



MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE

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ANNUAL REPORT 2015-2016

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INTRODUCTION TO THE SCHOOL

<i>Martin Luther King, Jr. Charter School of Excellence</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield, MA
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region	N/A
Year Opened	2006	Year(s) in which the Charter was Renewed	2011 & 2016
Maximum Enrollment	360	Current Enrollment	361
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days per school year	185	Students on Waitlist	157
School Hours	Mon/Weds/Thurs/Fri: 8:15-4:00 Tues: 8:15-2:00	Age of School	10 years
Mission Statement <i>"Intelligence plus character – that is the goal of true education."</i> Dr. Martin Luther King, Jr. Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King's commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Commissioner Mitchell D. Chester
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-5023

Dear Commissioner Chester:

The highlight of the 2015-2016 year at MLK Charter School was the renewal of our charter for 2016-2021. The charter renewal followed our across-the-board significant improvement on 2015 MCAS.

2015-2016 was the first full school year for our new principal, Juraye Pierson. We strengthened implementation of the many changes to our school's academic program adopted in 2014-2015 in order to improve our academic outcomes. We also used for the first time our new Common Core-aligned math, writing, and reading curricula that we created during the summer of 2015.

Ben Klompus of Relay/GSE and Katie Yezzi of Uncommon Schools coach and support our principal.

I became chair of our board of trustees in February. Our board collaborates with and supervises executive director Alan Katz.

MLK Charter School scholars thrive in our culture of high character expectations. Families of current students are highly satisfied with our school and hundreds of other Springfield parents want their children

to attend MLK Charter School. As we enter the 2016-2017 school year, MLK Charter School has waiting lists for all grades including the incoming kindergarten.

We are proud of what we have accomplished, focused on the work that remains in order to achieve our mission including academic excellence, and privileged to have the opportunity to continue to prepare Springfield children for academic success and engaged citizenship.

Sincerely,
Beth deSousa
Chair of the Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

Key Design Elements

- Community Service Learning
- Beloved Community
- Character Development
- Extended Instructional Time

Academic Success

Since 2014 MLK has been transforming its academic program to meet its mission of preparing students for academic success, in particular its provision of rigorous and challenging work through its curricula and assessment practices.

The board extensively reviews the school's ELA and mathematics performance data each month; the board authorized, supported, and funded changes in the school's academic approach to accelerate change, including the purchase of the new mathematics program, enVisions Math 2.0, and the purchase of leveled books for the guided reading program.

In June 2015, the school hired a principal who, although new to the role of principal, had extensive experience in leadership in a high-performing charter school as an assistant principal and as an administrator of student support services.

The new principal is committed to the school's mission, and her vision is aligned with the school's improvement efforts. She oversaw the curriculum revision summer work; she emphasized the requirement that teachers adhere to the Teach Like a Champion protocols (developed by Doug Lemov of Uncommon Schools) introduced by the executive director in 2010. She also made significant changes in special education and ELL program delivery, from a pullout model to an inclusion model, so that students would no longer miss core instruction and she improved the learning climate in the school by changing lunchroom, hallway, and dismissal procedure to enhance quiet and safety.

The school created a full-time position of literacy coordinator to parallel the instructional coach/director of math curriculum and assessment.

The school enhanced the role of its academic data specialist. Her role is multi-faceted and integral to moving to data-driven instruction to inform the teaching/re-teaching cycle. During the summer of 2015, in collaboration with the new principal, she designed a data tracking and analysis system built on the Leverage Leadership model (Paul Bambrick-Santoyo) but customized to MLK. Teachers record daily academic and behavioral data in the tracker. The academic data specialist uses the data to track student

progress toward ANet and CPI goals for each student. She analyzes the data from MCAS, ANet, and internal assessments to determine curriculum gaps, and through the coaches, provides that information to teachers to plan re-teaching and interventions.

In the spring of 2015, the school introduced the “MCAS Homework Initiative” to increase student skills in answering open response questions. MLK resumed the Homework Initiative in spring 2016. This program helped students develop proficiency in answering open response questions.

Engaged citizenship

Each teacher prepared at least one community service project this year. For example, a grade 1 class wrote letters to soldiers serving with a staff family member in Korea. Students in another grade organized a collection for a food pantry. Parents and teachers enjoyed participation in Springfield events such as a spring musical concert. The school maintains partnerships with local colleges and is part of a five-school special education parent council. The student support team, facility staff, and food service crew provide in-school opportunities for community service such as preparing for school assemblies. Students deliver school supplies to classrooms, raise and lower the American flag, and recycle as part of their civic participation.

Beloved community

“Beloved community” is the way in which all stakeholders treat each other and adhere to Dr. King’s values that are posted in each classroom and throughout the school: respect, cooperation, responsibility, learning, social justice, service, perseverance, honesty, and beloved community. MLK Charter School has a deep commitment to ensure that the teaching staff reflects the community. The school’s hallway display shows the racial diversity and number of staff members who began in paraprofessional positions at the school, and who had earned promotion to the positions of teacher, coordinator, student support staff, and administration. The board of trustees is diverse, with many members of color. The school intentionally serves Springfield’s low income population.

The school’s student character education program is based on the Dr. King Values. Each month, for 45 minutes, students gather by grade level for a community meeting led by the principal and student services staff to learn how to live and work according to the Dr. King Values. The monthly parent newsletter, entitled “Beloved Community Connection,” contains content about the month’s value, and a student reading selection based on that theme.

Our “role model” program in which students are recognized for following the “role model criteria”: Arriving to school on time in school uniform, complete homework, complete reading logs and classwork. Dress for success (uniforms buttoned and tucked, shoes tied). Walk in an MLK line (eyes forward, zero voices, hands at side, personal space). Use respectful words all day, everywhere, participate/cooperate respectfully all day, everywhere.

Bulletin boards at the student entry to the school display the photographs and names of students who have achieved role model status.

The principal greets students by name at the student entrance. Teachers stand at their classroom doors and greet students as they enter. Non-teaching staff at hallway junctions assist with the entry and dismissal of students. The school community tries to live up to MLK’s “beloved” ideal.

This school year the school built on its clear direction for improving student achievement and consolidated and focused earlier initiatives such as curriculum development and the use of the Teach Like A Champion model.

Key design elements for MLK include the following: academic excellence, extended day, character development and community service, and beloved community. The design element of extended school day is in place, with students attending from 8:15 a.m. to 4:00 p.m. each day except Tuesday, when they are dismissed early, at 2:00 p.m. The school has implemented the design elements of character development and community service, and beloved community.

