



Pioneer Valley Performing Arts Charter School

Summary of Review

December 2010

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Pioneer Valley Performing Arts Charter School
15 Mulligan Drive
South Hadley, MA 01075

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I. Sources of Evidence for this Document

The charter school regulations state that “[t]he decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school’s academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter” 603 CMR 1.12(3). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the Massachusetts Charter School Common School Performance Criteria and the school’s accountability plan. The evaluation of the school has included a review of the following sources of evidence, all of which are available from the Charter School Office:

- the application for renewal submitted by the school,
- the school’s annual reports for the term of the charter,
- site visit reports generated by the Charter School Office in the twelfth and thirteenth years of the school’s charter,
- independent financial audits,
- Coordinated Program Review reports,
- the year five Renewal Inspection Report and Federal Programs Renewal Inspection Report, and
- other documentation, including amendments to the school’s charter.

The following sections present a summary from all of these sources regarding the school’s progress and success in raising student achievement, establishing a viable organization, and fulfilling the terms of its charter.

II. Summary of Review Findings

Listed below are the findings contained in the review of the school’s performance in the three areas of accountability. Further evidence to support each finding can be found in the body of the report.

A. Faithfulness to Charter Findings

Throughout the current charter term, PVPA has operated in a manner consistent with its mission and vision. The school is effectively implementing elements of its academic and arts program.

School stakeholders are refining the school’s program, in order to better define the arts and academic elements of the mission.

The school is in the process of a significant change in leadership and administrative structure. There is an effective interim leadership structure in place; the board is looking to clarify a permanent future structure over the course of this school year.

B. Academic Program Findings

Student MCAS performance has remained steady over the term of the charter. Student performance on English language arts (ELA) assessments has been stronger than mathematics.

Throughout the charter term, in the aggregate and subgroups, PVPA sometimes performed at a statistically significantly higher than the sending district in ELA. The sending district often performed at a statistically significantly higher level than PVPA in mathematics.

PVPA made AYP for ELA in 2010. The school made AYP in the aggregate for mathematics, but not in subgroups.

Throughout the charter term, PVPA has sought to evaluate and refine its internal assessment system. The school has not yet determined a clear and consistent system for communicating student achievement to students and parents. PVPA students have demonstrated proficiency on internal measures of student achievement.

PVPA is in the process of fully documenting its curriculum. The curriculum for the newly integrated seventh and eighth grade middle school classes is under development; curricular materials for other grade levels are well documented. Teachers have the freedom to develop courses to fit student interest, if they align with school scope and sequence documents.

PVPA provides services to all students in need of special education services, as indicated on students' Individual Education Plans (IEPs).

PVPA's child study team (CST) does not document intervention strategies or track the effectiveness of intervention strategies in addressing student needs. Focus group interviews indicated that additional professional development is needed to support instructional staff in their responsibilities in regard to diverse learners.

Delays in obtaining student records for students with disabilities from their former school districts may cause a delay in the onset of special education services.

Procedures are in place to assess and identify students who may potentially be limited English proficient as reported by the school's home language survey.

A program of sheltered English immersion (SEI) is not available at PVPA.

MCAS results are examined by the school leaders and used to inform curricular adjustments and programmatic changes.

The school has an informal system of curriculum review and revision, but efforts are being made to formalize this process.

PVPA's classroom and school environment is orderly. The school is characterized by respectful behaviors between students and teachers, as well as a supportive learning environment.

Classroom work is characterized by a high level of student engagement, multiple modalities of instruction, integration of the arts and academics, and demand for higher-order thinking.

The school lacks a formal, consistent system for teacher evaluation. Teacher observation and feedback varies by department; the school is creating a process to strengthen and systematize the process of teacher observation, feedback and evaluation.

The school has improved its professional development and teacher collaboration opportunities over the past two years.

C. Organizational Viability Findings

The school has received unqualified audit opinions during the charter term, has a systematic budgeting process, and clear system of fiscal controls.

Throughout the charter term, the board of trustees has sought to clarify its role and structure and has worked to improve communication with school stakeholders.

The board's approach to program evaluation and planning is inclusive. However, the board has not developed a systematic, data-driven approach to school oversight.

School stakeholders report that the interim leadership team has led the school through a significant change in school leadership in a calm and productive manner.

Throughout the charter term, the board has not developed systems or tools to evaluate the performance of school leaders in a timely manner.

The school lacks a formal system of program evaluation.

Throughout the charter term, students and parents have reported high levels of satisfaction with the school.

PVPA has established a physically safe and orderly school environment. Students and parents noted that the school has created an environment that is free from harassment and discrimination and effectively addresses the emotional health of its students.

The school facility meets the basic needs of the program, but stakeholders report a compelling need for additional space.

PVPA is in compliance with the requirements of the CPR.

PVPA's educational program is fully accessible to individuals with disabilities.

One hundred percent of the teaching staff are highly qualified.

The school has made limited efforts to disseminate best practices.

D. Accountability Plan Objectives and Measures

PVPA has met the majority of measures in its accountability plan related to faithfulness to charter.

PVPA has met a majority of the measures in its accountability plan related to academic achievement

PVPA has met all of its measures in its accountability plan related to organizational viability.

III. School Profile

<i>Pioneer Valley Performing Arts Charter School (PVPA)</i>			
Type of Charter	Commonwealth	Location	South Hadley
Regional/Non-Regional	Regional	Districts in Region	51 ¹
Year Opened	1996	Year Renewed	2001, 2006
Maximum Enrollment	400	Current Enrollment²	410
Students on Waitlist³	167	Grades Served	7-12

Mission Statement

“PVPA Charter Public School offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum. The goal of PVPA is to provide students with a supportive and challenging environment that is responsive to multiple learning styles, emphasizes learning through the arts, and integrates creative and critical thinking throughout the curriculum.”

Major Amendments

No major amendments were requested or received during the charter term.

Demographics

The following table compares demographic data of the charter school to the 51 districts from which it draws most of its students, and to the state. The comparison includes 87 schools in the district with grade levels that overlap with the charter school.

- Comparison Minimum refers to the school(s) among the 87 schools with the lowest percentage of students in a given category.
- Comparison Median refers to the school(s) among the 87 schools with the middle percentage of students in a given category.
- Comparison Maximum refers to the school(s) among the 87 schools with the highest percentage of students in a given category.
- The Comparison Total represents the percentage of the total number of students in a given category in all 87 schools combined.

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

² As reported by the school at the time of the renewal inspection visit.

³ As reported by the school at the time of the renewal inspection visit.

Race/Ethnicity (%)		African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi-Race, Non-Hispanic
Pioneer Valley Performing Arts Charter Public School		5.9%	2.0%	9.0%	77.3%	0.2%	0.0%	5.6%
(87 Schools)	Comparison Minimum	0.0%	0.0%	0.8%	3.6%	0.0%	0.0%	0.0%
	Comparison Median	2.5%	1.4%	7.0%	86.4%	0.0%	0.0%	1.4%
	Comparison Maximum	32.1%	9.1%	94.2%	97.1%	1.4%	1.1%	10.3%
	Comparison Total	9.2%	2.0%	29.3%	57.3%	0.2%	0.1%	2.0%
	State	8.2%	5.3%	14.8%	69.1%	0.3%	0.1%	2.2%

Other Demographics (%)		Males	Females	First Language Not English	Limited English Proficient	Special Education	Low-Income
Pioneer Valley Performing Arts Charter Public School		41.0%	59.0%	0.2%	0.2%	15.6%	14.4%
(87 Schools)	Comparison Minimum	44.7%	16.3%	0.0%	0.0%	8.7%	3.1%
	Comparison Median	51.2%	48.8%	5.4%	1.2%	18.0%	33.3%
	Comparison Maximum	83.7%	55.3%	71.6%	44.1%	100.0%	93.9%
	Comparison Total	51.1%	48.9%	17.2%	6.9%	20.2%	47.4%
	State	51.3%	48.7%	15.6%	6.2%	17.0%	32.9%

IV. Areas of Accountability

A. Faithfulness to Charter

ESE Charter School Performance Criteria: Consistency of school operations with the school's charter and approved charter amendments

The school operates in a manner consistent with the mission, vision, educational philosophy and governance and leadership structure outlined in the school's charter and approved charter amendments.

Finding: Throughout the current charter term, PVPA has operated in a manner consistent with its mission and vision. The school is effectively implementing elements of its academic and arts program.

Throughout the charter term, school stakeholders (students, parents, board members, teachers, and administrators) all identified exposure to the arts and a rigorous college preparatory program as key elements of PVPA's mission. In addition, stakeholders emphasized that attention to multiple learning styles, a supportive environment for all students, and integration of the arts into academic classes were critical elements of the school's mission.

Observations made by site visitors confirmed that PVPA is operating in a manner consistent with stakeholder reports and that the school's program offers a clear, dual focus on both arts and academics. PVPA operates on an extended-day and an extended block schedule. School begins at 8:30 a.m. and ends at 4:15 p.m. Student requirements include a strong emphasis in the arts (at least two full courses each semester and, in some cases, more), as well as a full academic schedule. There are robust course offerings in four arts departments: music, dance, theater, and visual arts and technical theater, as well as the academic departments (mathematics, science, English language arts, social studies/history and world language). High school students are required to select an arts "concentration" and take a larger portion of arts classes in that genre. A complete college preparatory program is required, with attention to the diversity of learning styles and skill levels in each grade. Within each course students are offered the option for honors level or advanced level work. Students are also supported with a wide array of academic support options, from study hall to remedial instruction classes. Site visitors have also noted that the school's instructional model is consistent to its mission: multiple learning styles, arts integration, and critical thinking are emphasized throughout the curriculum.

