeting expected progress growth.
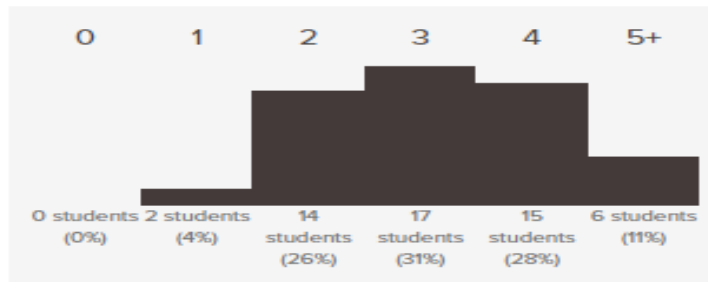- 37 students (69%) grew less than 3 steps, trailing expected progress growth.

Second Grade Growth (by STEP levels grown)

Notes on the STEP 2nd Grade Growth Data:

- Expected growth for 2nd grade students is 3 Step levels. The target for these students by the end of the year is Step 9.
- 21 students (39%) grew more than 3 steps, exceeding expected progress growth.
- 18 students (33%) grew exactly 3 steps, meeting expected progress growth.
- 15 students (28%) grew less than 3 steps, trailing expected progress growth.

NWEA MAP Results – Math and ELA

**Percentage of Students Performing Above the 50ᵗʰ Percentile**
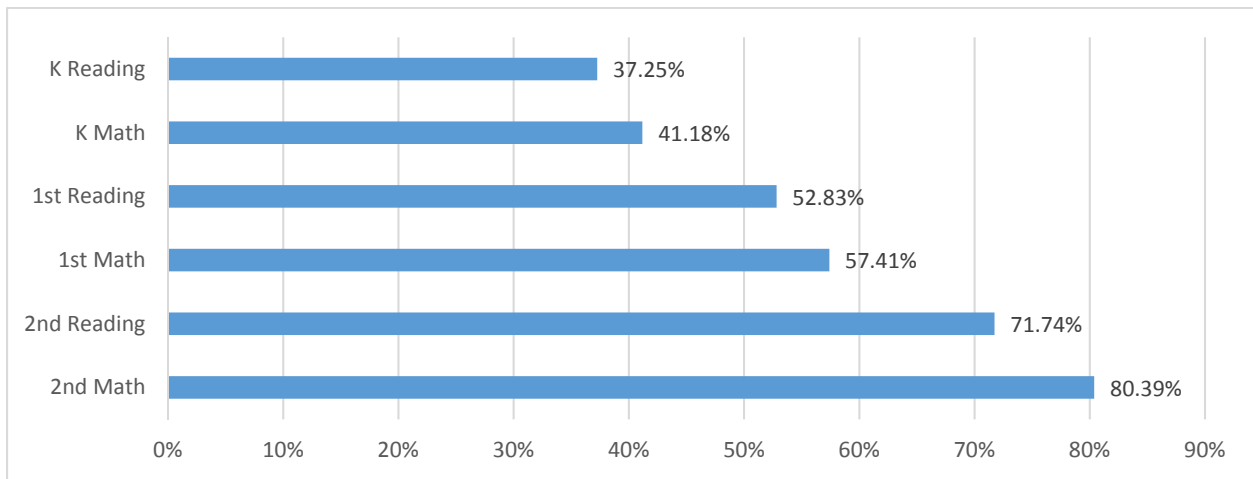
Notes on the NWEA MAP Math Achievement Results:
- MAP is a nationally normed, computer-based, adaptive assessment designed to measure students' standards-based performance in relation to their peers. We administer the MAP assessment once in the fall at the very beginning of the year and once in the spring, at the end of the year.
- This year, the data show that performance is relatively low in kindergarten and that it increases significantly in 1st grade and then again even more significantly in the 2nd grade.
- These results indicate two key trends:
  - (1) Greater student proficiency with computer skills in the second grade may have a significant impact on students' abilities to achieve at high levels on MAP (2nd grade students frequently use computers in their classroom while Kindergarten and 1st grade students do not).
  - (2) The more years students spend at Springfield Prep, the better they will perform on this assessment. This could be due to increased computer skills as noted above, or due to the cumulative acquisition of skill and content developed over a multi-year span.
- Additionally, the data show that in general, students performed slightly better on the math assessment than on the reading assessment in all grade levels.
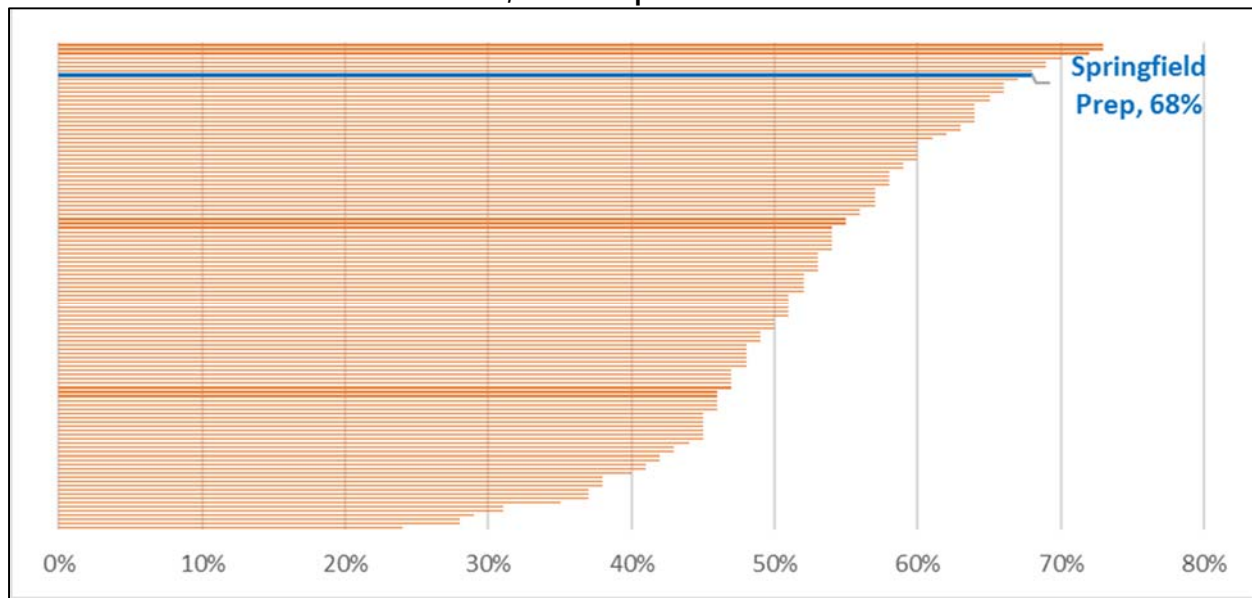
ANet Results – Math and ELA (2nd Grade Only)

