

Old Sturbridge Academy Charter Public School

Annual Report 2018-19



Old Sturbridge Academy Charter Public School
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Table of Contents

Introductory to Old Sturbridge Academy	3
Letter From the chair of the Board of Trustees	4
School Performance and Program Implementation	5
Faithfulness to Charter	
Mission and Key Design Elements	5
Amendments to the Charter	6
Access and Equity: Discipline Data	6
Dissemination Efforts	9
Academic Program Success	
Student Performance	10
Program Delivery	10
Organizational Viability	
Organizational Structure of the School	11
Teacher Evaluation	11
Budget and Finance	12
Appendix A: Accountability Plan Evidence 2018-2019	15
Appendix B: Recruitment Plan 2018-2019	19
Retention Plan	22
Appendix C: School and Student Data Tables	25
Appendix D: Additional Required Information	28

Introduction to the School

Old Sturbridge Academy Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Sturbridge, MA
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Brimfield, Brookfield, East Brookfield, North Brookfield, Holland, Monson, Palmer, Southbridge, Spencer, Sturbridge, Wales, Webster
Year Opened	2017	Year(s) the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	360	Enrollment as of July 31, 2019	240
Chartered Grade Span	K-8	Current Grade Span	K-4
Number of Instructional Days per School Year	190	Students on Waitlist as of July 31, 2019	141
School Hours	8:00 AM-3:30 PM	Age of School as of 2018-2019 School Year	2
<p>Mission Statement: Old Sturbridge Academy Charter Public School will provide k-8 students with rigorous, real world learning experiences in a supportive and nurturing school community, helping all students to become reflective inquisitors, articulate communicators, critical thinkers, and skilled problem solvers. Old Sturbridge Academy Charter Public School, an EL Education school working in partnership with Old Sturbridge Village, will foster a learning environment that represents all aspects of the diversity spectrum where our students will meet or exceed grade-level expectations in all subject areas. The school will be distinguished by four key elements of EL Education: a commitment to community, a commitment to quality work, a commitment to real world applications and a commitment to imagination, exploration and immersion. A culture of quality will permeate the school and our students will graduate with an understanding of how they learn best and how to advocate for the resources they need when they are challenged.</p>			

Letter from the Chair of the Board of Trustees



Old Sturbridge Academy Charter Public School
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On behalf of the Board of Directors, faculty and administration of Old Sturbridge Academy, it is a privilege to submit our Annual Report for the 2018-2019 year.

We were pleased to retain each of our founding lead teachers as we opened school last September – and were able to add some new staff to the Academy with the expansion. One of the highlights from last year was a slight change to the leadership structure of the Academy – one that our Board feels will better meet the needs of students and families. Under the new structure adopted last February, the position of Director of Teaching and Learning was changed to Principal. Lisa DeTora continued in the new role, with oversight for all of her previous functions. Reporting to Lisa in the new structure is a Vice Principal/Director of Special Education. Dr. Melissa Hogan, who had been consulting to the Academy as our special education director, was selected for this new role.

This new leadership structure accomplished a number of things for the Academy:

1. It allowed for a full-time special education administrator at the Academy to support the special education staff, students and families.
2. It provided Lisa DeTora with support for handling student discipline and day-to-day student needs.
3. It made clearer the lines for administrative decision-making in the school on a daily basis.

Lisa continues to report directly to the Academy's Executive Director, Jim Donahue – and Jim meets regularly with both Lisa and Melissa to ensure that the school program is consistent with our charter and to make sure that the faculty and staff have the resources they need to get the job done.

We are excited to welcome our new kindergarten students to the Academy in August – and eager to see what our rising fifth graders will accomplish as the Academy begins to add its middle school division. Thank you for the support and guidance from the Department of Elementary and Secondary Education in our second year. We believe that we are making a difference in the lives of many.

Sincerely,

Reed Hillman
Chairman of the Board Directors

School Performance and Program Implementation

During the 2018-19 school year there were two changes. First, there was a change in the leadership structure from the co-director model to principal model. A vice principal/special education administrator was hired in the spring of 2019. The school also requested and was approved a change in length of day (one day a week) which will be implemented in the 2019-2020 school year.