Finding: School stakeholders are refining the school's program, in order to better define the arts and academic elements of the mission.

The school is in the process of refining its mission; specifically, the school is striving to better define what it means by "intensive exposure to the arts" and "an excellent college preparatory curriculum." During the renewal inspection site visit, stakeholders in focus groups referred to an ongoing, lively discussion about the meaning of the terms in the mission. In 2008, an arts task force was created and in 2009, they released an extensive set of recommendations to define expectations for the arts program. Several of these recommendations have already been implemented. The school now has leveled arts courses to allow for further skill development, and has established requirements that expose 7th and 8th grade students to all performing arts genres. As for the debate over the meaning of the term "college preparatory", teachers and administrators noted that the school is wrestling with the need to prepare some students for success at top-level colleges, while supporting students whose primary interest is a career in the

arts, and providing remedial academic classes for students with skill deficits. While PVPA does not offer Advanced Placement (AP) courses, students can request to pursue an AP subject study. Stakeholders stated that some years, this request has been accommodated. Additionally, the school instituted a remedial math class during the charter term. Stakeholders stated that these discussions provide “useful” tension within the program that help the school further examine its practices and course offerings.

Finding: The school is in the process of a significant change in leadership and administrative structure. There is an effective interim leadership structure in place; the board is looking to clarify a permanent future structure over the course of this school year.

At the beginning of the current charter term (the 2006-07 school year), the school’s leadership consisted of a director of administration and a director of education, both of whom were co-founders of the school. In 2007, the director of education departed; the remaining co-founder assumed the position of executive director, and a director of curriculum and instruction was hired. These directors both reported to the board of trustees and were assisted by a business manager, a dean of academic affairs, and an assistant administrative director. At the end of last year, both the executive director and the director of curriculum and instruction (the two primary school leaders) left the school.

The board has put an interim leadership team in place for the 2010-11 school year, comprised of three administrators with clearly delineated roles. The current interim leadership team includes the chief financial officer (formerly business manager), administrative director (formerly the assistant administrative director), and director of teaching and learning (formerly the dean of academic affairs). Based on extensive interviews with the leadership team, the board and all stakeholders, it appears that the interim team has the full support of the faculty to lead the school. Faculty and administrators reported a sense of calm and orderliness beginning this year, in contrast to the last year that was marked by a sense of change and uncertainty.

The board is in the process of establishing and evaluating the interim administrative structure. Each of the three administrators attends board meetings and reports to the board on a particular area of responsibility. Each administrator has a person on the board who acts as his or her supervisor, although this is an informal relationship; there is no current tool for evaluating the three administrators. The board reported that they hope to establish a permanent leadership structure and leaders by the end of the current academic year.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the faithfulness to charter objectives and measures set forth in its accountability plan.

Finding: PVPA has met the majority of measures in its accountability plan related to faithfulness to charter.

A charter school creates an accountability plan to set objectives in each of the three areas of charter school accountability for the charter term and to show growth through time. PVPA has reported against an accountability plan that was approved in August of 2007. The accountability

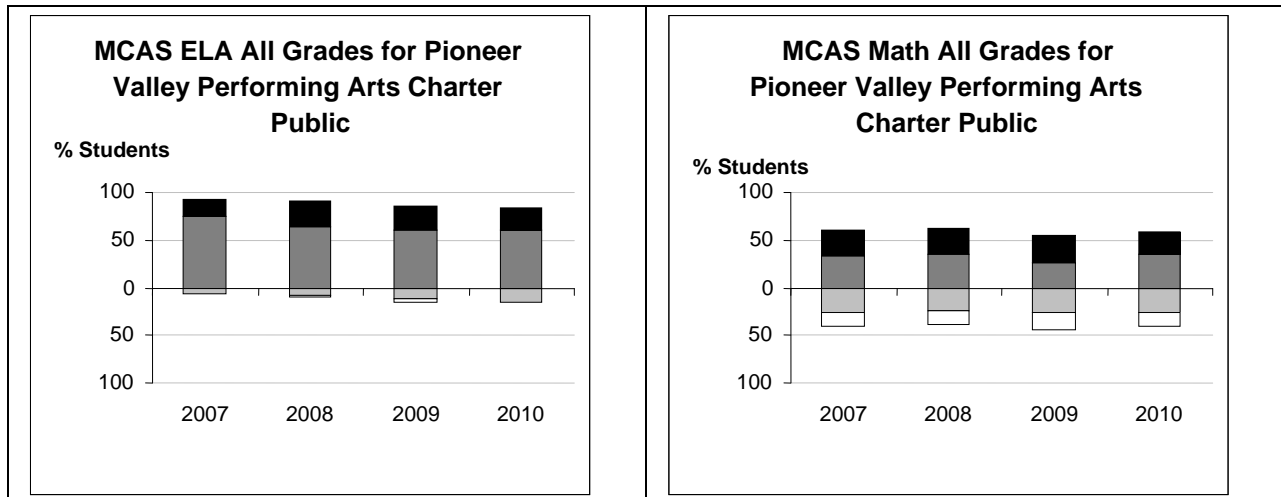
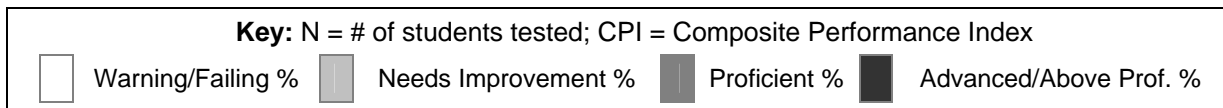
plan includes four objectives and eight measures related to faithfulness to charter. PVPA met five and did not meet one measure. Two measures could not be assessed because the school gathered insufficient data from which to draw a conclusion. A summary of the school’s success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

B. Academic Program

ESE Charter School Performance Criteria: MCAS performance

Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Accountability System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.

Finding: Student MCAS performance has remained steady over the term of the charter. Student performance on English language arts (ELA) assessments has been stronger than mathematics. During this charter term, PVPA students annually completed the MCAS grades seven, eight, and ten English language arts (ELA) assessments, the grade seven, eight, and ten mathematics assessments, and the grades eight and ten science and technology assessments. The following analyses present MCAS performance data on the tests in ELA and mathematics utilized by the Department for No Child Left Behind (NCLB) accountability purposes. This data also includes the Student Growth Percentile (SGP) which measures how much a student's MCAS performance has improved from one year to the next relative to his or her academic peers: other students statewide with a similar MCAS test score history. Section V summarizes other MCAS performance by grade level and provides data for tests that do not count towards AYP determinations in 2010.



ELA All Grades	2007	2008	2009	2010
% Advanced	19	27	24	23
% Proficient	74	64	61	61

Math All Grades	2007	2008	2009	2010
% Advanced	27	27	29	24
% Proficient	33	35	26	35

% Needs Improvement	7	9	12	15	% Needs Improvement	26	25	26	27
% Warning/Failing	0	1	3	1	% Warning/Failing	14	13	19	14
N	158	160	170	187	N	155	158	171	190
CPI	97.9	97.0	94.0	95.1	CPI	80.6	81.3	76.3	79.5
SGP	-	45.0	37.0	45.0	SGP	-	28.5	35.0	38.0
N for SGP	-	69	141	145	N for SGP	-	70	141	147

District comparisons

Finding: Throughout the charter term, in the aggregate and subgroups, PVPA sometimes performed at a statistically significantly higher than the sending district in ELA. The sending district often performed at a statistically significantly higher level than PVPA in mathematics. The CPI of PVPA has been compared to that of the Amherst-Pelham, the largest sending district, because PVPA is currently in NCLB status: Improvement Year 1 for subgroups in mathematics.

Statistical analyses, two-tailed *t* tests for the equality of means, were performed to determine if any differences in performance between PVPA and Amherst-Pelham students were statistically significant at a 95 percent confidence level. Comparisons were made only if there were at least 40 students tested in a given grade or subgroup.

- Fifteen grade-to-grade and aggregate comparisons were conducted in both ELA and in mathematics.
 - ELA: PVPA performed at a statistically significant higher level than Amherst-Pelham in four instances Amherst-Pelham did not perform at a statistically significant higher level than PVPA. There were no statistically significant differences in performance in the other eleven comparisons.
 - Mathematics: PVPA did not perform at a statistically significant higher level than Amherst-Pelham. Amherst-Pelham performed at a statistically significant higher level than PVPA in eleven instances. There were no statistically significant differences in performance in the other four comparisons.
 - Section VI of this document provides detailed information.
- Ten subgroup grade-to-grade and aggregate comparisons were conducted in ELA and eleven subgroup grade-to-grade and aggregate comparisons were conducted in mathematics.
 - ELA: PVPA performed at a statistically significant higher level than Amherst-Pelham in three instances Amherst-Pelham did not perform at a statistically significant higher level than PVPA. There were no statistically significant differences in performance in the remaining seven comparisons.
 - Mathematics: PVPA did not perform at a statistically significant higher level than Amherst-Pelham. Amherst-Pelham performed at a statistically significant higher level than PVPA in eight instances. There were no statistically significant differences in performance in the remaining three comparisons.
 - Section VI of this document provides detailed information.

ESE Charter School Performance Criteria: Adequate Yearly Progress

The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. The school is not identified for accountability purposes (not designated as in Needs Improvement, Corrective Action, or Restructuring).

Finding: PVPA made AYP for ELA in 2010. The school made AYP in the aggregate for mathematics, but not in subgroups.