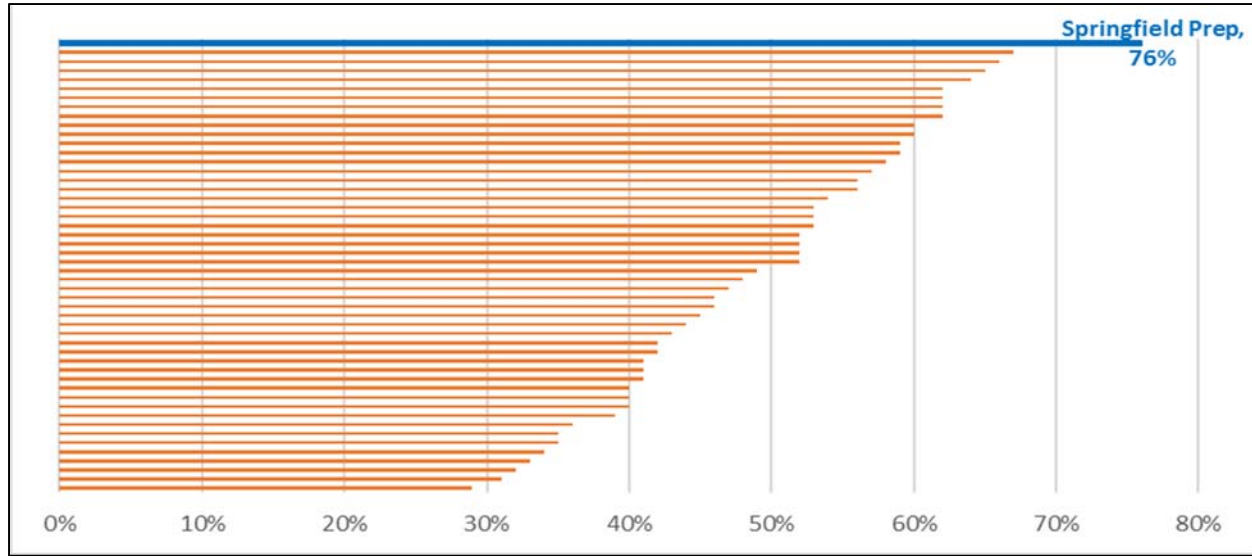## Average Performance by Interim Assessment – Math
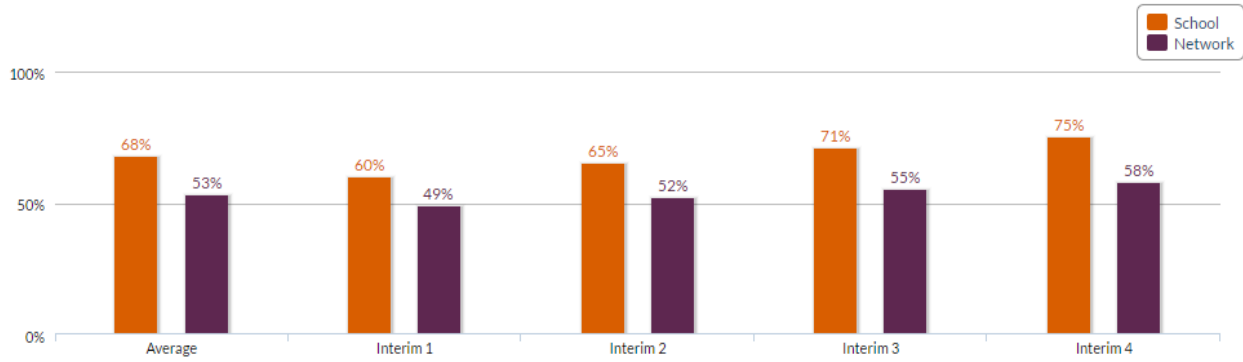
Average Performance by Interim Assessment – ELA
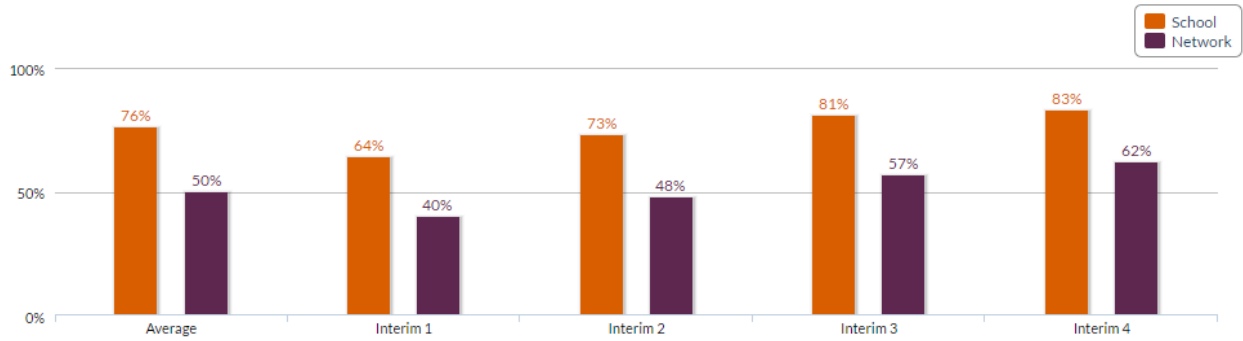
ANet Performance, As Compared to the Network – ELA