AMENDMENTS TO THE CHARTER

Date	Amendment Requested	Approved?
8-3-15	Schedule Change	yes
5-3-16	Schedule Change	yes

DISSEMINATION EFFORTS

Dissemination efforts at MLKCSE during this charter term have focused primarily on our 2nd grade Philosophy for Children program. The program is a partnership between our school and Mt. Holyoke College – the college’s president and a professor in its philosophy department are both active participants in the program. Since we opened our doors nine years ago, more than 500 MLKCSE students and 100 Mt. Holyoke College students have participated in the program. Each year, pairs of Mt. Holyoke students meet with groups of 10 MLKCSE students once a week for six weeks and use picture books to initiate philosophical discussions. At the end of the six week period, Mt. Holyoke hosts MLKCSE students for a culminating event.

During this charter term, the Philosophy for Children program has served as a model for similar programs at other schools. For example, based on our program, the Mt. Holyoke professor established a philosophy program at Island Bay Primary School in New Zealand. In addition, our Philosophy for Children program has been discussed in both research publications and the media, including the New York Times, PBS, and the Harvard Graduate School of Education newsletter.

This year Mt. Holyoke College and MLK Charter School worked with a Springfield Public Schools elementary school introducing “philosophy for children” modeled on the Mt. Holyoke College/MLK Charter School program.

MLK hosted a new special education parent advisory committee that is a collaboration among five charter schools.

Academic Program Success

STUDENT PERFORMANCE

- A. 2014-2015 Report Card link for Martin Luther King, Jr. Charter School of Excellence:
<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=38&orgcode=04920000&fycode=2015&orgtypecode=12&>

MLKCSE continued to contract with Achievement Network (ANet). Membership in ANet's network allows MLKCSE to compare its performance on quarterly ELA and mathematics assessments with that of educators in 520 diverse schools across the country of which 53% are district schools and 47% are charter schools. During the 2015 - 2016 academic year, our second, third, fourth and fifth grade students participated in four interim formative assessments in math and English language arts. Our school administration, coaches, and teachers utilize results to promote an instructional culture based on data-driven decisions, in-depth analysis of student performance, targeted review, re-teaching and re-assessment of standards. ANet's electronic web-based data dashboard is presented in a format that allows for detailed analysis at the item, standard, student, teacher, grade, and school levels. Teacher teams and administration practice the “teaching and learning cycle”. Professional development time is devoted to turning data into concrete action in the classrooms. Teachers develop specific lesson plans for their students and address common misconceptions. Teams collaborate on improving the effectiveness of existing instructional practices, research various resources to develop and deepen their understanding of common core standards. Finally, the MLKCSE Leadership team and Academic Excellence Committees

actively engage in on going goal-oriented discussions involving the percentage of students scoring at various proficiency levels.

The table below provides the 2015-16 grade level overall performance, including average percent correct.

2015-16	Average		Interim 1		Interim 2		Interim 3		Interim 4	
Grade	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA
Gr. 2	59	51	52	43	55	46	63	61	66	54
Gr. 3	65	50	70	52	72	50	63	50	56	50
Gr. 4	57	46	58	47	50	47	61	49	59	43
Gr. 5	64	48	67	46	56	45	69	45	65	54
All School 2-5	61	49								

The table below provides a snapshot, in the aggregate, of overall performance of MLKCSE average performance in comparison to the network average performance. A positive variance indicates outperforming the network. A negative variance represents performance below the network.

MLKCSE Math and ELA ANet Achievement v. "The Network" in 2015-2016										
	Average		Interim 1		Interim 2		Interim 3		Interim 4	
Grade	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA
Gr. 2	+3	0%	-6	-5%	3	-3%	+4	+8%	+5	-3%
Gr. 3	+14	+8%	+20	+10%	+20	+8%	+13	+8%	+13	+ 5%
Gr. 4	+16	+3%	+17	+2%	+10	+3%	+21	+4%	+15	-2%
Gr. 5	+22	+8%	+23	+7%	+20	+7%	+27	+9%	+13	+8%
All School 2-5	+13.75	+4.8								
Grade s 3-5	+17.33	+6.3								

MLKCSE grades 3-5 student performance on ANet math assessments in 2015-2016 demonstrated double digit positive variances relative to its network of peers. In 2015-2016, MLKCSE student performance met or exceeded its network average in ELA. This year MLKCSE Math averaged 13.8% above the network. ELA averaged 4.8% above the network in ELA. These results reflect MLKCSE' ongoing commitment to improving its academic outcomes.

The tables below provide a comparative review of MLKCSE student performance on ANet between 2012-2016 for both ELA and Math.

MLKCSE Grade 2-5 Math and ELA ANet Average Achievement Over Time								
Average correct performance	Math 2012-2013	Math 2013-2014	Math 2014-2015	Math 2015-2016	ELA 2012-2013	ELA 2013-2014	ELA 2014-2015	ELA 2015-2016
2 nd Grade	n/a	n/a	65	59	n/a	n/a	64	51
3 rd Grade	50	51	59	65	48	45	45	50
4 th Grade	56	54	62	57	48	43	50	46
5 th Grade	61	54	62	64	57	50	50	48
All School	56	53	62	61	51	46	52	49
Grade 3-5	56	53	62	62	51	46	48	48

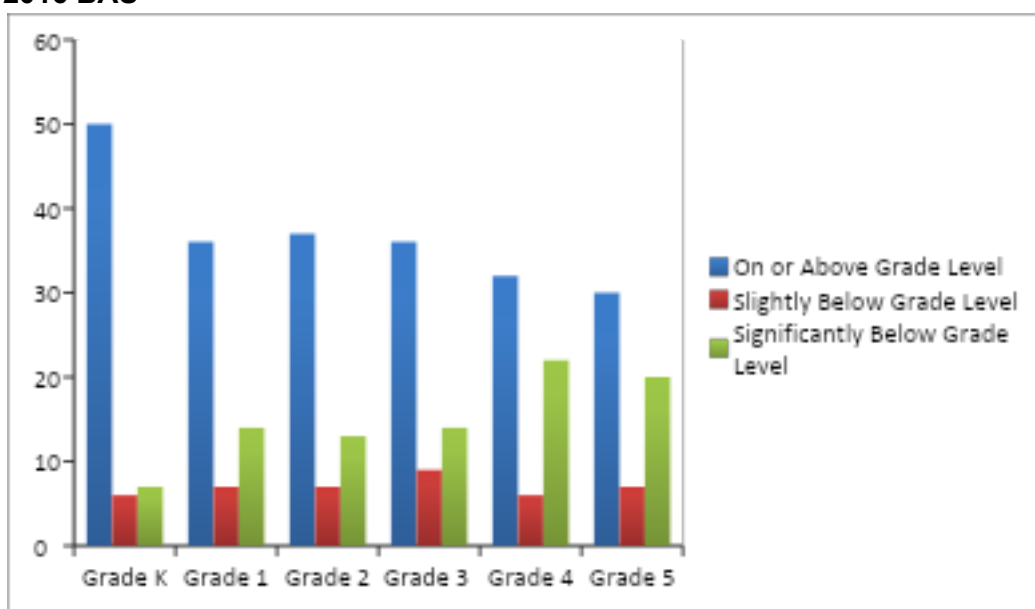
MLKCSE Math and ELA ANet Average Achievement v. “The Network” Over Time								
	Math 2012-20 13	Math 2013-20 14	Math 2014-20 15	Math 2015-20 16	ELA 2012-20 13	ELA 2013-20 14	ELA 2014-20 15	ELA 2015-20 16
Gr. 2	n/a	n/a	+5	+3	N/A	N/A	+10	0
Gr. 3	-5	-1	+5	+14	-4	+1	0	+8
Gr. 4	+2	0	+8	+14	-3	-3	+2	+3
Gr. 5	+7	+6	+13	+22	+1	-1	+2	+8
All School	+1.3	+2.3	+8	+13	0	-1	+4	+4.8