- In 2009, the school did not make AYP in the aggregate, or for subgroups, in mathematics.
- In 2010, the school did not make AYP for subgroups in mathematics.
- PVPA has a status of “Improvement Year 1” for subgroups in mathematics under NCLB.
- In all other years, 2003-2008, PVPA made AYP for each category.
- For 2010, the school’s performance rating is “Very High” for ELA and “High” for mathematics.
- The school’s improvement rating was “Met NCLB Goal” for ELA and “On Target” for mathematics in 2010.
- The AYP summary in Section VI includes full details.

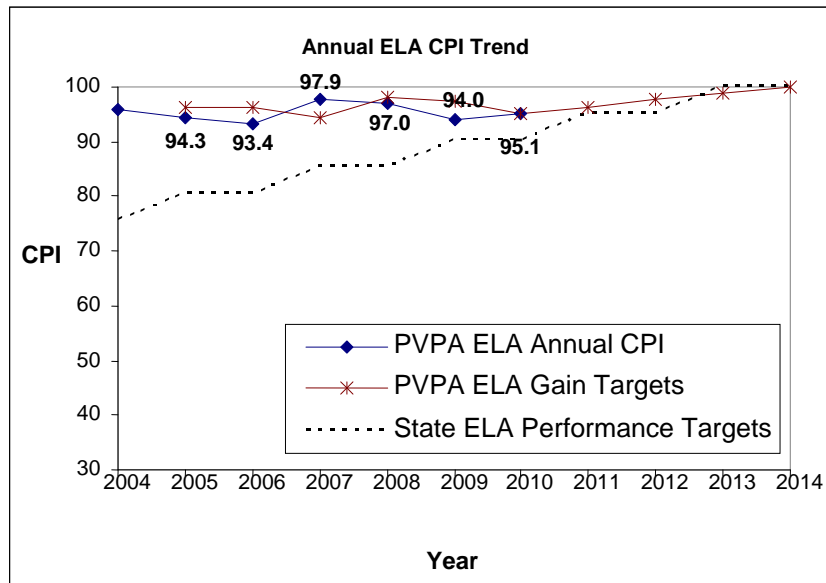
Adequate Yearly Progress History										NCLB Accountability Status
	2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Improvement Year 1 - Subgroups
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	No	

Meeting state targets

PVPA’s performance on ELA exams between 2007 and 2010 has exceeded state CPI performance targets each year.

Meeting school improvement targets

PVPA met, or nearly met, its own improvement targets in ELA in 2007 and 2010. The school did not meet its improvement targets in 2008 or 2009.

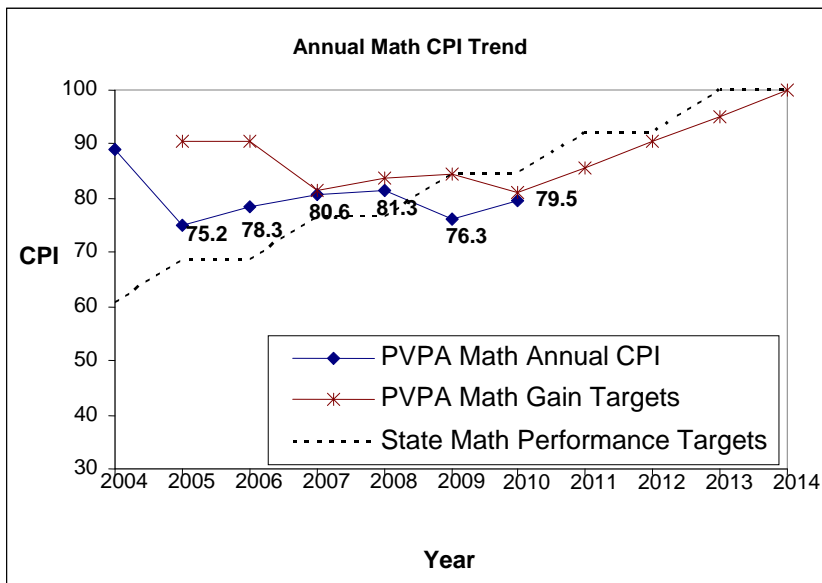


Meeting state targets

PVPA's performance on math exams between 2007 and 2010 exceeded state CPI performance targets in 2007 and 2008. The school's performance was below state targets in 2009 and 2010.

Meeting school improvement targets

PVPA did not meet its own improvement targets in math in any year between 2007 and 2010.



ESE Charter School Performance Criteria: Internal measures of student achievement

Student performance is strong and demonstrates improvement on internally-developed assessments of academic achievement.

Finding: Throughout the charter term, PVPA has sought to evaluate and refine its internal assessment system. The school has not yet determined a clear and consistent system for communicating student achievement to students and parents. PVPA students have demonstrated proficiency on internal measures of student achievement.

Throughout the charter term, PVPA teachers have used a grading system based on mastery – that is, all students are expected to master the material before receiving credit. Currently, the school awards credit on four levels: full, advanced, mastery, or honors credit, which are approximately equivalent to work at a B, B+, A, and A+ level, respectively. Another category, called Basic credit, has also been added, representing C level work, but is given only occasionally and must be approved by the department director. Students are expected to revise assignments until they can demonstrate mastery of each concept or skill. In many cases, they are given multiple avenues for demonstrating mastery, including choices of how to present their understanding (e.g., poem, essay, performance) and, if they need it, they are encouraged to ask for help.

During her tenure, the former director of curriculum and instruction initiated a school-wide focus on the clarification of the grading system. An outside consultant facilitated the conversation among the entire faculty during monthly meetings. The current director of teaching and learning has continued to support this conversation by retaining the same consultant and continuing to devote time every month to the topic. However, faculty and administrators emphasized that they have not yet reached consensus on how to simplify and improve the grading system. Multiple pilot projects designed to shed more light on the issue are underway, but an administrator explained that it was too early to see the results of this ongoing conversation in classroom practice.

One of PVPA's academic accountability plan measure's sets a goal that 80 percent of students in each academic discipline will earn full, advanced, mastery, or honors credit in all academic courses required. Renewal inspection team members confirmed that 98 percent of PVPA students met this measure during the 2009-10 school year.

ESE Charter School Performance Criteria: Curriculum

The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.

Finding: PVPA is in the process of fully documenting its curriculum. The curriculum for the newly integrated seventh and eighth grade middle school classes is under development; curricular materials for other grade levels are well documented. Teachers have the freedom to develop courses to fit student interest, if they align with school scope and sequence documents. Throughout the charter term, PVPA documents through scope and sequence and course expectation documents. These documents detail the essential knowledge and skills covered in each subject and for each grade. The scope and sequence documents are aligned with the Massachusetts curricular frameworks (MCF), and in the case of arts and world languages, to national standards. At the beginning of each semester, teachers create one-to-two-page course expectations for students that outline the general topics, assessment methods, major homework assignments, and criteria for earning honors. These vary in format; some are very specific in regard to assignments and learning targets, others very general.

During the 2008-09 school year, PVPA piloted a multi-grade (seven and eight), interdisciplinary classroom design for two middle school classrooms. These two classrooms operated independently of the other middle school classes and were designed to provide students with an integrated, project based approach to the curriculum. During the 2010-11 school year, all middle school students now participate in this model. The entire middle school teaching team develops and uses the same curriculum. The renewal inspection team found that this curriculum is currently under development and is happening collaboratively, with the approval and oversight by the academic department directors.

While instructional planning at PVPA is guided by each department's scope and sequence document, teacher and student interest often determine the focus of each course. Department directors (department heads) oversee course creation and ensure that courses meet the necessary learning goals in the scope and sequence documents, MCAS requirements, and school requirements for graduation. Teachers have taught courses that grew out of their own interests – the history of Rome; Godel, Escher, Bach – a course based on the book by the same name; and historical playwriting. Department directors and teachers also noted that courses often originate from student interest; they cited examples such as AP calculus, advanced physics, and advanced dance classes, which were added based on requests from students. New courses, or changes, are documented by the teacher and approved by the department director before they are offered in the course catalogue.

ESE Charter School Performance Criteria: Diverse learners

The school provides services for all students, including English language learners and those with disabilities and/or special education needs, as required by law. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.

Finding: PVPA provides services to all students in need of special education services, as indicated on students' Individual Education Plans (IEPs).

Approximately 16 percent of the student population receives special education services. The special education program at PVPA is referred to as "academic support." PVPA has available a full continuum of special education placements with an emphasis on inclusion of students with disabilities within the general education classrooms. Two academic support centers function as resource rooms which are continually staffed by special education teachers and apprentice teachers. The school's special education staff includes three highly qualified special education teachers. The special education administrator has extensive experience and works 30 hours per week overseeing the special education program and service delivery at the school, chairing team meetings, and ensuring compliance with legal and administrative requirements. PVPA employs four apprentice special education teachers who provide both inclusion and pull-out support services to students with disabilities and are supervised by the program's three full-time academic support staff.

The program's related services are provided as required by students' IEPs or Section 504 plans. A small number of students receive counseling services, speech and language therapy, vision services, vision/mobility services, and occupational therapy. An exceptionally high number of students are provided with assistive technologies. PVPA provides a total of 89 students with audio books, access to word processing, calculators, text or speech recognition software, a Braille, or visual supports. A small number of homeless students receive transportation daily in a van provided by the school.

Irrespective of grade level, students with disabilities observed by the renewal team received all the services specified in their Individual Education Plans (IEPs) for the time periods observed. Classrooms observed all included extensive opportunities for student participation either through discussion or in groups. Non-restrictive classroom environments allowed students to eat, drink and move about in class. Academic support was provided to students in the form of accommodations such as preferential seating or the teacher checking in with the student to ensure understanding. In the majority of classrooms observed, apprentice teachers assisted individual students and small groups of students by providing additional instruction, scribing class notes, or supporting students' organizational skills such as writing down their homework assignments and assisting them in organizing their class materials.