ANet Performance, As Compared to the Network – Math

Notes on Achievement Network (ANet) Results:
- Overall, ANet data indicate that our 2nd graders are performing at a very high level on rigorous, grade level, standards-based assessments in Math and ELA.
- Our school average scores in both ELA and math have steadily improved with each round of assessment. In ELA, while the network average has increased by 3 points on each assessment, the SPCS ELA average has climbed between 4 and 6 points with each assessment. In math, on the Interim 4 assessment, our students scored an average of 83% on ANet, which is an outstanding score for such a rigorous assessment. In fact, no other school in the network of schools taking this assessment surpassed an average of 70%.
- Average performance over the four interim assessments administered shows that our students significantly outperformed the "network" (the schools across the country who also use ANet to assess standards mastery). This data shows that our students are not only showing standards mastery, but that they are significantly outperforming many of their peers in doing so.

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.

This year, we made minor changes to our program as we delivered it in the previous year. We included more hands-on science units across grade-levels in order to reach all learners and give students the opportunity to learn through experimentation and observation. We also added a Math Workshop day each week to give teachers the chance to re-teach material based on assessment results and provide more individualized feedback to students on a regular basis. We used the Advantage Math

Recovery Model (AVMR) assessment to design practice for students that would help them progress as Mathematicians and used the "Number Talk" strategy to promote mental math in all grades.

In our first year of second grade we piloted a "Writing About Reading" block where students responded to a variety of texts with written responses. We also incorporated a specific block of literacy instruction devoted to non-fiction shared reading that aligned with our Social Studies and Science curriculum. This was done to support background knowledge and vocabulary development.

To better differentiate instruction for our students, we also piloted some changes to our literacy block in the spring of the 2016-17 school year. We (1) introduced comprehension anchor lessons to model key reading comprehension strategies to kindergarten and first grade students and (2) incorporated computer literacy programs like Headsprout and Epic Reading to give students more personalized literacy time and allow teachers to target their instruction to smaller groups. Next year, we will implement these piloted changes to our literacy blocks across our kindergarten and first grade.

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 2016-17 school year, we hired a part-time psychologist to serve as our Behavior Consultant. His expertise in complex social, emotional, and health needs (post-traumatic stress disorder, oppositional defiant disorder, and autism spectrum disorders) helped us to further develop our Student Supports Team (SST) and serve students with significant behavioral needs.

During the 2017-18 school year, we are adding further capacity to our SST by hiring a full time School Counselor/Behavior Interventionist. 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 manage our SST to ensure that we are addressing mental health and behavioral issues in a comprehensive, urgent, and systematic way. Additionally, we will be contracting with a specialist in ASD so that 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 2016-17 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 a Director of Finance & Operations, an Assistant Dean, a part-time Behavioral Consultant/Psychologist, and a Nutrition Coordinator.