MLKCSE continuously strives to evaluate the effectiveness of the math academic programing by focusing on the progress of each grade and student’s academic development. During the academic years 2012-2014 MLKCSE Math department “cross walked” grade K-5 faculty to the 2011 Massachusetts curriculum framework for mathematics. In 2014-15 the math department developed a new scope and sequence, vertically aligned grades K-5 and prepared internal unit assessments. In addition, benchmarking was implemented tri-annually for kindergarten and first grade. Further, 2014-15 was the first year grade 2 was enrolled in the quarterly formative assessment system with Achievement Network. In 2015-16 the math department acquired Envisions 2.0, revised the scope and sequence and Topic Assessment System. As a result, school wide student performance improved from +1.3 in 2012 to +13% in 2015-16 excess of the network.

Similar to the Math department, the Literacy department made significant academic improvements in the last few years. In 2014-2015, the Literacy department aligned with the ANet Scope and Sequences, adopted a new lesson planning template, and implemented gradual release model with fidelity. In 2015-2016, MLKCSE created scope and sequences, unit plans and lesson plans aligned to the MA Model Curriculum units and Engage NY. In addition, internal unit assessments, and week-in-review assessments were created. Benchmarking was also added to K and 1 in literacy tri-annually. MLKCSE continues to show gains since 2014, performing 4.8 percent above the network in 2015-2016.

The school continues to administer the Fountas and Pinnell Benchmark Assessment System. The chart below represents the expected reading level growth by grade, the actual growth of students in our school, and the percent of each grade level scoring above, on, or below grade level.

2016 BAS



PROGRAM DELIVERY

ELA Curriculum 2015-2016

MLKCSE has continued to make significant improvements to its ELA curriculum. Throughout grades K-5, the reading curriculum is based on the CCSS. The components of the MLKCSE reading curriculum now include scope and sequences and unit plans at every grade level that outline the standards, big ideas, essential questions, texts and tasks. These were built from the Comprehension Tool Kit, Mass Model Tool Kits, and Engaged NY.

In addition the reading curriculum consists of small group instruction in grades K-5. In 2015-2016, grades K-1 implemented Daily 5 and Café. They also utilized Heggarty Phonemic Awareness Program and Foundations to provide students a well-balanced, literacy program. In 2015-2016 in grades 2-5, MLKCSE utilized The Reading Strategies, by Jennifer Serravallo, in guided reading. Many intervention and remediation programs were also utilized for students in Tier's 2 and 3. These programs included Leveled Literacy Intervention, Story Grammar Marker, Words Their Way and Project Read. In 2015-2016, MLKCSE adopted Lucy Calkins Writers Workshop. In addition MLKCSE created a writing scope and sequence and unit plans at each grade level that aligned both horizontally and vertically.

In grades 2-5, we aligned all scope and sequences and unit plans to ANet's schedule of assessed standards. ANet is the school's interim assessment system. In addition, the school added unit assessments, and week-in-review assessments aligned to the CCSS. The reading units incorporate non-fiction text, writing and response to text as well as traditional literature. These units were derived from MA Model Curriculum Units and Engage NY. The ANet teaching and learning cycle is utilized in all classrooms. Teachers collaborate weekly at grade level team meetings. Depending on where teachers are in the teaching and learning cycle, grade level team meetings are utilized to "unpack" CCSS standards, modify lessons, analyze student work, and adjust scope and sequences.

ELA Instruction

MLKCSE continued to make significant efforts ensure that all students have access to high quality instruction and are engaged at the highest level.

Instructional staff continue to be expected implement highly effective instructional practices that are aligned to the MA DESE observation evidence rubric. Emphasis on the gradual release instructional model promotes higher order thinking and metacognition. MLKCSE curriculum and instructional changes were created to align classroom practices with high student achievement.

In 2015-2016, MLKCSE was committed to using data to drive instructional practice. Teachers received professional aggressive monitoring, as well as coaching and feedback. At MLKCSE, aggressive monitoring is defined as circulating, recording data, analyzing student error, and on the spot adjustment of instruction.

Our literacy instruction, continues to aim to dramatically improve our students reading proficiency. We are continuing to use Great Habits, Great Readers by Paul Bambrick-Santoyo, to guide our improvement efforts. In particular we have focused on effective reading mini-lessons, guided reading and independent reading. Staff has received professional development in many literacy instructional strategies and the school continues to set high expectations for effective implementation.

Assessment in ELA Program Evaluation

MLKCSE continues to use many assessments to monitor student progress and inform instruction. ELA Fountas and Pinnell reading assessments are administered to every student in each grade, three times each year. K/1 students complete a benchmark assessment that includes; decoding, high frequency words and phonemic awareness. ANet assessments are given quarterly in grades 2-5. This assessment identifies academic strengths, areas for growth and informs instruction. Following each ANet assessment, instructional staff review and analyze student assessment data, develop and implement re-teaching plans, and direct their teaching to inform future instruction.

Reading unit assessments are given monthly. These assessments are formative in nature and provide data that informs future instruction. In addition, the data is tracked and color-coded for grade reports.

Week in Review assessments are also given, and align to the CCSS standard being taught. In addition, Target Tasks and Do Now's are used daily to assess during that lesson or the previous day's lesson.

Writing unit assessments are given quarterly and align with the CCSS standards taught within the unit. Individual student performance is tracked throughout the three types of writing with the purpose of gathering longitudinal student data and adjusting instructional practices, throughout a students' educational journey at MLKCSE.

School leaders facilitate meetings to analyze the data collected both quarterly (vertically with all grade levels), and weekly (horizontally within each grade level.)