Finding: PVPA's child study team (CST) does not document intervention strategies or track the effectiveness of intervention strategies in addressing student needs. Focus group interviews indicated that additional professional development is needed to support instructional staff in their responsibilities in regard to diverse learners.

Although efforts are made to accommodate diverse learners within the general curriculum, the school lacks procedures to document these efforts through the CST process. Subsequent to referring a student to the CST, the team does not provide the referring teacher with recommended intervention strategies to implement for a trial period. Instead, the CST considers whether or not to request parental consent for a special education evaluation. Instructional staff

indicated in interviews that additional training and professional development would assist their efforts in addressing the needs of the diverse learners in their classes. Teachers stated that a number of the students with disabilities required a high level of services due to their sensory and emotional impairments.

Finding: Delays in obtaining student records for students with disabilities from their former school districts may cause a delay in the onset of special education services.

Interviews with administrators indicated that in some cases special education services have delayed due to not receiving student records including IEPs from the former school district. In one example, administrators stated that a parent reported that their newly enrolled child had an IEP. However, the student did not receive special education services for almost a full school year following the failure of the student's previous district to produce the student's IEP.

Finding: Procedures are in place to assess and identify students who may potentially be limited English proficient as reported by the school's home language survey.

Students who enroll at PVPA are identified for as potential ELLs through the school's home language survey. Students and families who identify themselves as speaking a language other than English at home, or have not been previously determined to be English language proficient in their former school district, are then assessed using the Woodcock-Munoz test of English proficiency. ELL students are reassessed annually using the Massachusetts English Proficiency Assessment (MEPA) in reading and writing and the Massachusetts English Language Assessment-Oral (MELA-O) in listening and speaking.

The school reports there is one ELL student currently enrolled. The student's MEPA tests indicate a performance of Level 4, or nearly fluent in English. The student is presently declining to accept English language support services, but has neither tested out of the program by scoring a proficient on the MEPA, nor have the student's parent's "opted-out" of ELL services.

Finding: A program of sheltered English immersion (SEI) is not available at PVPA.

The school reports that it plans to have two teachers become ESL licensed, but no explicit plan has been developed through which staff would receive Category training in the four required areas in order that sheltered English immersion could be made available to ELL students as needed. At the time of the review, SEI training for staff has not been done except for a single staff who has been trained in Category 3: Assessment of Speaking and Listening (MELA-O).

ESE Charter School Performance Criteria: Program evaluation and planning

The school regularly and systematically reviews the quality and effectiveness of the academic program and modifies the program accordingly. Teachers and school leaders use qualitative and quantitative evidence to inform, guide, and improve instructional planning and practice.

Finding: MCAS results are examined by the school leaders and used to inform curricular adjustments and programmatic changes

The school relies on MCAS as its only standardized assessment of student performance. Results are examined and analyzed in several ways by the director of teaching and learning. For example, MCAS results were disaggregated by number of years at the school, race, and inclusion in the pilot middle school grade integration project, to determine whether any of those variables affected scores. Analyses are then used to inform curricular adjustments. For example, middle

school mathematics teachers instituted a skill-building component of the curriculum this year, with attention to individual areas of weakness as determined by MCAS results. The director of teaching and learning also relied on MCAS results as one measure of the success of the integrated middle school program. Higher results last year for students in the integrated pilot program (as opposed to the group in separate grades and subjects) were used as one of the sources of evidence that the program was benefiting students, and confirmed the decision to expand the program to all middle school students this year. In addition, department directors reported that, to determine areas of strength and weaknesses in the curriculum, they routinely analyze item-by-item MCAS results.

Finding: The school has an informal system of curriculum review and revision, but efforts are being made to formalize this process.

The school is in the process of creating a regular system for curricular revision. Each department follows a different schedule for curricular review. Department directors explained that in many cases, review is continuous, referring to the school's culture of revision as a guiding philosophy. According to faculty, teachers and department directors meet regularly during collaborative time to discuss what is going well and what needs to be adjusted. Administrators explained that the school is in the process of establishing a regular, five-year cycle of curricular review and approval, so that the board can approve any major adjustments made by department directors

ESE Charter School Performance Criteria: Classroom and school environment

The classroom and school environment is orderly, supports the goal of student understanding and mastery of skills, and is consistent with the school's mission.

Finding: PVPA's classroom and school environment is orderly. The school is characterized by respectful behaviors between students and teachers, as well as a supportive learning environment.

Throughout the charter term, site visitors have found PVPA's environment to be orderly, yet informal. During the three-day site visit, the renewal inspection team observed a consistently respectful and friendly tone throughout the school. For example, in nearly all classrooms observed there was partial or consistent evidence of clear routines and respectful behaviors. Student norms are posted in many classrooms; students in focus groups explained that they are involved in the creating and modification of the student code of conduct at the beginning of each year. Additionally, students and teachers address each other by their first names and often exchange high fives, hugs, or other friendly greetings in the halls.

PVPA also provides a supportive atmosphere for individual differences and student needs. In focus groups, parents noted cases of children who were bullied at other schools but who thrived at PVPA. Other parents echoed the idea that the school supports the emotional well-being of the students. Additionally, the team observed numerous examples of students who were able to take intellectual or performance risks in a supportive atmosphere. For example, students were observed reading their own poetry in front of the class, dancing in front of peers, sharing personal essays, and singing songs they had just made up for an assignment in an ELA class. In a focus group, students stated that they were not afraid to share their opinions in class. These norms of mutual respect are reinforced consistently but gently. Teachers and students were seen to remind other students of the school's expected norms.

ESE Charter School Performance Criteria: Instruction

School-wide instructional practice is aligned with the school design, instructional expectations, and the curriculum. Instruction is effectively delivered and conveys clear expectations to students. The use of classroom time maximized meaningful student learning. Students are actively engaged in learning.

Finding: Classroom work is characterized by a high level of student engagement, multiple modalities of instruction, integration of the arts and academics, and demand for higher-order thinking.

Throughout the charter term, site visitors have found, for the most part, that instructional practice aligns with PVPA's school design, instructional expectations, and curriculum. During the renewal inspection visit, renewal inspection team members observed that instruction was characterized by the following elements:

Student engagement: In 33 class observations students showed strong evidence of engagement in the majority of classes. While the atmosphere in many classes was informal (e.g., students snacking, chatting, or listening to music on MP3 players), these behaviors did not appear to interfere substantially with student engagement. When asked to work in pairs or small groups, students generally engaged in sustained conversation about the topic being studied. Additionally, the team observed that in large group discussions, there was a high degree of student-to-student talk, as well as teacher-to-student talk, about the material. Small class size supports the high level of student engagement. The median class size of classes observed was 14, with a range between five and 19 students.

Multiple modalities: The team observed that most classes at PVPA incorporate a range of instructional modalities (e.g., visual, auditory, kinesthetic) and groupings (whole group, pairs, small groups, individual work). Approximately half of classes included the use of three or more modalities. For example, students in an algebra class were asked to use their bodies to describe slope; in another class, they found points on a life-size coordinate plane made of yarn. Students in a music class used hand gestures to remember musical notation symbols, and students in a French class remembered adjectives by making up dance movements to represent them. Students appeared to be adept at working with various multiple intelligences when studying and were encouraged to use whatever method worked best for them. In a poetry class, when students were asked to create their own poetry form, one student worked out a mathematical representation of his form.

Integration of arts and academics: Many classes at PVPA include integration of arts and academics. Although the team did not specifically tally the number of instances in which this occurred, each team member observed at least one instance of this integration. For example, students in a Latin American history class were asked to use two art forms to create a celebration of the conquest of the Aztec empire by Cortez. In some cases, this integration was facilitated by the collaboration of an art and academic teacher. The team observed a history class in which students worked with the dance teacher to create dances representing different forms of government. In a teacher focus group, a theater teacher spoke of assisting teachers with student presentations of historical or literary characters. A world language teacher mentioned that she was soliciting help from a visual arts teacher for a course on the architecture of ancient Islam; a mathematics teacher was working with a poetry teacher to illustrate the concept of balance.

Higher order thinking: Students were asked to use higher-order thinking skills in a majority of classes observed by the team. In one class, students were asked to take and defend two different points of view about the Boston Tea Party by using evidence from the reading. In another class, students in American History had to analyze student-created dances to figure out which forms of government they represented. Evidence of the demand for higher order thinking skills – analysis, logical deduction, evaluation, or reasoned defense of an argument – spanned both academic and arts classes. In a theater class, the teacher repeatedly stopped the reading of the play to ask students to think through different interpretations of their characters, incorporating what they know about the setting (17th century France) to imagine what the characters were experiencing (Tartuffe). In a music class, pairs of students were asked to interpret a poem through the use of song; the class then analyzed the use of harmony in each piece after it was performed.

ESE Charter School Performance Criteria: Professional Climate

Teachers are provided with feedback, guidance, professional development, and opportunities for collaboration that lead to improved instructional practice and student achievement. The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers, and staff.

Finding: The school lacks a formal, consistent system for teacher evaluation. Teacher observation and feedback varies by department; the school is creating a process to strengthen and systematize the process of teacher observation, feedback and evaluation.

During the year thirteen site visit and the renewal inspection, teachers and administrators reported that teacher evaluation varied in format and frequency across the departments. During the renewal inspection visit, some teachers reported that department directors regularly observed them and offered informal feedback. Other teachers had not been informally observed. According to the director of teaching and learning, formal evaluations are on file for all teachers and department directors.