Next year, our organizational chart remains much the same, but there are a few notable changes. We are adding an Associate Director of Curriculum & Instruction to add instructional leadership capacity; a Dean of Students role to manage school culture and discipline; and a School Counselor/Behavior Interventionist to better support students' social, emotional, and behavioral needs. We are also changing the name of our Teaching Fellow role to "Associate Teacher".

Below is our current organizational chart:
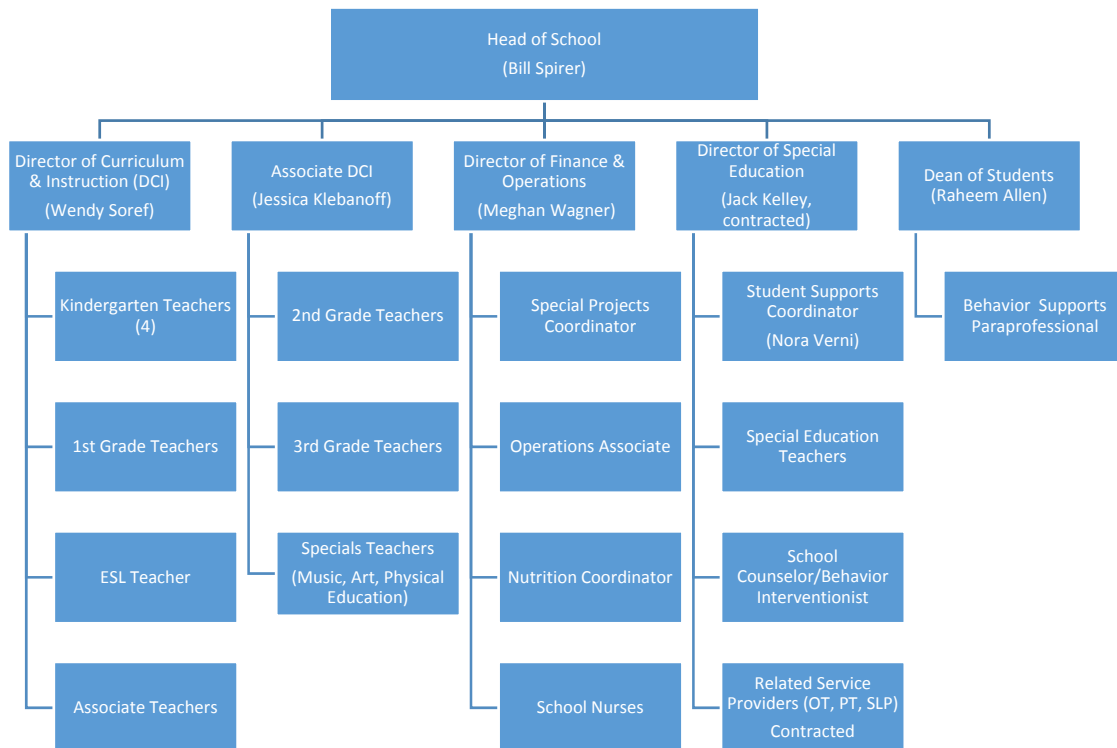
Teacher Evaluation

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 2016-17 school year, we conducted two rounds of evaluations (December and April), 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.

Next year, we will modify our evaluation process timeline again: we will conduct an initial evaluation in November and a full mid-year evaluation in January. Given that we provide a high frequency of feedback throughout the year (weekly or bi-weekly for all teachers and staff), we believe this new timeline will be a more efficient and strategic use of our formal evaluation process.

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)

Springfield Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position
as of June 30, 2017

	YTD Actual	Annual Budget	% of Actual to Annual Budget
Revenues			
4001 · Tuition	2,049,312	2,042,496	100%
4100 · Government Grants & Funding	199,971	192,700	104%
4200 · Nutrition Funding	131,565	109,350	120%
4400 · Private Support Funding	234,221	100,000	234%
4500 · Student Programs & Misc Fees	508	-	NM
4716 · Interest / Investment Income	1,251	250	501%
Total Revenues	2,616,827	2,444,796	107%
Expenses			
5000 · Personnel Costs			
5000 - Personnel Salaries	1,203,849	1,193,000	101%
5520f · Fringe Benefits	60,773	157,065	39%
5520m · MTRS Expense	209,893		
5520t · Payroll Taxes	13,343	29,229	46%
Total 5000 · Personnel Costs	1,487,858	1,379,294	108%
5100 · Administrative Costs			
5111 · Contr Serv - Board of Trustees	9,995	10,000	100%
5112 · Board Travel & Other Exp	593	500	119%
5122 · Contr Serv - School Leader	39,712	40,000	99%
5132 · Contr Serv - Business & Finance	39,717	40,500	98%
5142 · Contr Serv - Human Resources	20,754	18,560	112%
5152 · Contr Serv - Legal	3,566	5,000	71%
5162 · Contr Serv - IT	12,978	20,000	65%
5163 · Supplies & Materials - IT	16	-	#DIV/0!
5172 · Contr Serv - Development	6,392	17,000	38%
5173 · Fundraising	360	8,000	5%
5182 · Staff Recruitment and Advertising	11,006	10,000	110%
5182s - Student Recruitment and Advertisin	6,201	10,000	62%
5183 · Travel, Dues & Other Exp -Admin	10,793	18,000	60%
5184 · Supplies & Materials - Admin	4,059	8,000	51%
Total 5100 · Administrative Costs	162,081	197,560	82%
5200 · Instructional Services			
5213 · Contr Serv -Instructional Leader	25,883	30,000	86%
5214 · Supplies & Matls -Instruc Leader	650	1,000	65%
5215 · Travel & Other Exp -Instruc Leader	-	1,000	0%
5234 · Contr Serv - Other Teaching	46,510	48,600	96%
5242 · Contr Serv - Prof Development	30,011	55,000	55%
5243 · Supplies & Matls - Prof Develop	5,470	5,000	109%