RTI System in Literacy

MLKCSE has a system of identifying students within the tiered system that allows for identification of students in need of academic intervention and support. In ELA, teachers use Fountas and Pinnell benchmark assessments, as well as ANet assessments and unit assessments to identify students in need of additional reading support. Some of the interventions include: targeted small group instruction by classroom teachers and pull-out support provided by literacy teachers.

Math Curriculum

MLKCSE has continued to make significant improvements to its math curriculum with the objective of improving student understanding, supporting student success and reaching higher levels of achievement. The revision of curricular materials was based on a deeper understanding arising from continued collaboration, education, professional development, PARCC assessment administration updates and ongoing implementation of the Massachusetts Curriculum Framework for mathematics. The materials include a variety of published mathematically rigorous materials from Pearson Envisions 2.0, Houghton Mifflin Expressions, Go Math, Engage New York, Learn Zillions and other ANet best practice resources.

In 2015-16 the math department purchased Envision 2.0 for grades K-5. All instructional faculty participated in a series of math training and implementation workshops. MLKCSE math teams created a horizontally and vertically aligned electronic curriculum filing system which is maintained on the share drive for all faculty and staff. The math materials and curriculum incorporate the six guiding principles for mathematic programs in Massachusetts: Student learning, teaching, technology, equity, literacy across the content areas and assessment. The sequence has been paced vertically and horizontally to develop coherent connected clusters across domains. It includes conceptual understanding, procedural skill and fluency, application and problem solving as defined by the standards. The MLKCSE 2015-16 curriculum groups standards into organized clusters, and clusters into domains. Clusters are designated as Major, Additional and Supporting within each grade level. The pacing guideline for grades 2-5 is 136 days prior to PARCC/ MCAS. The majority of the Major grade level work is paced earlier in the year to provide sufficient exposure and time for practice prior to all external assessments.

K-5 Mathematics Instruction

The scope and sequence provides a guide on which and when standards should be taught, how much instruction time is spent during core periods and when it is critical to master fluency within each grade level. K-5 Core Math Instruction is 60 minutes. Grade levels 1-5 include a 30 minute math skill session. Math Intervention is offered to Tier 2 and Tier 3 students a minimum of twice weekly for 45 minutes. SEI and special education partners are assigned to corresponding student grade levels.

The 60 minute Math Core session: 10 minute warm up, 15 minute mini lesson, 20 minute guided/independent practice, 10 minute math practices and problem solving, 5-10 minute formative check/summary.

The 30 minute Skills session: 10 minute fluency, 20 minute cumulative skills review.

Daily fluency practice is emphasized. Fluency supports student achievement when they demonstrate skill in carrying out procedures flexibly, accurately, efficiently and appropriately.

Fluency Standards are imbedded in the scope and sequence by grade:

- K: add and subtract within 5
- 1: Add and subtract within 10
- 2: Add and subtract within 20 using mental strategies
- 3: Add and subtract within 1000

- 4: Add and subtract multi-digit whole numbers
- Know multiplication facts and related division facts through 12x 12
- 5. Fluently multiply multi-digit whole numbers using the standard algorithm.

Topics and Daily Lesson Plans: K-5 Editable topic overviews and lesson plans were designed by math planners for classroom implementation and included as a teacher resource within the 2015-2016 electronic curriculum system. Special Educators, SEI educators, specialist and teaching partners have access to all plans for scaffolding and differentiation by Grade/Topic/Standard.

RTI System mathematics: In the academic year 2015-2016 the MLKCSE math department included a team of 3.5 math specialists and a math coach who were assigned across K-5 to support classroom math core instruction and provide small group math intervention to tier 2 and tier 3 students. MLKCSE is focused on improving core instruction and providing daily intervention to reduce student misconceptions and narrow learning gaps. Math intervention is provided 2-3 times a week for grades k-5 for 30 - 45 minutes.

Classroom Instruction: MLKCSE math instructional model supports student learning in print, digital and blended classrooms. Student work utilizes a consumable edition of Envision 2.0. Visual learning animations are interactive, provide guided questions, promote classroom discussion and build understanding. Classroom instruction includes whole group, small group and independent learning. Teachers develop objectives, gradual release mini lessons and formative checks. Teacher observations are conducted regularly utilizing an evidence based rating system protocol on classroom routines such as; planning, instructional alignment, pacing, gradual release, student engagement, small groups, independent practice, formative checks.

Math System of Assessment: MLKCSE math department utilizes a suite of assessment types and methods.

Assessment types include: diagnostic assessments, formative assessments and summative assessments. Diagnostic assessments are utilized at the start, middle and end of the year. Formative assessments are utilized during and at the end of every lesson. Summative assessments are at the end of each topic and selectively at the end of year.

Assessment methods include: observation, peer assessment, self-assessment, paper and online assessments and performance-based assessments.

Teacher teams meet regularly to review assessment results and conduct item analysis to establish re-teach plans.

Assessed content includes all aspects of the Common Core Standards: conceptual understanding, procedural skill and fluency and applications. Assessment items range in cognitive complexity and depth of knowledge and incorporate the eight math practices.

Special Education Services

The special education department at MLKCSE is essential to the academic success of the students in every grade level of our school. Currently, the school employs six special education staff members, plus a part-time special education administrator and a director of student services, who is also the special education coordinator. Kindergarten and first grade share a special education teacher while the other grade levels have their own special education teacher. The sixth special education teacher works at the Incremental Success Intervention Program, a small group classroom designed to reset students with behavior issues and return them to the classroom. The special education department works closely with our school psychologist, social worker, and related providers such as a speech and language specialist and her assistant, an occupational and a physical therapist, and a behavioral analyst. In addition, the special education staff works closely with the dean of students in order to maximize the learning of students who face potential consequences for their behavior.

The MLKCSE special education department determines eligibility by assessing the student performance by collecting formal and informal observations, progress reports, district assessments' scores and a full core evaluation according with the special education law.

Regularly, the full core evaluation might include (but is not limited to) psych-educational assessments, in

addition to speech and language and occupational evaluations. In some cases, a functional behavioral assessment might be recommended.

At MLKCSE, special education teachers provide differentiated instruction to meet the individual needs of students with disabilities through pullout services and/or push-in support. All the special education staff receive professional development from the instructional coaches in order to align the instruction with grade-level content and the individual educational plan (IEP) goals.

This year, we have a fully inclusive third grade classroom, where the regular education and the special education teachers co-teach and are both accountable for all the diverse learners.

For the second year, MLKCSE had our Incremental Success Program (ISP), which is a special education program that provides an alternative to the regular classroom for those students that need a smaller classroom setting. Special education students who are in need of intensive interventions or regular education students who exhibit extreme behaviors are referred to the ISP in order to receive support, accommodations, and instruction that gradually returns them to success in their classrooms. The ISP is designed so students learn to work together in a small group and to develop solid social, emotional, behavioral, and executive functioning skills. As students in the program attain incremental success, the program gradually increases their participation in general education classrooms. The current ISP classroom includes up to six students in grades 2 through 4 with two adults in the classroom (special education teacher and character development specialist). This allows students to get personalized attention tailored to their individual needs.