There have been inconsistent reports made about who evaluates teachers. In past years, department directors have reported that they directly observe and evaluate teachers. During the renewal inspection, department directors stated that formal observations and evaluation were a new responsibility for them this year. They stated that previously their role was one of mentor and colleague. The department directors noted, however, that the administration was supporting them with professional development on how to observe and give meaningful feedback; this training has been helpful.

Throughout the charter term, during each site visit, and again during the renewal inspection visit administrators have stated that they are working to refine the teacher evaluation process. Administrators told renewal inspection team members that a written policy regarding the frequency of observations and a standard format for evaluations is meant to be in place by the end of the year. Currently, the school lacks a clear, coherent method of delivering feedback to teachers on their practice.

Finding: The school has improved its professional development and teacher collaboration opportunities over the past two years.

During the school's thirteenth year, the school developed a new schedule that allowed additional common planning time for all academic teachers, as requested by staff members. Every

Wednesday afternoon from 2:00 p.m. to 4:15 p.m. is set aside for faculty collaborative time. The faculty gathers in department meetings, grade-level teams, or as a whole faculty, according to a schedule that is set at the beginning of the year. The time is used to facilitate whole school discussions or offer professional development (four days a year). This year, administrators reported that professional development is planned ahead of time and provides teachers with a workshop in the morning and time to plan in the afternoons.

In addition to all-school professional development, there are multiple initiatives started by one or two teachers that occur during the common planning time. Examples include: examining Habits of Work and Learning (HOWLS) and student learning of course standards; creating learning targets in the middle school integration project; vertical alignment of the ELA curriculum; the creation of an integrated theater/French unit; creating three integrated history/dance units; and the creation of a garden and greenhouse for the school. One group of teachers is using this time to take a year-long Research for Better Teaching class, with a focus on using data in the classroom. Each pilot project is tracked by the director of teaching and learning. Additionally, last year, at the initiative of several new teachers, a critical friends group was formed and continues to meet regularly to examine student work and support each other in their practice.

This year, an effort is underway to include the part-time arts staff in professional development sessions. Currently, during the Wednesday afternoon collaborative meeting times, students engage in arts classes. In focus groups, arts faculty members expressed a strong desire to participate in the meetings; academic faculty echoed their desire to create more time for collaboration. Administrators stated that an attempt is being made to include arts teachers in professional development meetings.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the academic achievement objectives and measures set forth in its accountability plan.

Finding: PVPA has met a majority of the measures in its accountability plan related to academic achievement

PVPA's accountability plan includes two objectives and five measures related to academic achievement. The school met three and did not meet one measure. The school did not collect data to assess the fifth measure, and it cannot be measured. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

C. Organizational Viability

ESE Charter School Performance Criteria: Financial management

The school demonstrates financial solvency, stability, internal controls, and oversight.

Finding: The school has received unqualified audit opinions during the charter term, has a systematic budgeting process, and clear system of fiscal controls.

PVPA received unqualified audit opinions in FY08, FY09, and FY10. The school's budget has been supported by enrollment as evidenced by surpluses since FY08. At the end of FY10, the school held \$2,307,566 in net assets, of which \$2,075,425 was unrestricted (FY10 Audit, p.7).

PVPA receives financial support from its non-profit component unit, the Friends of Pioneer Valley Performing Arts Charter School, Inc. (Friends of PVPA) which was founded in 2003 and whose primary purpose is fundraising. The school building is owned by Friends of PVPA to which the school pays annual rent to satisfy the debt obligation. The remaining debt obligation of approximately \$3.1 million is financed at 4.375 percent.

The renewal inspection team found that all school parties that oversee and manage the school's financial systems – the board of trustees, the CFO, and the interim management team – described and provided evidence that the school has implemented a systematic budgeting process. In the fall, the CFO begins with a review of salary schedule and predicted increases in benefits. Each school department is asked to forecast for the upcoming year. The CFO conservatively predicts revenue for the upcoming year. The board meeting minutes reflected the fact that the school chose to build their 2009 budget model on an assumption of a 0 percent increase in per pupil funding. Once the CFO has established a solid draft, the budget is presented to the finance committee for review. The committee then makes a recommendation to the entire board for full approval in the spring. The 2010 budget was officially approved in June because the committee wanted to wait for accurate Department predictions of revenue.

The renewal inspection team also determined that the school has a clear system of fiscal controls. The CFO presents the finance committee with monthly financial statements; a full report of income statement and balance sheet is presented to the board on a quarterly basis.

ESE Charter School Performance Criteria: Board governance

The members of the board understand their responsibilities and are engaged in oversight of the school's academic progress and financial condition.

Finding: Throughout the charter term, the board of trustees has sought to clarify its role and structure and has worked to improve communication with school stakeholders.

The PVPA board of trustees consists of 16 members. The board consists of community members, staff, parents, students, and administrators. New faculty and student representatives are voted in by the faculty and students, respectively. New community members are screened by the board's governance committee and elected by the board, with attention to the areas of expertise needed on the board. Parent members are chosen by the board after a call for applicants. Administrators, in the past, were voting members; but the current interim leadership team members do not have voting rights. The board has been in the process of revising their bylaws to comply with these recent changes.

During the current charter term, the board has sought to clarify and clearly communicate the roles and responsibilities of the board and administrators to the school community. The board has recently undertaken several efforts to clarify its role as an oversight body. In the 2009-10 school year, the board established a governance committee to monitor goals and strategic plans and provide guidance for long-term planning. The committee performs an annual review of board performance and plans and coordinates a yearly board retreat. In the winter of 2010, the board engaged in a strategic planning process during which they gathered input from 150 school constituents (primarily parents and faculty). Board representatives are now required to meet with grade-level groups and report back to the board; the board president or a designee will be present at the school one afternoon per week to enable broader access to the board by members of the

school community. Finally, the board has also recently adopted a new conflict of interest policy and provided several examples of a member recusing him/herself from a decision.

Finding: The board's approach to program evaluation and planning is inclusive. However, the board has not developed a systematic, data-driven approach to school oversight.

As explained above, the board has recently made efforts to include more of the school community in the strategic planning process and to make sure that it gathers input from a range of stakeholders. The board, however, has not yet developed clear and measurable metrics for program evaluation. Rather, the board relies on a series of informal measures – such as anecdotal reports from alumni and parents and their own observations – to evaluate the success of the program. As an example, the board reviews MCAS results, but has not established specific performance targets beyond those mandated by the State, nor has it established any additional external or internal measures of student achievement or performance. The board conducts an annual family satisfaction survey but, last year, only 25 percent of families participated in the survey. While administrators make regular reports to the board, the reports focus on current issues facing the school, such as upcoming events. There is no systematic monitoring of performance measures, whether academic (e.g., semester grades, college acceptances), or organizational (e.g., staff turnover) that are included in the school's accountability plan. Thus, although the board appears to be an active and involved group of stakeholders, the data it uses to monitor the school's performance is limited.

ESE Charter School Performance Criteria: School leadership

The board of trustees regularly and systematically assesses the performance of (the) school leader(s) against clearly defined goals and makes effective and timely use of the evaluations. School leaders administer the school in a manner that ensures academic success, organizational viability, and faithfulness to charter.

Finding: School stakeholders report that the interim leadership team has led the school through a significant change in school leadership in a calm and productive manner.

PVPA has recently come through a significant change in leadership, with the departure over the last four years of the two founding directors, as well as the departure of the director of curriculum and instruction. Faculty in focus groups reported that the new school year has begun with an orderly and productive atmosphere and agreed that the faculty, as a whole, has worked in a collegial and cooperative manner. Department directors stated that the lines of communication are open; they know whom to approach with issues and concerns and feel supported in their work. Parents reported that communication is improving this year.

Finding: Throughout the charter term, the board has not developed systems or tools to evaluate the performance of school leaders in a timely manner.

The board did not develop a systematic evaluation procedure or tool for the prior leadership team (executive director and director of curriculum and instruction) until two years into their tenure. Similarly, the board reported that it is in the process of developing a system and tool for the evaluation of the three interim school leaders, but that this will not be operational until the structure of the new leadership team is determined.

ESE Charter School Performance Criteria: Organizational planning

The school has clear and well-understood systems for decision-making and communication. These systems result in a common sense of purpose for all school constituents. The school has realistic plans for program improvement based on evaluation and analysis of data.

Finding: The school lacks a formal system of program evaluation.

Throughout the charter term, administrators at PVPA have identified the use of data to inform the school program as a work in progress. Renewal inspection team members found that while PVPA administrators, faculty, and board members often reflect together on the successes and challenges of individual courses, initiatives, and pilot projects, there is no method to systematically collect data on defined measures of school success. While the school, for example, defines college preparation as one of its goals, it does not track college applications or acceptances data, nor does the school collect data on the success of students once they have left PVPA (e.g., the need for remedial courses or college completion rates). Similarly, while the school states that they value instruction that includes multiple modalities, there is no system to regularly observe and give feedback to teachers with this goal in mind. Overall, there are few systematic methods of gathering evidence to establish if the school had met accountability plan measures or other school goals. The team did not find evidence of consistent reporting on accountability plan measures.

ESE Charter School Performance Criteria: Family satisfaction

The school demonstrates that families and students are satisfied with the school's program.

Finding: Throughout the charter term, students and parents have reported high levels of satisfaction with the school.