Faithfulness to Charter

Mission and Key Design Elements

Old Sturbridge Academy Charter Public School (OSACPS) entered its second year during 2018-2019 and expanded to grades k-4. Our mission is to provide students with rigorous, real world learning experiences in a supportive and nurturing school community, helping all students to become reflective inquirers, articulate communicators, critical thinkers, and skilled problem solvers. Old Sturbridge Academy Charter Public School, an EL Education school working in partnership with Old Sturbridge Village (OSV), will foster a learning environment that represents all aspects of the diversity spectrum where our students will meet or exceed grade-level expectations in all subject areas. The school will be distinguished by four key commitments of EL Education: a commitment to community, a commitment to high-quality work, a commitment to real-world applications of learning, and a commitment to imagination, exploration, and immersion. A culture of quality will permeate the school and our students will graduate with an understanding of how they learn best and how to advocate for the resources they need when they are challenged.

1. EL Education (formerly Expeditionary Learning) was an important design partner that enabled us to be faithful to the school's mission. The school had two school designers who were on site for 39 days. Our partnership and coaching from school designers enabled us to implement EL's English Language Arts curriculum with integrity. In grades k-2, students had over three hours of ELA Modules, Skills (reading foundations), and Labs. In grades 3 and 4, students had hour long modules supported by another hour of Additional Language and Literacy block. We also implemented a Skills block in third grade for students needing this support.

This year, a notable achievement was that all grades, k-4, completed a learning expedition. This is a signature EL Education curricular structure. All students took an off-site field study to gather information to create a high-quality final product.

Since EL Education measures student achievement with three dimensions-mastery of knowledge and skills, high-quality work, and character- our school designers helped us articulate specific character traits. From caring for animals in Old Sturbridge Village to riding the bus back home, our students demonstrate high-quality work, collaboration, perseverance, stewardship, and courage.

Another tenet of EL Education is for students to be leaders of their own learning. At OSACPS, Student-Led Conferences replaced traditional adult-led conferences. There were two held this year (January and May) in which we had 100% student participation and 100% parent/guardian attendance. Students

articulately communicated their strengths and areas for growth across subject areas, including reflecting on character growth.

2. Old Sturbridge Village was the school’s other important design partner. OSACPS students were able to participate in weekly Learning Through Experiences (LTEs) in the museum for extended blocks of time. This program was developed by the museum with consultation from OSACPS to incorporate the school’s mission. This year, we added a liaison to further the curriculum and pedagogical continuity between the two partners. Each unit was based on a topic that students would explore through hands-on activities and experiences. This year, we added additional units to the LTEs including Ecology and New England States.

In addition to LTEs, there were learning opportunities in the museum for individual students, small groups, entire classrooms, and the whole school led by OSACPS teachers in collaboration with OSV colleagues. Teachers were able to extend the four walls of the classroom as they conducted experiments, cared for animals, interviewed experts, and created artwork with their students in the hundreds of acres of the extended Village campus.

Students were immersed in imagination, exploration, and immersion as costumed historians in the museum brought the 19th century to life. Students participated in hands-on, real-world experiences in the Village. For example, our students and teachers worked with the Coordinator of Agriculture to create, plant, and tend to a 19th century garden at the Small House. Students created high-quality work that is displayed in the museum. The third graders, for instance, created a punched-tin quilt that was featured in the Visitor Center gallery.

OSACPS’s partnerships with EL Education and OSV enabled us to define our community. This was seen in the weekly Town Meetings held in OSV’s Visitors Center Theater. Our students led these assemblies which were attended by parents and caretakers as well as museum staff. Students were recognized for their habits of character and high-quality work from OSACPS and museum staff.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
May 15, 2019	Change of length of school day to dismiss students early one day per week to accommodate time for all staff professional development	Approved
July 15, 2019	Accountability Plan Provisionally Approved	Pending
anticipated fall 2019	Change in leadership structure	Pending (In the process of submitting)

Access and Equity: Discipline Data

A. The most recent, publicly available student discipline data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35150000&orgtypecode=5&=35150000&>

B.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	163	4	0	0	0
EL	9	1	0	0	0
Economically Disadvantaged	52	1	0	0	0
Students with Disabilities	19	0	0	0	0
High Needs	73	3	0	0	0
Female	74	1	0	0	0
Male	89	3	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	0	0
African American/Black	11	1	0	0	0
Hispanic/Latino	17	1	0	0	0
Multi-race, Non-Hispanic/ Latino	0	0	0	0	0

Native Hawaiian or Pacific Islander	0	0	0	0	0
White	134	2	0	0	0

C. A supportive and nurturing school community is part of our mission statement. OSACPS has taken a number of steps to reduce the in and out of school suspension rates. The intervention from the school adjustment counselor, behavioral support staff, special education teachers, and occupational therapist helped us provide additional emotional and behavioral support to our students. Through individual and group sessions, the adjustment counselor provided social and emotional counseling and skill building. Additionally, the full-time special education teachers and occupational therapist delivered individualized supports to students. OSACPS teaches a social thinking curriculum and sensory regulation opportunities were offered to students on a weekly basis throughout the 2018-2019 school year.