Supports for English Language Learners

As the number of Limited English Proficient students (LEPs) enrolled at MLK has increased during the charter term, the English as a second language (ESL) staff has also increased from one full-time ESL teacher to two full-time ESL teachers and a program coordinator. In addition to administrative duties, the ELL Program Coordinator designs and implements ESL curriculum. The coordinator trains and supervises ESL teachers and also provides sheltered English immersion (SEI) coaching and professional development to classroom teachers.

A total of twenty-four teachers at MLKCSE have obtained the Massachusetts SEI teacher endorsement, and an additional five have just completed the training. This training provided our teachers with background about the principles of language acquisition as well as the appropriate techniques to effectively instruct second language learners. In addition, classroom teachers who instruct ELL students also collaborate with the ESL teachers to develop language objectives that address all four language domains.

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

The Student Support Team

The Student Support Team (SST) consists of a school psychologist, school nurse, dean of students, school adjustment counselor, speech/language therapist, student support associate, and director of student services. The director of student services and the dean of students positions were created this year. The dean of students was trained by Quality Behavioral Solutions Inc. (QBS) to provide a safety care training. He trains staff in a component of the Safety Care System regarding de-escalation and management of challenging behaviors. The Help, Prompt, and, the Wait strategy was implemented by the team following the completion of the QBS training. The Help, Prompt, Wait strategy helps the team determine what level of intervention is needed. The SST supports struggling youth when support is needed in and out of the classroom. Students go to a member of the Student Support Team for de-escalation and help managing their emotions. Once deescalated, students return to class safely. When outside services are beneficial, outside clinicians counsel our students at our school at least four days a week. Our school adjustment counselor also reaches out to mental health service providers, crisis services, and the Department of Children and Families. Our full-time school nurse provides care to children in communication with their families. The nurse provides the nursing care portion of our student support services. She also supports families with the resources to enable their child to receive needed medications at school. These resources enhanced our ability to effectively implement services and care to students at all levels of need. Each member of the SST regularly contacts individual families to help provide support and communicate updates in order to include the family's voice when intervention is

needed. The SST formally meets once a week to discuss how to best utilize our services to benefit students in need by creating plans to best support their individual needs. The team members touch base daily to support each other and the needs of the school.

Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

To reduce expenses, the school eliminated non-academic supervisory positions in 2015-2016. Our organizational chart is attached.

TEACHER EVALUATION

Our teacher evaluation process was a modified version of the Massachusetts Model System of Educator Evaluation. All instructional staff were evaluated using the process listed below:

- Each educator completed the following forms: Educator Plan Form, Family Engagement Evidence Form, Goal Setting Form, Self-Assessment Form
- Goal-setting conference in the first half of the school year with the principal
- Periodic walk-through observations done throughout the year by the principal
- One formal observation in the spring of the school year by the principal; every teacher had a pre-observation meeting and a post-observation meeting

BUDGET AND FINANCE

(A) Unaudited FY16 statement of revenues, expenses, and changes in net assets (income statement)		
REVENUES		
	STATE SOURCES	
	PER-PUPIL REVENUE	\$4,424,367
	FEDERAL ENTITLEMENTS & GRANTS	
	DESE	\$452,238
	OTHER	\$35,000
	OTHER REVENUE	
	INKIND	\$630,646
	OTHER	\$80,241
TOTAL REVENUES		\$5,622,492
EXPENSES		
	SALARIES & WAGES	\$3,376,480
	FRINGE BENEFITS	\$540,896
	CONTRACTUAL CONSULTANTS/SERVICES	\$206,871
	PROFESSIONAL DEVELOPMENT	\$71,510
	INSTRUCTIONAL SUPPLIES/MATERIALS	\$222,712
	STUDENT RELATED ACTIVITIES	\$4,478
	TRANSPORTATION	\$265
	MAINTENANCE & GROUNDS	\$581,406
	INSURANCE	\$25,232
	DEPRECIATION	\$55,578
	RECRUITMENT/ADVERTISING	\$0

	ADMIN EXPENSE & SUPPLIES	\$39,321
	INKIND	\$630,646
	OTHER	\$14,665
TOTAL EXPENSES		\$5,770,062
NET		(\$147,570)

(B) Statement of net assets for FY16 (balance sheet)

ASSETS		
		\$1,710,65
	CASH-OPERATING FUNDS	1
	REVENUE RECEIVABLE	\$37,972
	PREPAID EXPENSES	\$70,639
	OTHER CURRENT ASSETS	\$485,849
	NET FIXED ASSETS	\$553,279
		\$2,858,38
TOTAL ASSETS		9
LIABILITIES & FUND BALANCE		
LIABILITIES		
	ACCOUNTS PAYABLE	\$21,438
	ACCRUED EXPENSES	\$395,470
	OTHER CURRENT LIABILITIES	\$205,361
TOTAL LIABILITIES		\$622,268
		\$2,236,12
FUND BALANCE		1
		\$2,858,38
TOTAL LIABILITIES & FUND BALANCE		9

(C) Approved School Budget for FY17

REVENUES		
	STATE SOURCES	
	PER-PUPIL REVENUE	\$4,527,720
	FEDERAL ENTITLEMENTS & GRANTS	
	DESE	\$444,661
	OTHER	\$77,515
	OTHER REVENUE	
	INKIND	\$630,646
	OTHER	\$42,374
TOTAL REVENUES		\$5,722,916
EXPENSES		

SALARIES & WAGES	\$3,472,747
FRINGE BENEFITS	\$604,003
CONTRACTUAL CONSULTANTS/SERVICES	\$194,000
PROFESSIONAL DEVELOPMENT	\$65,000
INSTRUCTIONAL SUPPLIES & MATERIALS	\$191,000
STUDENT RELATED ACTIVITIES	\$6,000
TRANSPORTATION	\$1,500
MAINTENANCE & GROUNDS	\$595,000
INSURANCE	\$25,200
DEPRECIATION	\$57,000
RECRUITMENT/ADVERTISING	\$3,000
ADMIN EXPENSE & SUPPLIES	\$39,100
INKIND	\$630,646
OTHER	\$16,000
TOTAL EXPENSES	\$5,900,197
NET	(\$177,281)

(D) FY 17 Capital Plan						
Capital Project Description	Current Status	Estimated Completion Date	Estimated Cost	Finance Plans	Reserve d Funds	Approved
New Membrane roof on the school (includes removal of old roof)	Not Started	Within 5 years	\$1,020,000	Undecided at this time	No	Yes
Building out additional 21,000 sq. ft. of currently unused space in the school building	Not Started	Within 5 years	\$4,200,000	Bank/bond financing	No	No
Total Projected Cost			\$5,220,000			