Springfield Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position
as of June 30, 2017

	YTD Actual	Annual Budget	% of Actual to Annual Budget
5244 · Travel & Other Exp -Prof Develop	7,563	8,500	NM
5253 · Contr Serv - Guidance & Testing	67,930	25,000	272%
5254 · Supplies & Matls -Guidance&Testing	14,540	35,000	42%
5261 · Books and Libraries	10,514	10,000	105%
5262 · Other Instructional Materials	30,296	20,250	150%
5263 · Instructional Equipment	36,622	60,000	61%
5264 · General Supplies -Instructional	18,859	24,300	78%
5265 · Other Instructional Services	4,671	5,000	93%
5266 · Classroom Instructional Tech	24,721	30,000	82%
5268 · Instructional Software	-	-	
Total 5200 · Instructional Services	324,241	358,650	90%
5300 · Other Student Services			
5320 · Health Services	3,387	2,500	135%
5330 · Student Transportation	33,018	44,000	75%
5350 · Food Services	164,519	131,220	125%
5360 · Athletic Services			
5370 · Other Student Activities	3,885	4,050	96%
5610 · Dissemination Activities	-		
5620 · Civic Activities	1,718	5,000	34%
Total 5300 · Other Student Services	206,526	186,770	111%
5400 · Facility & Other Fixed Costs			
5430 · Maint of Buildings & Grounds	7,397	10,000	74%
5450 · Networking & Communications	14,588	10,000	146%
5730 · Other costs rel. Cap. Facility	36,880	30,000	123%
5740 · Rental/Lease of Building & Grounds	167,688	200,000	84%
5530 · Insurance (non-employee)	12,359	15,000	82%
5560 · Short-Term Interest	-	500	0%
Total 5400 · Facility & Other Fixed Costs	238,913	265,000	90%
9999 · Contingency	-	-	
Total Expenses	2,419,619	2,387,274	101%
Change in Net Position	197,208	57,522	343%

B. Statement of Net Assets for FY17 (balance sheet)

Springfield Preparatory Charter School and Friends of Springfield Prep
Statement of Net Position

	School		
	at 6/30/17	at 6/30/16	Change
ASSETS			
Current Assets			
	595,034	416,181	178,852
1102 · Accounts Receivable	10,859	62,095	(51,237)
1207 - Due from Related Parties (S	1,243	475	769
1308 · Prepaid Expenses	41,761	10,877	30,883
1510 - Deposit (Security, Other)	-	-	-
Total Current Assets	648,896	489,628	159,268
Fixed Assets			
1514 · Building/Leasehold Improve	-	-	-
1515 · Furniture and Equipment	-	-	-
1616 · Less Accumulated Deprecia	-	-	-
Total Fixed Assets	-	-	-
TOTAL ASSETS	648,896	489,628	159,268
LIABILITIES			
Accounts Payable			
2024 · Accounts Payable	5,772	91,458	(85,686)
Total Accounts Payable	5,772	91,458	(85,686)
Other Current Liabilities			
2125 · Accrued Expenses/Accrued	88,142	55,121	33,021
2226 · Current Deferred Revenue	-	-	-
2327 - Due to related party (Friend	-	-	-
2428 - Current Debt Payable - Line	-	-	-
Total Other Current Liabilities	88,142	55,121	33,021
TOTAL LIABILITIES	93,914	146,579	(52,665)
NET POSITION			
Temporarily Restricted	-	12,483	(12,483)
Unrestricted	554,982	330,567	224,415
TOTAL NET POSITION	554,982	343,050	211,932
TOTAL LIABILITIES & NET POSITION	648,896	489,628	159,268

C. Approved School Budget for FY18

Springfield Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position
FY18 Budget Summary

	FY18 Budget
Revenues	
4001 · Tuition	2,700,000
4100 · Government Grants & Funding	183,600
4200 · Nutrition Funding	192,067
4400 · Private Support Funding	50,000
4500 · Student Programs & Misc Fees	-
4716 · Interest / Investment Income	1,250
Total Revenues	**3,126,917**
Expenses	
5000 · Personnel Costs	1,929,210
5100 · Administrative Costs	149,092
5200 · Instructional Services	332,847
5300 · Other Student Services	272,067
5400 · Facility & Other Fixed Costs	352,625
9999 · Contingency	91,075
Total Expenses	**3,126,917**
Change in Net Position	**0**

D. Capital Plan for FY18

The school does not have a Capital Plan for FY18.