Fourteen staff members were trained in Applied Non-Violence through the Southern Worcester County Educational Collaborative. This approach enabled our staff to address violent or acting-out behaviors in a safe manner to ensure a safe, nurturing learning environment.

Several students were referred for evaluation to determine the need for specialized instruction to address emotional disabilities.

A vice principal was added to the leadership team to address student discipline.

The school monitors its student discipline systems and processes via a weekly meeting to review data, trends, and concerns. The school continues to utilize responsive classroom and restorative practices to address discipline and behavior management.

Dissemination Efforts					
Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (see link to Criteria above or list below)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Replicating the Academy model	Visit to Worcester Art Museum	Executive Director, Principal, OSV directors	Sharing resources or programs developed at the charter school	Ecotarium and Worcester Art Museum, Worcester, MA	Discussions are ongoing but the school would use the LTE model.
Implementing the LTE model at the high school level	On site visit	Executive Director	Partnership with other schools implementing key successful aspects of the charter school's program, Active participation in district turnaround efforts	Representative from Southbridge Public School, Sturbridge and Southbridge, MA	Instead of Learning Through Experience, it would be Learning Through Internship. Will pilot with Southbridge with ten students for one semester this October.
Teacher efficacy and training	Meeting at Lesley University	Executive Director	Hosting other educators at the charter school, Active participation in district turnaround efforts	Professors from Lesley University, Cambridge, MA	Initial discussions with Southbridge Public Schools and Lesley University about a teacher-training partnership based at OSV. Also discussing a teacher development program between the Academy and Southbridge.
Extended Day Program	On site student visits	Executive Director, Extended Day staff at OSACPS	Sharing resources or programs developed at the charter school, Active participation in district turnaround efforts	Representative from Southbridge Public School, Sturbridge and Southbridge, MA	Opened our extended learning program this year to Southbridge Public school students. Students came to the Village twice a week after school and experienced LTE programs.
Charter School/ Museum Partnership and Model	Conference Presentation	Executive Director and OSV directors	Sharing resources or programs developed at the charter school	New England Museum Association, Stamford, CT	Regional awareness of a charter school and museum partnership in action.

Academic Program Success

Student Performance

A. 2018 Student Performance Data can be found:

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=35150205&orgtypecode=6&

B.

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Insufficient data Reason for classification: Insufficient data	http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=35150205&orgtypecode=6&	-

C. Students in k-4 took Northwest Evaluation Association’s (NWEA) Measure of Academic Progress (MAP) assessments in the fall, winter, and spring. See <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf> for nationally normed data.

According to 2018-2019 MAP data:

OSACPS kindergartners exceeded the 2015 nationally normed scores in Mathematics and Reading.
 OSACPS first graders exceeded the 2015 nationally normed scores in Mathematics and Reading.
 OSACPS second graders exceeded the 2015 nationally normed scores in Reading.
 OSACPS third graders exceeded the 2015 nationally normed scores in Mathematics and Reading.
 OSACPS fourth graders exceeded the 2015 nationally normed scores in Mathematics and Reading.

There are subgroups that we are closely monitoring including students with disabilities, English language learners, and economically disadvantaged.