During site visit focus groups, students and parents expressed satisfaction with PVPA's academic and arts programs. These groups also noted that the school provides a supportive and safe environment which has fostered a tightly knit community. During the year thirteen site visit, some parents expressed frustration at the lack of communication and overall organization of the school. During the renewal inspection, parents noted that the school had made improvements in these areas.

ESE Charter School Performance Criteria: School safety

The school establishes and maintains a physically safe environment for students and staff. The school establishes an environment that is free from harassment and discrimination, and effectively addresses the social, emotional, and health needs of its students.

Finding: PVPA has established a physically safe and orderly school environment. Students and parents noted that the school has created an environment that is free from harassment and discrimination and effectively addresses the emotional health of its students.

The physical environment at PVPA is clean, safe and orderly. Outside doors are locked and visitors can be seen by front office staff upon entry to the school. Students and teachers are well-known by administrators and faculty, so visitors are immediately recognized. The renewal inspection team observed no incidents of disruptive behavior in the hallways or classrooms. Both parents and students reported that the school is safe – both physically and emotionally. There is a discipline policy that involves a verbal warning, followed by a written warning that is accompanied by a meeting with parents, and, finally, if necessary, probation, in which certain privileges are withdrawn. However, parents, students, and administrators noted that in most

cases, problems are effectively dealt with through conversations, either with the student or with the family and student together.

ESE Charter School Performance Criteria: School facilities

The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.

Finding: The school facility meets the basic needs of the program, but stakeholders report a compelling need for additional space.

The school is housed in a renovated factory facility with a wing added by the school in which the middle school is housed. The building is located in an undeveloped, residential area in South Hadley. Although the current building is adequate for most program needs, faculty, parents, and administrators stressed that there is a need for more space. In particular, given the school's emphasis on community-building and performing arts, stakeholders emphasized the need for a theater or common space that can hold the entire school at one time. Faculty also reported a desire for more classroom space to accommodate program needs. For example, visual art teachers reported that they have to wash their brushes in the bathroom sink down the hall and that there is not enough space to store or exhibit student work. Dance teachers noted that practicing for a musical in a small academic classroom was challenging. Parents also noted that students must carry all their belongings in big backpacks throughout the day, because there are no lockers at the school.

ESE Charter School Performance Criteria: Compliance

The school is in compliance with the requirements of the Coordinated Program Review (CPR). Employees of the school meet all applicable state and federal qualifications and standards.

Finding: PVPA is in compliance with the requirements of the CPR.

Pioneer Valley Performing Arts Charter Public School underwent a full Coordinated Program Review (CPR) in October 2006 which evaluated the school's compliance with legal and procedural requirements in the areas of special education, English language learner education and civil rights. Very few items were identified as requiring correction as a result of the review, and in a February 2010 mid-cycle review conducted by the Department's Program Quality Assurances unit, all items identified for review as part of the mid-cycle were found to be in full compliance. The next scheduled program review activity for this school is scheduled for 2013.

Finding: PVPA's educational program is fully accessible to individuals with disabilities.

All aspects of the educational program observed by the federal programs renewal inspection team were fully accessible to persons with disabilities through the use of an elevator, handicapped accessible bathrooms, water fountains, ramps and other architectural features.

Finding: One hundred percent of the teaching staff are highly qualified.

According to data submitted to the Department, 100 percent of PVPA teachers of core academic classes are highly qualified.

ESE Charter School Performance Criteria: Dissemination

The school has collaborated with its sending district(s) on the sharing of innovative practices, or provided models for replication and best practices.

Finding: The school has made limited efforts to disseminate best practices.

According to the school's application and the former executive director, the school has partnered with the Kensington School in Springfield to share its arts programming. Through these activities, PVPA students taught ballroom dancing to fifth grade students and prepared them for a dance competition, then judged this competition at a number of district schools. They also invited students from grades one and two from the same school to a PVPA production of *Charlotte's Web*. PVPA is also providing resources, curriculum, and other school design materials to the former executive director, who is proposing a new charter school in Holyoke, Massachusetts.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

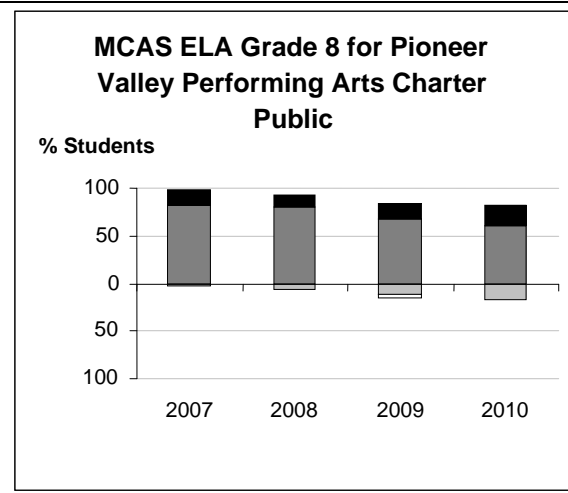
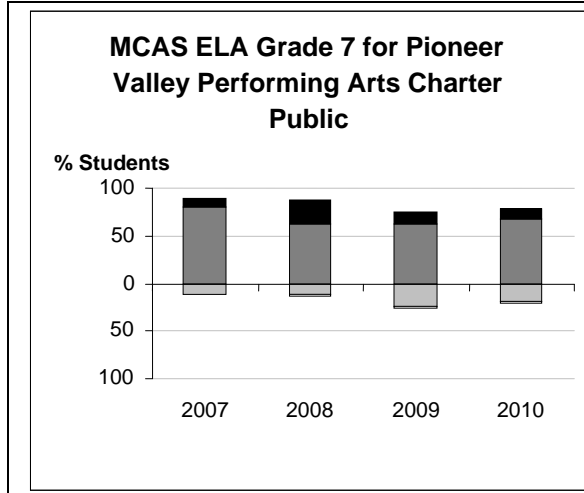
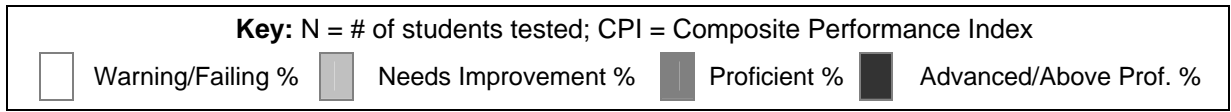
The school meets, or shows progress towards meeting the organizational viability objectives and measures set forth in its accountability plan.

Finding: PVPA has met all of its measures in its accountability plan related to organizational viability.

PVPA's accountability plan includes two objectives and eight measures related to organizational viability. The school met all measures. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

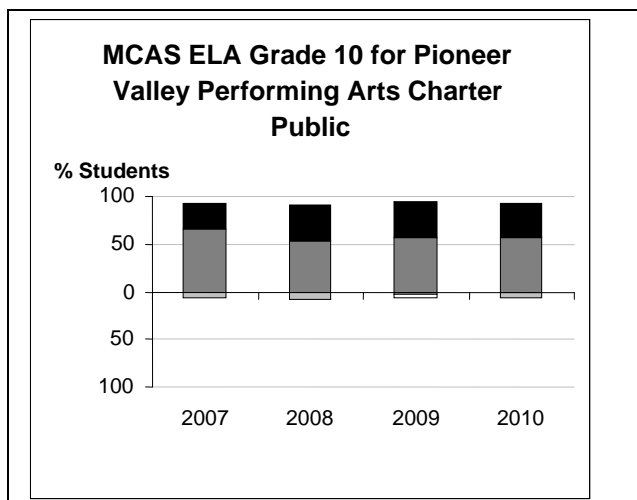
V. MCAS Performance

English language arts



ELA Grade 7	2007	2008	2009	2010
% Advanced	9	24	12	11
% Proficient	80	63	62	68
% Needs Improvement	11	11	24	19
% Warning/Failing	0	3	2	2
N	45	38	50	62
CPI	96.1	95.4	91.5	92.7
SGP		54.0	45.0	31.0
N for SGP		29	37	39

ELA Grade 8	2007	2008	2009	2010
% Advanced	16	13	16	22
% Proficient	82	80	68	60
% Needs Improvement	2	7	12	18
% Warning/Failing	0	0	4	0
N	44	46	50	67
CPI	99.4	97.8	92.5	94.4
SGP		40.0	24.0	45.0
N for SGP		40	47	58



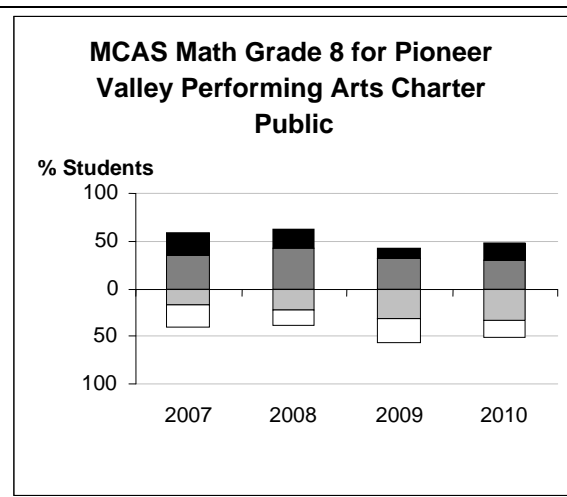
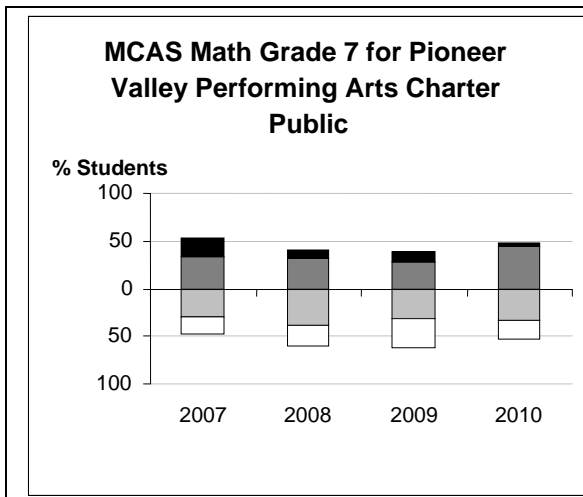
ELA Grade 10	2007	2008	2009	2010