ACCOUNTABILITY PLAN PERFORMANCE FOR 2015-2016

Faithfulness to Charter		
	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective:		

The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: All students participate in at least one community service learning activity each year, as documented by project write-up forms.	Met	Community service learning project write-up forms.
Measure: Annually, all students reflect on community service learning in an age-appropriate manner, are assessed by their teachers, and adequately meet grade-level expectations as outlined below: As our charter says that "students contribute...to their community through the community service learning," students from kindergarten and grade 1 will discuss class-by-class and then create a display for the school about how their community service learning contributes to the community. As our charter says that community service learning will be coordinated with our Dr. King Values, students from grades 2 and 3 will write about how their community service learning helps them practice at least one of the Dr. King Values. As our charter says that community service learning supports academics, students from grades 4 and 5 will explain in writing how their community service learning supports their academics.	Met	Community service learning grade-specific classroom assessment forms.
Measure: Annually, all teachers report in their post-community-service teacher-reflection forms that community service learning supports academic achievement.	Met	Community service learning teacher reflection forms.
Academic Program Success (if applicable)		
	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.		
Measure: The school will achieve and maintain SGP of 40 or higher in ELA in the aggregate.	Due this summer	PARCC Scores
Measure: The school will achieve and maintain SGP of 40 or higher in math in the aggregate.	Due this summer	PARCC Scores
Measure: Each year, the school will achieve a higher CPI score than Springfield Public Schools, the district that our students would otherwise attend, in the following: • Grade 3 ELA, Grade 3 Math • Grade 4 ELA, Grade 4 Math • Grade 5 ELA, Grade 5 Math	Due this summer	PARCC Scores
Objective:		

The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.		
Measure: By December 2012, the school will demonstrate academic success by meeting academic growth standards as established by the Department [see above: "The school will achieve and maintain SGP of 40 or higher in ELA and math in the aggregate"], or by making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups in English language arts and mathematics.	Due this summer	PARCC Scores
Objective: 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.		
Measure: By December 2011, school will provide evidence of a fully documented curriculum aligned to the Common Core.	Met	Curriculum aligned to Common Core State Standards. The curriculum is aligned horizontally and vertically. The curriculum includes opportunities for all students to master the skills and content.
Organizational Viability (if applicable)		
	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: The school's annual budget is sustained by its enrollment.	Met	Annual budget and enrollment
Objective: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	Met	Budget and financial reports
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	Annual Audit
Objective: The school involves parents/guardians as partners in the education of their children. Families are satisfied with the school's program.		
Measure: Incoming parents of enrolled students sign a School-Student-Parent/Guardian Partnership Agreement that explains the roles of school staff, parents/guardians, and students in students' education.	Met	School-Student-Parent/Guardian Partnership Agreement
Measure: 50% of parents will respond to an annual survey.	Met	Annual survey

Measure: 90% of parents/guardians responding to an annual survey will express overall satisfaction with the school. (Specifically, in response to the question "What is your overall satisfaction with MLK Charter School," 90% of parents will select either "Satisfied" or "Very Satisfied.")	Met	Annual survey
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RECRUITMENT AND RETENTION PLAN

School Name: Martin Luther King, Jr. Charter School of Excellence
Date: April 29, 2016
2015-2016 Implementation Summary: We implemented all aspects of the 2015-2016 Recruitment Plan and achieved positive results. Based on data from CHART (the Charter Analysis and Review Tool created by the Department of Elementary and Secondary Education), in 2015-2016: • our Special Education population was <u>14.5%</u>, which is higher than our comparison index of <u>11.7%</u>; • our ELL population was <u>9.3%</u>, which, is lower than the comparison index of <u>13.4%</u>; • our economically disadvantaged population was <u>69.4%</u>, which is higher than the comparison index of <u>62.5%</u>. In 2016-2017 we will continue the successful recruitment strategies that we implemented in 2015-2016. Despite the fact that more than 1/3 of incoming kindergarten students are siblings of current students, based on Home Language Survey responses, MLKCSE will screen approximately 2/3 of the incoming kindergarten students to determine their ELL status.
General Recruitment Activities: We announce to parents via ConnectEd calls and flyers sent home with students that we are accepting applications, when the application deadline is, and when the lottery date is. This information is also shared on the school website. Furthermore, we schedule information sessions at local pre-schools, we advertise, and we leaflet.
<u>We distributed Spanish enrollment applications to:</u> • Head Start at Riverview • Head Start on Carew Street • Head Start on Eastern Avenue • Head Start on Mason Square • Head Start on Madison Street • Square One on King Street • Square One on Main Street
<u>Additional places we distributed recruitment materials to this year:</u> • Vietnamese American Civic Association • Puerto Rican Cultural Center • New North Citizens Council After School Program • YMCA after school program

We also worked with the Jewish Family Services refugee resettlement program.	
Recruitment Plan –Strategies	
Demographic Group	Strategies
Special education students	• We will include information regarding our special education services on our recruitment material. • We will send a special-education staff member to some pre-school information sessions. • We will send an annual notice to parents about a Parent Advisory Council. • We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students. • Since our 2015-2016 demographics appear to show increased numbers of ELL and special education students, we will use recruitment strategies that we used last year.
Limited English-proficient students	• We will provide recruitment material in Spanish. • We will send a bilingual staff member to some pre-school information sessions. We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students. • We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield and recruit at their after school program. “The mission of the New North Citizens' Council, Inc. is to provide advocacy, public and human services to Hampden County residents with an emphasis on Hispanic/Latino community for the purpose of enhancing the preservation and support of the family resulting in the improvement of quality of life.” • We will leaflet at the Vietnamese American Civic Association and the Puerto Rican Cultural Center. • We will encourage the families of our Vietnamese students to refer other Vietnamese families. • We will request that Jewish Family Service in Springfield, MA work with us on outreach to Somalian families.
Students eligible for free or reduced lunch	We will distribute recruitment material at the following locations - which often serve low-income families: • Head Starts • Square Ones • Martin Luther King, Jr. Family Services, Inc. • Dunbar Community Center • Make Way for Ducklings • KinderCare • Reed Village Boys & Girls Club
Students who are sub-proficient	• We will distribute recruitment material at pre-schools where students may have learning difficulties (see box for “Students eligible for free or reduced lunch”). • On recruitment material, we will include that we provide regular-education academic support.
Students at risk of dropping out of school	On recruitment material, we will include the short-hand of our mission— academic excellence, character development, and aspiring to Dr. King’s ideal of a beloved community—which creates a positive, engaging learning community for students.
Students who have dropped out of school	Not applicable.
OPTIONAL Other subgroups of students who should be	Given contemporary socio-economic and educational conditions in Massachusetts and the U.S. in general, African Americans and Hispanics may need to be targeted to eliminate the achievement gap.

targeted to eliminate the achievement gap	For 2015-2016 at MLKCSE, our combined percentage of African American and Hispanic students was 91.5%, which was much higher than Springfield's 83.9% (retrieved data from http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04920000&orgtypecode=5& on 5/4/16). Specifically, our percentage of African American students was 46.4%, which was much higher than Springfield's 19.4%. Our percentage of Hispanic students was 45.1%, which was lower than Springfield's 64.5%, and therefore, in 2016-2017, we will engage in the recruitment strategies mentioned above for Limited English Proficient students, which may increase the number of Hispanic applicants. We will distribute recruitment materials at cultural centers and churches in Springfield to recruit a diverse student body.
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Implementation Summary:

Our retention goal (stability rate) was 85%, and our actual retention was **91.4%**, better than our goal.