Program Delivery

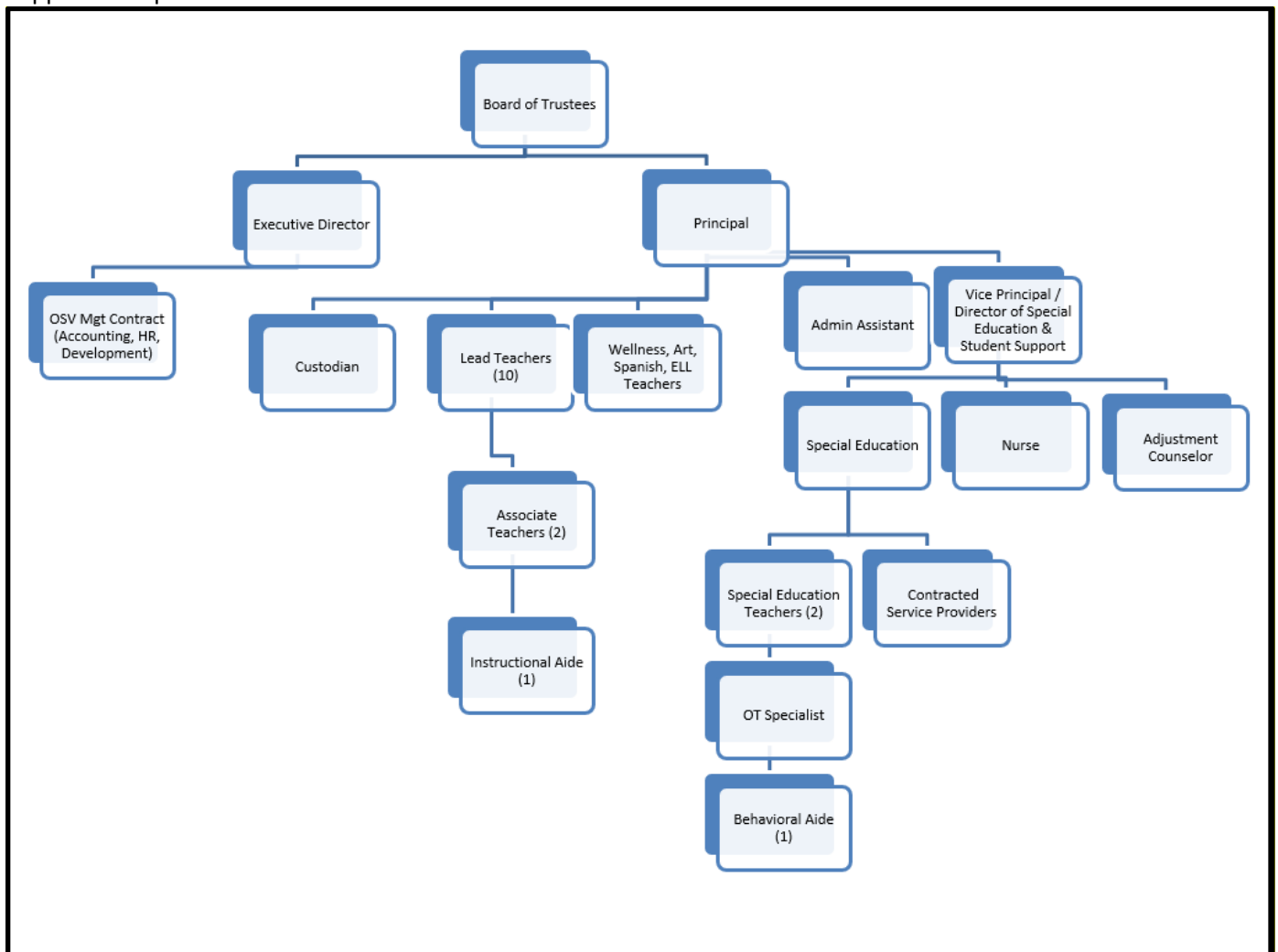
Changes implemented in the 2018-2019 school year reflected the needs of our students. We added a second full time Special Education teacher, a full time Occupational Therapist, and a full-time behavioral support staff person. We changed the leadership structure to a single principal. The school also added a full time Vice Principal/Director of Special Education and Student Support Services. The Student Teacher

Assistance Team (STAT) was implemented throughout the entire year to implement Response to Intervention supports, closely monitor student progress, and refer students for special education testing. Music was incorporated into Town Meetings, Learning Through Experiences, Morning Crew, and Learning Expeditions instead of a stand-alone class. Spanish and Social Thinking/Zones of Regulation were taught to all students k-4.

Organizational Viability

Organizational Structure of the School

There were changes made to the organizational structure during the 2018-2019 school year as the school added a Vice Principal/Director of Special Education and Student Support Services. A second full time Special Education teacher was added as well as a full time Occupational Therapist and a Behavioral Support staff person.



Teacher Evaluation

OSACPS continues to use the Massachusetts Model System for Educator Evaluation. We follow the cycle of continuous improvement as described in the charter application: self-assessment, goal setting and

plan development, plan implementation, formative assessment and evaluation, and summative evaluation.