Appendix A: Accountability Plan Evidence 2016-17

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	53.2% of students are reading on grade level according to the STEP assessment.	STEP is a very rigorous reading assessment; we have chosen it for that reason. So, while performance data is below our targets, we believe that our bar is very high. Although 47% of students are reading below target, the vast majority of those students are just one level below target. This means that while they have not achieved every skill necessary to move to the next STEP level, they are growing significantly as readers. Additionally, this year, a primary professional development focus for the school was to administer the STEP assessment with a focus on rigor and reliability. This had the effect of causing us increase our bar for what our students needed to demonstrate in order to reach the next STEP level. We believe this focus on internal rigor has paid off. In the 2nd grade, the students who have achieved STEP 8 or above (which is one level below target) are generally performing above the network average on ANET, a rigorous, external, standards-based assessment. This suggests that even if students are not meeting our ambitious end-of-year target in every category on STEP, they are still able to perform at or above grade level on other challenging assessments. That said, we are striving to increase on-target performance for next year and are confident that we can do so.

Measure	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Measure: Each year, 75% of students in grades K-3 grade will grow by a minimum of three STEP levels within one academic year.	Not Met	61% of students grew 3 or more STEP levels.	As a school, we decided to raise the bar for comprehension scoring based on professional development with our STEP assessment trainer. Although the short-term impact of raising the bar in this way has had a negative impact on our end-of-year data, we are confident that in the long term we will serve our students better by keeping the bar for rigor high, in terms of how we score inferential and critical thinking questions. Professional development in the upcoming year will focus on making sure our instruction matches this new bar of rigor we have set for our students and ourselves.
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.	Not Met	59% of students scored at or above the 50th percentile in Math.	MAP is a computer-based assessment with tasks that require fluency with various computer skills that our younger students are just starting to learn. Our second grade students (who regularly use computers in class throughout the year) met this goal, but our kindergarten and 1st grade students (who do not use computers as part of instruction) struggled to demonstrate mastery with this platform. Next year, in order to create smaller literacy groups, students in kindergarten and the 1st grade will spend more time working on computers; we anticipate that this will help kindergarten and 1st grade students to demonstrate standards mastery in a more accurate way on the MAP assessment.

Measure	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
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)			
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.	Partially Met	Over the course of the school year, the leadership team conducted three culture audits and the Instructional Leadership Team conducted three audits focused on instruction. Next year, these audits will be done formally using a standardized rubric and other staff members will be involved in conducting these audits.	
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.	Met	75% of students scored a 3 or 4 on a year-end character assessment asking them to define the school's core values and reflect on their growth and goals in terms of these core values.	

Measure	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
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)			
Measure: The school will maintain an annual attrition rate that is lower than the statewide average.	Met	Our attrition rate from the 2015-16 school year to the 2016-17 school year was 7.5%. This is lower than the statewide attrition average of 8.5%	
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 standards for their child's academic achievement.	Met	67% of families responded to our annual family survey. On the survey, 91% of respondents said the "school's behavior standards and expectations create a safe learning environment"; 94% said "the school looks and feels like a place where learning occurs"; and 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	Not Met		This year, the school did not conduct a survey of the families of its ELL and special education students, nor did it create a means for disaggregating this information in the Annual Parent Survey. It will do so in the 2017-18 school year.

Measure	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
parent survey and 90% or more of these families will indicate that they believe the school effectively serves the particular needs of their children.			
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, 88% of teachers are returning next year (15 out of 17 teachers). The two that are leaving are doing so for the purposes of geographic relocation, so excluding those teachers, the rate of teacher retention is 100% (15 out of 15).	
Measure: All teachers will be observed a 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.	Met	All teachers were observed and given feedback 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.	

Objective and Measures related to Dissemination (*required*):

	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Objective: The school will form a working partnership with at least one other elementary school in the region in order to share best practices.			
Measure: SPCS will identify 1-4 innovative and high-leverage practices it uses and develop dissemination materials around these practices.	Partially Met	We have identified these practices and have developed materials that we can share; we have not yet disseminated them in an organized way.	A full-scale dissemination effort in just our second year seemed premature. We have laid the groundwork to disseminate actively this year and have plans to do so.
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.	Partially Met	We have engaged with other elementary schools to determine the appropriate fit for a sustained partnership; we have not yet formalized any relationship.	This year, our focus was on finding the appropriate partner for such interactions. This year, we will seek to finalize a partnership and begin having regular interactions.

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.	N/A	In the 2016-17 school year, we did not yet have 3rd grade students. Next year, we will be able to report on this objective.	