% Advanced	28	37	39	36
% Proficient	65	54	56	57
% Needs Improvement	7	9	3	7
% Warning/Failing	0	0	3	0
N	69	76	70	58
CPI	98.2	97.4	96.8	98.3
SGP			51.0	51.0
N for SGP			57	48

Mathematics

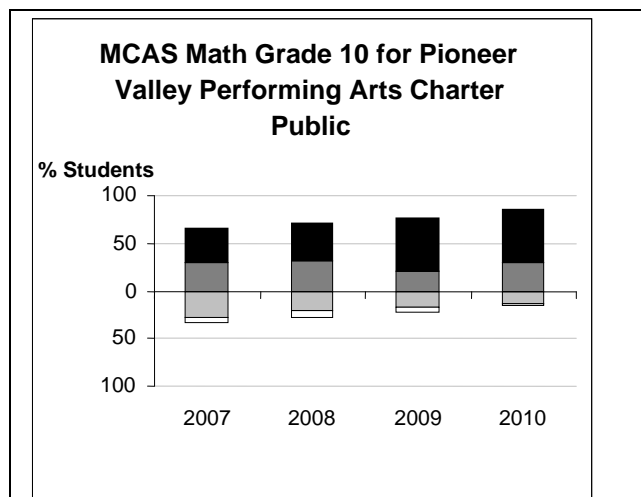
Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %



Math Grade 7	2007	2008	2009	2010
% Advanced	19	8	10	2
% Proficient	34	32	28	45
% Needs Improvement	30	39	32	33
% Warning/Failing	17	21	30	20
N	47	38	50	64
CPI	77.1	71.1	65.0	73.0
SGP		26.0	18.0	15.0
N for SGP		29	38	42

Math Grade 8	2007	2008	2009	2010
% Advanced	23	20	12	18
% Proficient	36	42	31	30
% Needs Improvement	18	22	31	33
% Warning/Failing	23	16	25	19
N	44	45	51	67
CPI	77.3	80.6	69.6	72.4
SGP		33.0	27.0	42.5
N for SGP		41	48	58



Math Grade 10	2007	2008	2009	2010
% Advanced	36	40	56	56
% Proficient	30	32	21	29
% Needs Improvement	28	20	17	14
% Warning/Failing	6	8	6	2
N	64	75	70	59
CPI	85.5	87.0	89.3	94.5
SGP			57.0	46.0
N for SGP			55	47

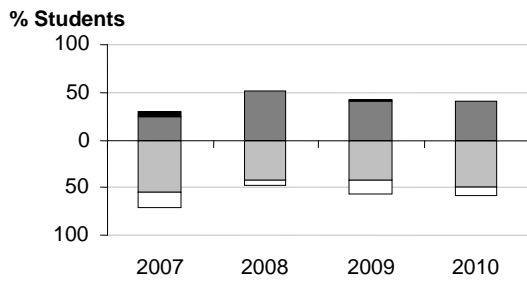
PVPA Median Student Growth Percentiles (SGP)			
<i>Year</i>	2008	2009	2010
<i>English Language Arts</i>	45.0	37.0	45.0
<i>Mathematics</i>	28.5	34.5	38.0

Science

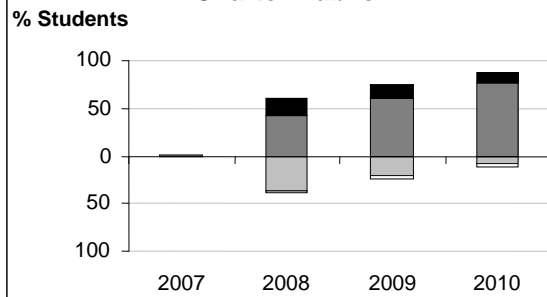
Key: N = # of students tested; CPI = Composite Performance Index

□	Warning/Failing %	■	Needs Improvement %	■	Proficient %	■	Advanced/Above Prof. %
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**MCAS Science Grade 8 for
Pioneer Valley Performing Arts
Charter Public**



**MCAS Science Grade 10 for
Pioneer Valley Performing Arts
Charter Public**



Science Grade 8	2007	2008	2009	2010
% Advanced	5	0	2	1
% Proficient	25	52	41	40
% Needs Improvement	55	43	43	49
% Warning/Failing	16	4	14	9
N	44	46	51	67
CPI	68.2	81.0	73.0	74.6

Science Grade 10	2007	2008	2009	2010
% Advanced		18	14	12
% Proficient		43	61	76
% Needs Improvement		37	20	8
% Warning/Failing		2	5	3
N		51	74	59
CPI		86.3	88.9	94.5

VI. Comparative Statistical Analysis of MCAS Results

LEA: 0479	PVPA Charter School	PVPA
LEA: 0605	Ameherst-Pelham	A-P

Aggregate Results				Low Income		Spec. Ed.		Lim. Eng. Prof.		Afr. Amer./Black		Asian/Pac. Isl.		Hispanic		Native Amer.		White	
ELA	School/District	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *
Grade 7																			
2007	PVPA	45	96.1																
2007	A-P	269	93.1																
2007	State	73,577	86.9																
2008	PVPA																		
2008	A-P																		
2008	State	72,799	87.3																
2009	PVPA	50	91.5																
2009	A-P	236	94.9																
2009	State	71,696	86.1																
2010	PVPA	62	92.7															52	92.8
2010	A-P	245	92.8															144	96.9
2010	State	71,350	88.6																
Grade 8																			
2007	PVPA	44	99.4 *																
2007	A-P	271	96.3																
2007	State	74,433	89.5																
2008	PVPA	46	97.8																
2008	A-P	277	95.9																
2008	State	73,268	89.3																
2009	PVPA	50	92.5																
2009	A-P	289	96.8																
2009	State	73,140	91.1																
2010	PVPA	67	94.4															50	96.0
2010	A-P	232	96.9															143	96.9
2010	State	72,237	90.4																
Grade 10																			
2007	PVPA	69	98.2 *															53	99.5 *
2007	A-P	298	94.6															224	97.5
2007	State	72,471	87.9																
2008	PVPA	76	97.4															56	96.4
2008	A-P	282	95.3															205	97.6
2008	State	71,510	90.3																
2009	PVPA	70	96.8															57	98.3
2009	A-P	292	97.6															189	98.5
2009	State	70,383	92.2																
2010	PVPA	58	98.3 *															46	98.9 *
2010	A-P	277	94.9															178	96.4
2010	State	70,369	91.9																
All Grades Combined																			
2007	PVPA	158	97.9 *															122	99.8 *
2007	A-P	838	94.8															586	96.8
2007	State	506,538	85.8																
2008	PVPA	160	97.0															119	98.1
2008	A-P	841	95.3															576	97.4
2008	State	504,295	85.2																
2009	PVPA	170	93.9															132	96.2
2009	A-P	817	95.8															527	97.7
2009	State	499,628	86.5																
2010	PVPA	187	95.1															148	95.8
2010	A-P	754	94.8															465	96.7
2010	State	498,668	86.9																

Notes: (1) An asterisk (*) beside a higher CPI indicates a difference that is statistically significant at the p < 0.05 level; 2-tailed. This means the probability is less than 5/100 that a difference in performance of this size occurred by chance, if the two groups were randomly assigned.
 (2) State results are provided for context. Statistical significance testing was not performed in comparison to the state.
 (3) Results for subgroups with less than 40 students are not displayed.

LEA: 0479	PVPA Charter School	PVPA
LEA: 0605	Ameherst-Pelham	A-P

Aggregate Results				Low Income		Spec. Ed.		Lim. Eng. Prof.		Afr. Amer/Black		Asian/Pac. Isl.		Hispanic		Native Amer.		White	
Math	School/District	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *	Students Included	CPI *
Grade 7																			
2007	PVPA	47	77.1																
2007	A-P	269	82.1																
2007	State	73,592	70.4																
2008	PVPA																		
2008	A-P																		
2008	State	73,169	71.8																
2009	PVPA	50	65.0																
2009	A-P	237	89.2 *																
2009	State	71,975	73.8																
2010	PVPA	64	73.0															54	74.5
2010	A-P	245	86.0 *															144	93.5 *
2010	State	71,452	76.1																
Grade 8																			
2007	PVPA	44	77.3																
2007	A-P	271	86.2 *																
2007	State	74,349	70.2																
2008	PVPA	45	80.6																
2008	A-P	279	84.3																
2008	State	73,365	72.0																
2009	PVPA	51	69.6															40	74.4
2009	A-P	288	83.3 *															193	87.3 *
2009	State	73,170	72.8																
2010	PVPA	67	72.3															49	79.1
2010	A-P	231	87.1 *															143	86.7 *
2010	State	72,180	74.8																
Grade 10																			
2007	PVPA	64	85.5															49	90.3
2007	A-P	297	91.9 *															223	95.0
2007	State	71,692	85.0																
2008	PVPA	75	87.0															55	86.8
2008	A-P	278	93.4 *															202	95.4 *
2008	State	71,166	86.7																
2009	PVPA	70	89.3															57	92.5
2009	A-P	289	93.2 *															188	97.1
2009	State	70,194	89.1																
2010	PVPA	59	94.4															47	95.2
2010	A-P	278	93.4															181	95.5
2010	State	70,401	89.8																
All Grades Combined																			
2007	PVPA	155	80.7															120	85.4
2007	A-P	837	86.9 *															585	91.0 *
2007	State	505,822	76.2																
2008	PVPA	158	81.3															117	85.6
2008	A-P	829	87.0 *															573	91.1 *
2008	State	507,986	77.7																
2009	PVPA	171	76.3															133	81.6
2009	A-P	814	88.5 *															525	92.1 *
2009	State	499,177	78.5																
2010	PVPA	190	79.4															150	82.0
2010	A-P	754	89.0 *															468	93.2 *
2010	State	499,632	79.9																

Notes: (1) An asterisk (*) beside a higher CPI indicates a difference that is statistically significant at the $p < 0.05$ level; 2-tailed. This means the probability is less than 5/100 that a difference in performance of this size occurred by chance, if the two groups were randomly assigned.
(2) State results are provided for context. Statistical significance testing was not performed in comparison to the state.
(3) Results for subgroups with less than 40 students are not displayed.