Budget and Finance

A. Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement)

**Old Sturbridge Academy
Statement of Revenue, Expense and Changes in Net Position
Fiscal 2019 - UNAUDITED**

	<u>July 1, 2018 - June 30, 2019</u>
Operating Revenue	
Tuition	\$ 2,536,081
Government Grants & Funding	\$ 251,872
Nutrition Funding	\$ 64,686
Transportation Reimbursement	\$ 251,376
Direct Public Support	\$ 5,100
Private Support Funding	\$ 6,425
Student Programs, Fees & Care	\$ 26,727
Total Revenue	<u>\$ 3,142,267</u>
Operating Expenses	
Personnel Related	\$ 1,445,687
Contracted Professional	\$ 204,314
Instructional Materials	\$ 132,455
Building Costs (Lease, Utilities)	\$ 435,678
Student Transportation	\$ 313,310
OSV Management Contract	\$ 228,486
School Nutrition Program	\$ 78,541
Furniture and Fixtures	\$ 32,522
Technology Equipment	\$ 25,588
Insurance	\$ 23,323
Audit/Legal/Payroll	\$ 27,822
Other Student Activities	\$ 36,940
Contingency Funds	\$ -
All Other	\$ 33,389
Total Operating Expense	<u>\$ 3,018,055</u>
Changes in Net Position	<u>\$ 124,212</u>
Net Position	
Beginning of Period	24914
End of Period	\$ 149,126

B. Statement of net assets for FY 19 (balance sheet)

**Old Sturbridge Academy
Balance Sheet as of June 30, 2019
Fiscal 2019 - UNAUDITED**

ASSETS

1000 - Cash and Cash Equivalents	\$	20,494
11000 - Accounts Receivable	\$	513,739
1308 - Prepaid Expenses	\$	<u>38,101</u>
Total Current Assets	\$	572,334
1515 - Furniture and Equipment	\$	6,400
1616 - Less Accumulated Deprecia	\$	<u>(2,240)</u>
Total Fixed Assets	\$	4,160
TOTAL ASSETS	\$	<u>576,494</u>

LIABILITIES & EQUITY

Liabilities

2024 - Accounts Payable	\$	227,919
2125 - Accrued Expenses & Payroll	\$	182,347
2226 - Current Deferred Revenue	\$	820
24000 - Payroll Liabilities	\$	<u>16,283</u>
Total Current Liabilities	\$	427,369
Total Liabilities	\$	427,369

Equity

Net Income	\$	<u>149,125</u>
Total Equity	\$	149,125
TOTAL LIABILITIES & EQUITY	\$	<u>576,494</u>

C. Approved School Budget for FY20

Old Sturbridge Academy
Statement of Revenue, Expense and Changes in Net Position
Fiscal 2020 BUDGET

	<u>July 1, 2019 - June 30, 2020</u>
Operating Revenue	
Tuition	\$ 3,046,475
Government Grants & Funding	\$ 158,419
Nutrition Funding	\$ 84,205
Transportation Reimbursement	\$ 214,718
Direct Public Support	\$ -
Private Support Funding	\$ -
Student Programs, Fees & Care	\$ -
Total Revenue	<u>\$ 3,503,817</u>
Operating Expenses	
Personnel Related	\$ 1,814,505
Contracted Professional	\$ 109,200
Instructional Materials	\$ 147,068
Building Costs (Lease, Utilities)	\$ 467,649
Student Transportation	\$ 338,439
OSV Management Contract	\$ 274,183
School Nutrition Program	\$ 80,937
Furniture and Fixtures	\$ 27,999
Technology Equipment	\$ 15,012
Insurance	\$ 24,806
Audit/Legal/Payroll	\$ 31,539
Other Student Activities	\$ 12,100
Contingency Funds	\$ 50,000
All Other	\$ 34,528
Total Operating Expense	<u>\$ 3,427,965</u>
Changes in Net Position	<u>\$ 75,852</u>
Net Position	
Beginning of Period	\$ 149,126
End of Period	\$ 224,978

D. Capital Plan

Old Sturbridge Village is implementing a plan to expand the current school building to accommodate our expansion to grades six, seven and eight. This would involve a 20,000 square foot addition to the current building. Design, permitting and site development work is taking place between July and December, 2019. This will result in a temporary relocation of the current playground space to the rear of the current school building. Construction of the addition will begin in February/March of 2020. OSV is simultaneously developing a plan for expanded outdoor play space; the addition of a state-of-the-art playground and the construction of a barn-like field house for exclusive Academy use during the school day. The playground and expanded play space are expected to be completed by August, 2020. The field house will be completed by August, 2021.

Old Sturbridge Village estimates the cost of the building expansion to be about \$2.9M. OSV will be financing the construction through its lender, Country Bank. Financing is expected to be in place by December, 2019.

An anonymous foundation has been approached to support the soft costs related to the building expansion – and the design build of the playground/field house. This foundation has a long history with Old Sturbridge Village and is a supporter of its partnership with Old Sturbridge Academy.