	2016-17 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
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	52% (62 out of 119) of students identified as High Needs are reading at or above grade level at the end of the 2016-17 school year.	Performance by this subgroup is negligibly lower (by 1 percentage point) than that of our general student demographic, which indicates that we are serving High Needs students as effectively as we are the general student demographic. The explanation for this mirrors the reading performance data for the general student demographic, above.
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	55% (65 out of 119) of students identified as High Needs achieved at least 3 STEP levels of growth during the 2016-17 school year.	Performance by this subgroup is only slightly lower (by 5 percentage point) than that of our general student demographic. The explanation for this mirrors the reading growth data for the general student demographic, above.
Measure: By the end of each year, 75% of students in all grades identified as High Needs (according to the DESE definition) score at the 50th percentile or higher on the math portion of the NWEA MAP assessment.	Not Met	54% (63 out of 117)[3] of students identified as High Needs scored at the 50th percentile or higher on the NWEA MAP Math Assessment.	Performance by this subgroup is only slightly lower (by 5 percentage point) than that of our general student demographic. The explanation for this mirrors the explanation for MAP performance data for the general student demographic, above.

[3] The total student number is slightly different here than it is in the box above (117 versus 119) because two students withdrew at the end of the year and did not take the MAP assessment.

Appendix B: Recruitment and Retention Plan

Recruitment Plan

School Name: Springfield Preparatory Charter School
Date: 7/31/16

> - **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.**

2016-2017 Implementation Summary:

In the 2016-17 school year, we continued the successful implementation of the 2015-16 Recruitment and Retention Plan. As in the 2015-16 school year, the school exceeded the comparison index for English Language Learners, Limited English Proficient students, students with special needs, and economically disadvantaged students.[4]

In 2016-17, we held a successful Community Outreach Day where approximately 25 volunteers canvassed the South End, Mason Square and Brightwood neighborhoods. We used a third-party mail house to send mailers to families of rising kindergarten, first, and second grade students in the neighborhoods surrounding the school. 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 2016-17 to inform them of the new application for the 2017-18 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 <u>all</u> students, including those with IEPs and 504s, and all materials were printed in English and Spanish.

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 the comparison index in the 2017-18 school year.

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[4] In 2015-16, the school met all comparison index targets and therefore, we did not have any gap narrowing targets identified for the 2016-17 school year.

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

General Recruitment Activities for 2017-18:

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 South End of Springfield and adjacent neighborhoods. 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 and the South End. Additionally, all promotional materials will explicitly state that Springfield Prep serves all students, including those with IEPs and 504s and are printed in English and Spanish.

Activity 2: Mailings. Prior to the lottery, we will send out mailings in English, Spanish and other prevalent languages in the district (this year, we will add 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 families[5], we will seek to build relationships with, and attend meetings of, community organizations that serve the immigrant population in Springfield.

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[5] 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 <u>each</u> demographic group.

Special education students/students with disabilities

	(b) 2016-2017 Strategies
	☒ 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).
	(c) 2017-2018 Additional Strategy(ies), if needed
	Did not meet GNT/CI: additional and/or enhanced strategies needed.

Limited English-proficient students/English learners

	(b) 2016-2017 Strategies
	☒ 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 *El Pueblo Latino*, 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.

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[6] 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.

	2017-2018 Additional Strategy(ies), if needed
	Did not meet GNT/CI: additional and/or enhanced strategies below:
	All promotional
	• 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)	

	2016-2017 Strategies
	☒ Met GNT/CI: no enhanced/additional strategies needed
	• 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.
	2017-2018 Additional Strategy(ies), if needed
	Did not meet GNT/CI: additional and/or enhanced strategies below.
Students who are sub-proficient	• 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.
Students at risk of dropping out of school	**2016-2017 Strategies**
	• 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.
	2017-2018 Additional Strategy(ies), if needed

	• In 2017-18, 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>	**2016-2017 Strategies** • In 2016-17, the Springfield Preparatory Charter School did not have any students who had dropped out of school.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	**2016-2017 Strategies** • We advertise in the *Reminder* and *El Pueblo Latino*, 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. **2017-2018 Additional Strategies** • We will distribute marketing materials in Somali, as well as English and Spanish to reach this additional subgroup of the population of Springfield.

Please provide a brief narrative report on implementation of retention strategies from last year's plan.
2016-2017 Implementation Summary: During our second school year, we successfully implemented the strategies outlined in our Recruitment and Retention Plan and exceeded our goal of maintaining an annual attrition rate that is lower than the statewide average of 8.5%. We believe that we are able to retain such a high percentage of our students for three primary reasons: (1) we ran a high quality educational program and parents had very high satisfaction rates for this program; (2) through numerous school events and day-to-day communication, we built strong relationships with families and were able to be responsive to their needs; and (3) we ran a responsive educational program that met our students' educational and social needs.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	91.5%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
	(b) 2016-2017 Strategies ☒ Below third quartile: no enhanced/additional strategies needed • Ensure that special education students are achieving at a consistently high level. • Provide special education students with a full range of specialized services necessary to help these students succeed. • Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom. • Ensure that families of special education students see that we will never lower expectations for their children due to a disability, and will work strategically and relentlessly to ensure their child's success. • Provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through report card conferences, the Special

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

	Education Parent Advisory Council, and Annual Parent Survey.
	(c) 2017-2018 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below.