Our attrition rate was **8.6**, lower than the statewide median of **17.0**. We successfully keep our students enrolled, generally losing only a few students mostly when they move out of the area. In 2016-2017, we will continue to implement our successful retention strategies from 2015-2016.

Based on The Charter Analysis and Review Tool (CHART):

Our **attendance** was **94.7%** which is higher than the statewide median of **94.2%**. Our school has a good history of keeping our students enrolled. We accomplish that by following the strategies outlined below.

Overall Student Retention Goal

Annual goal for student retention (percentage): 85% (stability rate)

Retention Plan –Strategies

Demographic Group	Strategies
Special education students	We provide academic, social, and emotional support for special-education students. Special-Education Staff: We have full-time special education teachers (approximately one per grade), an incremental success classroom, a special education coordinator, and a part-time special education administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled. Social Work Team: We have a full-time adjustment counselor in addition to graduate social work and adjustment counseling interns, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, violence prevention, anti-bullying, and, in general, how to be kind, ensure safety, and improve community. Student Support Team: Our Student Support Team is composed of four full-time members: the school adjustment counselor, the school psychologist, the dean of students, and the student support advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups.

Limited English-proficient students	The ELL department provides a combination of pull-out and push-in ESL instruction and support. As the number of English Language Learners (ELLs) enrolled at MLK continues to grow, our staff now consists of three full-time ESL teachers, one of whom also coordinates the department. A total of 26 faculty members have completed the SEI Teacher Endorsement training to date, and 5 teachers are currently enrolled in the course.
Students eligible for free or reduced lunch	We have a non-discriminatory school community in which all students regardless of income are able to participate in all school activities. Breakfast and lunch: We provide daily free breakfast and lunch. Uniform: MLKSCE values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school. Field trips: Field trips are intended for all students and are not cost prohibitive.
Students who are sub-proficient	MLKCSE provides a positive, engaging learning environment that encourages students to learn and be engaged, which helps sub-proficient students become proficient, and helps all students succeed in school. School Culture: We believe every child can succeed. Our Dr. King Values and MLK Way are how we work peacefully together to create our beloved community. Students are empowered as active participants and rewarded with “Role Model” status. MLK Role Models live by our school culture throughout every day. Values education: One of the three pillars of an MLKCSE education is character development. Our students learn the Dr. King Values, which helps them be part of a united and supportive learning community and be prepared to succeed in life. Family engagement: The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family nights (including annual literacy nights and math/science nights) are popular ways to engage families in their students’ education. Community service learning activities help make school both fun and enriching.
Students at risk of dropping out of school	n/a
Students who have dropped out of school	n/a
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	We will continue to provide the education promised in our mission: preparing “kindergarten-through-5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King’s commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community.”

SCHOOL AND STUDENT DATA

APPENDIX C -

Link to our student demographic information:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04920000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	166	46.4
Asian	4	1.1
Hispanic	161	45.1
Native American	1	0.3
White	6	1.6
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	20	5.5
Special education	52	14.5
Limited English proficient	33	9.3
Economically Disadvantaged	248	69.4

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alan Katz, Executive Director	Administrative oversight of all aspects of the school	September 2005	n/a
Juraye Pierson, Principal	Instructional oversight of all academic programs	June 2015	n/a
Brenda Flores, Director Student Services & Special Education Coordinator	Oversight of ELL, SPED and student support services	September 2006	n/a
Jack Kelley, Special Education Administrator Contracted	Manages special education program	August 2006	n/a

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	47	7	5	
Other Staff	32	14	3	

Most of the teachers who left during the 2015-2016 school year were new to MLK. Some left to go to suburban schools, others left due to personal/family circumstances, and others were terminated for failing to meet performance expectations.

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration) *3 year terms w/expiration date listed
Beth deSousa	Chair	Executive, Finance, Governance, Strategic Goal Setting	1 st term (3 prior)	12/31/2018
Janine Kent	Treasurer	Executive, Finance, Strategic Goal Setting	2 nd term	12/31/2018
Sally Wittenberg	Clerk	Executive, Governance, Academic Excellence	2 nd term	12/31/2016
Mia Chandler	Trustee	Human Resources	1 st term	12/31/2018
Lorraine Plasse	Trustee	Academic Excellence, Human Resources, Governance, Strategic Goal Setting	2 nd term	12-31-2016
Lisa Watson	Trustee	Academic Excellence, Strategic Goal Setting	1 st term	12/31/2018
Tina Quagliato	Trustee	Communication, Human Resources	1 st term	12/31/2016
Ronn Johnson	Trustee	Communication, Strategic Goal Setting	2 nd term	12/31/18
Dominic Basile-Vaughn	Trustee	Human Resources, Academic Excellence	1 st term	12/31/18
Dorrine Sneed	Trustee	Strategic Goal Setting	1 st term	12/31/16
Willette Johnson	Trustee	Academic Excellence, Human Resources, Communication	2 nd term	12/31/17
Margaret Daoust	Trustee	Human Resources	1 st term	12/31/16
Joe Giancesin	Chair	Executive, Governance Strategic Goal Setting	3rd Term	1/20/16 Resigned
Leslie Lawrence	Trustee	Finance	2nd Term	11/18/2015 Resigned
Cheryl Podgorski	Trustee	Finance	1 st term	5/31/16 Resigned
Ernesto Castillo	Vice Chair	Executive, Strategic Goal Setting	1 st term	6/23/16 Resigned

ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes	
Position	Name
Board of Trustees Chairperson	Beth DeSousa
Charter School Leader	Alan Katz
Assistant Charter School Leader	Juraye Pierson

Special Education Director	Jack Kelley
MCAS Test Coordinator	Alena Mudry
SIMS Coordinator	Amanda Rodriguez
English Language Learner Director	Lynn Nielsen

Enrollment	
Action	Date(s)
Student Application Deadline	2/1/16
Lottery	2/2/16

CONDITIONS

Status of February 2015 Conditions

CONDITION 1

Beginning in February of 2015 and until further notice, MLK must submit to the Department, at charterschools@doe.mass.edu, board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.