VII. Adequate Yearly Progress Data

Performance and improvement ratings for Massachusetts public schools are based on aggregate student performance on MCAS tests. Performance is measured using the Composite Performance Index (CPI), a measure of the distribution of student performance relative to attaining proficiency. Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English language arts and mathematics by 2014. PVPA's most recent AYP Data is presented below.

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	Improvement Year 1 - Subgroups	Moderate	On Target

English Language Arts																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	193	187	97	Yes	187	95.1	Yes	94.0	1.2	94.0-97.7	Yes	76.2	-0.1	80.3	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	30	28	-	-	28	82.1	-	-	-	-	-	-	-	-	-	-
Low Income	21	20	-	-	20	90.0	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	17	16	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	153	148	97	Yes	148	95.8	Yes	96.2	0.8	96.2-99.5	No	79.1	0.6	81.5	Yes	Yes

Mathematics																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	193	190	98	Yes	190	79.5	No	76.3	4.7	78.5-83.5	Yes	76.2	-0.1	80.3	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	30	27	-	-	27	61.1	-	-	-	-	-	-	-	-	-	-
Low Income	21	21	-	-	21	63.1	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	17	17	-	-	17	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	153	150	98	Yes	150	82.5	No	81.6	3.7	82.8-87.8	No	79.1	0.6	81.5	Yes	No

Adequate Yearly Progress History											NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Improvement Year 1 - Subgroups	
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	No		

VIII. Accountability Plan Objectives and Measures

<u>A. Faithfulness to Charter</u>	2009-10 Performance	Notes
Objective: All PVPA students receive intensive exposure to the Performing Arts		
Measure: All students will participate in at least 4 hours a week of Performing Arts classes each semester.	Met	<ul style="list-style-type: none"> ▪ All students took at least two performing arts classes per semester, which includes more than four hours of class time.
Measure: All 4 year high school students complete at least 16 credit hours of courses in the arts concentration of their choice as outlined in the school's graduation requirements.	Met	<ul style="list-style-type: none"> ▪ All seniors chose a concentrate in one of the performing arts and completed at least 16 hours of courses in the concentration.
Objective: PVPA will provide students with an excellent college preparatory curriculum.		
Measure: In order to graduate, all PVPA students must complete graduation requirements as set by the Board of Trustees that exceed state mandated minimums. PVPA graduation requirements are mapped to common admission requirements for 4-year colleges and universities.	Met	<ul style="list-style-type: none"> ▪ Course requirements are clearly laid out in the course catalogue and tracked on student transcripts. Students meet with guidance counselors to ensure that they are meeting all requirements.
Measure: Of the students who apply for college, 80% are accepted to 4-year colleges or universities.	Not Met	<ul style="list-style-type: none"> ▪ The school stated that they have met this measure; however, the renewal inspection team was unable to verify this. The school does not have a tracking system to collect and analyze data about colleges to which students apply and where they are accepted. ▪ The team was given a list of students who were accepted to four-year colleges; however, there was no data provided about how many students applied. ▪ In addition, the team was unable to confirm whether the list, which included 40 students (out of 58 who graduated, or 69 percent of all graduates), represented a complete

		list of all students who were accepted in the 2008-2009 school year.
Objective: All PVPA students will take part in service projects.		
Measure: All high school students who graduate will successfully complete 16 hours of a school service project.	Cannot Assess	<ul style="list-style-type: none"> There is insufficient data to document whether the school has met this measure. There is no tracking system to collect data on this measure. Service projects are tracked only with a handwritten note that is kept in each student's file; it is not recorded on the transcript. Once the student graduates, there is no record of this information.
Measure: All high school students who graduate will successfully complete 16 hours of a community service project.	Cannot Assess	<ul style="list-style-type: none"> See above
Objective: All constituents of the PVPA community are actively involved in its governance.		
Measure: 2 administrators, 2 teachers, 2 parents, 5 students, and at least 4 community members serve on the Board of Trustees.	Met	<ul style="list-style-type: none"> The Board currently includes two teachers, four parents, four students, and six community members.
Measure: All standing Board committees have representation from at least 2 constituencies.	Met	<ul style="list-style-type: none"> All three standing committees – finance, governance, and the ad-hoc strategic planning committee – included representatives from at least two constituencies.
<u>B. Academic Program</u>	2009-10 Performance	
Objective: All PVPA students will demonstrate competency in the areas of language arts, mathematics, science, history, and world languages.		
Measure: 80% of the students in each academic discipline will earn Full, Advanced, Mastery, or Honors Credit in all academic courses required. All competencies so measured are defined by the "Scope and Sequence" document for each discipline and approved by the Board of Trustees. Full Credit and above indicates at least a "B" level of work in a traditional grading system.	Met	<ul style="list-style-type: none"> 98% of students met this measure last year.
Measure: All students will pass the MCAS exams by their senior year.	Met	<ul style="list-style-type: none"> All graduating seniors have met this measure throughout the charter term.

		Administrators confirmed that all seniors met this measure last year and that only one student was still working on it for this year.
Measure: PVPA will meet the Adequate Yearly Progress (AYP) goals.	Not Met	<ul style="list-style-type: none"> ▪ PVPA did not make AYP for all subgroups in mathematics in 2010. In the previous year, it did not make AYP in the aggregate or in all subgroups for mathematics. ▪ The school has met AYP for English language arts (ELA) in all years of this charter term and for the two other years (2007 and 2008) in mathematics.
Objective: PVPA will address individual learning styles.		
Measure: At least 90% of all students will participate in a multiple learning styles workshop during their initial orientation to PVPA to understand and assess their individual learning styles. The Director of Curriculum and Instruction is responsible for its content and delivery and sets the design for the workshop.	Met	<ul style="list-style-type: none"> ▪ 99.6 % of students successfully completed orientation in the 2009-10 school year, including a multiple learning styles workshop.
Measure: As extensive research indicates that the integration of multiple learning styles into the academic curriculum significantly enhances academic progress, all students will have 90% of their classes that use integration of multiple learning styles, as evidenced by teacher lesson plans.	Cannot Assess	<ul style="list-style-type: none"> ▪ The school does not collect data with which to track this measure, nor does it collect lesson plans systematically.
<u>C. Organizational Viability</u>	2009-10 Performance	
Objective: PVPA will maintain strong organizational viability.		
Measure: The actual income and expense performance for each year will be within 5% of the budget set forth by the Board of Trustees.	Met	<ul style="list-style-type: none"> ▪ Income was within 1.2 percent of the 2008 budget and within less than 1 percent of the 2009 budget. Actual expenses fell within 1 percent of the 2008 budget and within 1.6 percent of the 2009 budget.
Measure: The school contracts each year for an independent audit, the results of which are an unqualified audit opinion.	Met	<ul style="list-style-type: none"> ▪ In FY08-FY10 the school received unqualified audit opinions.

Measure: The number of students on the wait list will be in excess of the applicants to keep 100% enrollment.	Met	<ul style="list-style-type: none"> ▪ One hundred sixty seven (167) students are currently on the wait list.
Measure: The school will maintain 100% enrollment.	Met	<ul style="list-style-type: none"> ▪ Enrollment has varied between 402 and 410 during the current charter term. The school is chartered to serve 400 students.
Measure: Full-time staff turnover will be no more than 10% each year.	Met	<ul style="list-style-type: none"> ▪ Full-time staff turnover was 9.6 percent in 2008, 10 percent in 2009, and 8.6 percent in 2010.
Measure: Overall student attendance will be at least 92%.	Met	<ul style="list-style-type: none"> ▪ Overall student attendance was approximately 94% each year.
Objective: The Board of Trustees must demonstrate sound governance and management.		
Measure: All meetings, agendas, and minutes will be posted as required by law and made available in the PVPA Main Office for public view.	Met	<ul style="list-style-type: none"> ▪ The meeting minutes for the most recent meeting (September 2010) were posted in the office at the time of the visit, and previous meeting minutes are posted on the school's website as well as available in a binder in the school's main office.
Measure: The Board of Trustees, at the annual meeting, will set goals for each year that will be renewed and will decide if they are complete or will need to be continued into the next year.	Met	<ul style="list-style-type: none"> ▪ In its August 29, 2009 meeting, the Board of Trustees documented the beginning of the creation of a new five-year strategic plan. In its April 7, 2010 meeting, the Board reviewed the major areas of the strategic plan. The reflection about progress in each area provided information about progress and whether further attention was necessary.