Limited English-proficient students/English learners	
	(b) 2016-2017 Strategies ☒ Below third quartile: no enhanced/additional strategies needed • Provide a high-quality ESL program to ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically. • Offer a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups. • Ensure that in addition to ESL requirements, LEP students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom. Provide parents/guardians of LEP students avenues to provide feedback and express any concerns they have through report card conferences and Annual Parent Survey.
	(c) 2017-2018 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. ☐ No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
	(b) 2016-2017 Strategies ☒ Below median and third quartile: no enhanced/additional strategies needed • Assist in providing all school-related materials that may add to the expense of a child's education (e.g., shoes that conform with the uniform policy). • Offer a comprehensive Student Supports program that is staffed to provide services for the needs of our student population (e.g., a Dean, counselor, and behavior consultant to assist with social and emotional needs, and a speech and language therapist to provide language development support).

	• Maintain a small-school environment with a "warm/strict" school culture that offers close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations.
	• Assist in coordinating referrals to outside social service providers to offer additional supports to our students and their families.
	Maintain frequent daily communication with parents about their children's development.
	(c) 2017-2018 Additional Strategy(ies), if needed
	☐ Above third quartile: additional and/or enhanced strategies described below.
Students who are sub-proficient	**(d) 2016-2017 Strategies**
	• Use our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms.
	• Provide additional small group and individual support, through our Teaching Fellows and Student Supports teachers, for students who enter behind grade level and/or struggle to make academic progress provide small group and individual support.
	• Through our Student Supports Team (the Head of School, Director of Curriculum & Instruction, Student Supports Coordinator, Special Education Teacher, and Behavior Consultant) develop support plans to ensure that students who are struggling in our program are given the supports they need to succeed.
	• Through our Child Study Team, review assessment and observation data and determine which students are struggling academically and/or behaviorally and would benefit from interventions.
	• Provide additional school days and/or targeted tutoring offered to the lowest performing students during school breaks and/or summer vacation through partnerships with programs such as the Elms College Summer Reading program.
	• Communicate frequently (at least monthly progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children.
Students at risk of dropping out of school	**2016-2017 Strategies**
	• In 2016-17, Springfield Prep did not have any students identified as at risk of dropping out of school.
	• In 2017-18, if Springfield Prep does have any students identified as at risk of dropping out of school, the School

	will employ additional family engagement strategies, including holding additional meetings and communicate via Class Dojo, text, email and phone with the family regularly regarding attendance to develop strong family connections.
<u>Students who have dropped out of school</u>	**(d) 2016-2017 Strategies** • In 2016-17, Springfield Prep did not have any students who had dropped out of school.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	**(d) 2016-2017 Strategies** • We monitor achievement rates of African American and Latinos to ensure that they are at least commensurate with achievement rates of other demographic groups at Springfield Prep.

Appendix C: School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	38	23.5%
Asian	2	1.2%
Hispanic	107	66%
Native American	0	0%
White	8	4.9%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	7	4.3%
Special education	23	14.2%
Limited English proficient	42	25.9%
Economically Disadvantaged	115	71%

ADMINISTRATIVE ROSTER FOR THE 2016-17 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Bill Spirer, Head of School	Responsible for overall leadership and all organizational performance.	7/1/14	NA
Wendy Soref, Director of Curriculum & Instruction	Responsible for the school's curriculum and instruction.	7/6/15	NA
Meghan Wagner, Director of Finance & Operations	Responsible for financial leadership and all school operations.	7/11/16	NA

TEACHERS AND STAFF ATTRITION FOR THE 2016-17 SCHOOL YEAR				
	Number as of the last day of the 2016-17 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	17	0	2	Geographic relocation: 2
Other Staff	8	1	0	Personal reasons: 1

Narrative of Teacher Attrition:

The Springfield Prep accountability plan indicates that SPSC will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation. At the end of the 2016-17 school year, two Springfield Prep teachers left the school for the purpose of geographic re-location; all other teachers are remaining. Therefore, Springfield Prep retained 88% of teachers from one school year to the next overall, or 100% when excluding the two who left for the purposes of geographic location.

BOARD MEMBERS FOR THE 2016-17 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
John Brown	Trustee	Finance; Facility Task Force	2	3/5/14-6/30/20
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
Robin Olejarz	Treasurer	Finance	2	3/5/14-6/30/18
Bill Spirer	Ex Oficio (non-voting)	All	NA	3/5/14-present
Tricia Walker	Trustee	Finance	2	1/7/15-6/30/20
Danielle 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
Springfield Prep began this year, its first, in the facility listed below. It will remain in this location for one more year, through July 2018.

Location	Dates of Occupancy
370 Pine St., Springfield, MA	August 20, 2015 (Certificate of Occupancy) August 25, 2015 (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 2017-17 school year.

Action	Date(s)
Student Application Deadline	February 23, 2018
Lottery	March 9, 2018