Status: Met/Ongoing

MLK has submitted board packages during the months of board meetings. Board packages contain board committee minutes, reports on academic data, financial updates and projections, budget documents, policy documents, and compliance documents.

CONDITION 2

By March 31, 2015, the school must establish an escrow account in an amount determined by the Department in consultation with the school to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.

Status: Met

The school opened an escrow account at the Berkshire Bank by March 25, 2015. The account currently holds approximately \$17,500 set aside for potential closing costs, should that occur.

CONDITION 3

By December 31, 2015, the school must demonstrate clear academic progress through evidence of significant academic improvement in mathematics, English language arts, and science.

Status: Met

While MLK's overall performance has not met state standards, the school demonstrated significant academic improvement in 2015. Please see the data charts below as well as full academic results in the attached SOR.

In 2012, 2013, 2014, and 2015 MLK's MCAS scores placed the school in Level 3. The school's percentile, when compared to other elementary schools statewide, improved in 2015. In 2012, MLK was in the 12th percentile; in 2013, the 11th percentile; and in 2014, the 9th percentile. In 2015, the school is in the 16th percentile.

In 2015, the school has a cumulative Progress and Performance Index (PPI) of 77 for all students and of 76 for the high needs subgroup. Both PPIs meet gap narrowing targets.

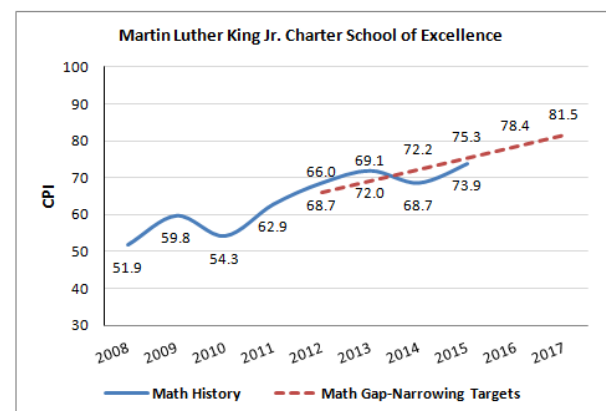
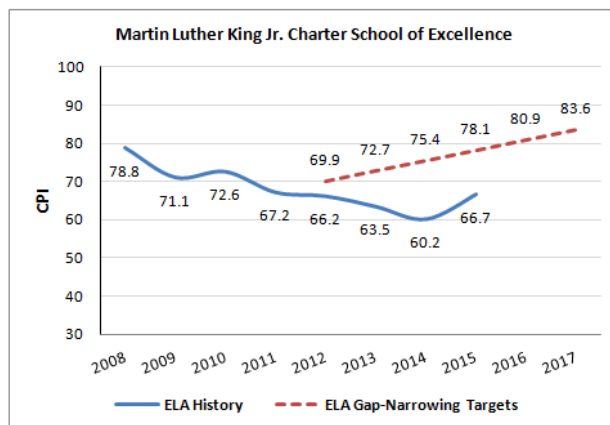
Composite Performance Index (CPI) scores for the school all improved in 2015 to their highest levels of the charter term. The 2015 CPI was 66.7 in English language arts (ELA), 73.9 in

mathematics, and 77.5 in science and technology/engineering. In 2015, proficiency rates reached their highest scores as well. In 2015, 33 percent of MLK students scored in the Proficient and Advanced categories on the ELA assessment, below the state average of 63 percent. In mathematics, 49 percent scored Proficient and Advanced, below the state average of 63 percent. In science and technology/engineering, 46 percent scored Proficient and Advanced, below the state average of 53 percent.

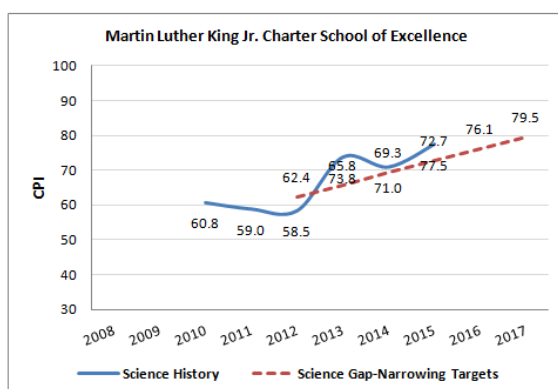
Student Growth Percentiles (SGP) have varied over the charter term but improved in 2015 and were on target for ELA and above target in mathematics. The school's SGP for all students in 2015 was 49.5 in ELA (on target growth) and 64.0 in mathematics (above target growth).

ELA CPI Chart

Student Growth Percentile					
		Math CPI chart			
		2012	2013	2014	2015
ELA SGP	All	50.5	42	35.5	49.5
	High needs	50.5	42	36	41
Math SGP	All	73	59	44	64
	High needs	74	55.5	44.5	66



Science CPI chart



While charter school academic performance compared to its sending district is not a typical standard to assess charter school success, MLK included such comparative data in its response to the SOR. In 2015, MLK's academic performance is better than or comparable to the performance of comparison schools in Springfield for nearly every metric. In 2015, the school's CPI and SGP are above the medians for other elementary schools in Springfield; rates of MLK's proficiency on the mathematics assessment nearly meet the median of comparison schools. MLK's rates of science proficiency and CPI scores have been above the median for comparison Springfield schools for the past three years. In terms of ELA performance, MLK's CPI and advanced/proficient scores are near the median in 2015; its SGP scores are above the

median for other elementary schools in Springfield. Additionally, MLK's 2015 PPI for all students is the 6th highest of the 32 elementary schools in Springfield.

February 2016 Conditions

CONDITION 1

Until further notice, Martin Luther King, Jr. Charter School of Excellence must submit to the Department, at charterschools@doe.mass.edu, board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.

CONDITION 2

The school must maintain the established escrow account to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.

CONDITION 3

By December 31, 2016, the school must demonstrate significant and sustained academic improvement in mathematics, English language arts, and science. Should the school fail to do so, the Commissioner and the Board of Elementary and Secondary Education will consider revoking the school's charter based on failure to meet this condition, rather than wait to see improvement by December 31, 2017.

CONDITION 4

By December 31, 2017, the school must demonstrate continued significant and sustained academic improvement in mathematics, English language arts, and science. Should the school fail to do so, the Commissioner and the Board of Elementary and Secondary Education will consider revoking the school's charter based on failure to meet this condition.

COMPLAINTS

None

ATTACHMENTS

2015/2016 Organizational Chart