Appendix A
Accountability Plan Evidence 2018-2019

OSACPS has submitted an Accountability Plan that has been provisionally approved.

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: OSACPS will provide students with an education that reflects three EL Education dimensions: mastery of knowledge and skills, high-quality work, and character (KDE #1)		
Measure: All k-8 students will present their portfolios at least once a year during a Student-Led Conference by articulately communicating their educational experiences that reflect mastery of knowledge and skills, high-quality work, and character during their time at OSACPS.	Partially Met	All students k-4 presented two Student-Led Conferences this year with 100% participation. A reflection sheet was completed by invited guests and the student after each Student-Led Conference describing what was discussed at the conference and how it went. Teachers collected preliminary data on preparation for Student-Led Conferences that reflects mastery of knowledge and skills, high-quality work and character. Teachers have collected student portfolios and will pass them on to next year’s teachers.

		For the 2019-2020 school year, teachers Teachers will collect data to score the quality of presentations by utilizing rubrics that reflect mastery of knowledge and skills, high-quality work, and character.
Measure: Annually, all 5 th grade students will present at least 1 Student-Led Conference to invited guests and OSACPS staff panel and all 5 th grade students will receive at least an 80% from the panel's review of their portfolio and presentation.	Not Met	This measure was not met because there were no fifth graders in the school. For the 2019-2020 school year, a panel (of invited guests and OSACPS staff) will use a rubric to determine if the 5 th grade student achieved 80% mastery of knowledge and skills, high-quality work, and character for preparation and presentation. One physical portfolio per student will demonstrate evidence of mastery of knowledge and skills, high-quality work, and character. The portfolio will contain work from all subject areas.
Measure: Each year, at least 60 percent of OSA students in all grades will meet or exceed their annual growth targets on NWEA's MAP assessments for subject areas: Math and Reading.	Partially Met	Students in grades k-4 have shown varying levels of growth. Overall, Reading growth is higher than Math growth. For the 2019-2020 school year, teachers will continue to track student growth over the fall, winter, and spring benchmarks. Students will be given differentiated materials and lessons to achieve their growth goals.
Measure: Each year, at least 80% of students in grades K-2 will grow 3 or more microphases from fall to spring as measured by EL Education's Skills assessments.	Met	All students participating in EL Education's Skills curriculum (grades k-2 and any other students who have not achieved the late consolidated microphase), have grown 3 or more microphases.
Objective: OSACPS will teach students about the four commitments: a commitment to community, a commitment to high-quality work, a commitment to real-world application of learning, and a commitment to imagination, exploration, and immersion. (KDE #2).		
Measure: Each student k-8 will at some point during the school year help to prepare and host a town meeting that features an area of the school's commitments.	Met	All students, k-4, presented at Town Meeting at least two times during the 2018-2019 year. With teacher support, students prepared and rehearsed a Town Meeting. Students led Town Meeting in front of an audience of peers and guests. Each time a group of students presented at town meeting, the teachers, with assistance from their students, completed a checklist to

		ensure the required elements and a focus on one (or more) of the commitments of a Town Meeting were met.
Measure: Annually, all k-8 students will demonstrate 100% accuracy on a year-end self-assessment indicating they can complete the following: (a) identify the 4 commitments, (b) explain how at least two of these commitments help them succeed in school and in the Village, (c) articulate a commitment on which they have improved over the past year, and (d) identify a commitment on which they would like to demonstrate growth within the next year.	Partially Met	Most students are able to articulate the four commitments verbally- particularly high-quality work and community. For the 2019-2020 school year, students will identify a commitment they would like to demonstrate growth within the next year. A student self-assessment (paper or digital) will be created and collected by teachers at the end of the year. The information will be aggregated and analyzed by teachers to determine student accuracy in completing the four tasks.
Objective: OSACPS staff will develop Learning Through Experiences or Learning Expedition in partnership with Old Sturbridge Village Staff to fulfill our commitments of community, high-quality work, and real-world applications of learning. (KDE# 3)		
Measure: Each year, for grades k-8, at least one Learning Through Experiences or Learning Expedition unit of curriculum will demonstrate alignment to Massachusetts Curriculum Frameworks to reflect high-quality work.	Met	The principal or designee from OSACPS and The Director of Education at OSV collected data from the Learning Through Experience or Learning Expedition Units for grades k-4. This documentation includes lesson plans, clear connections to Massachusetts Curriculum Frameworks, student materials, assessment tools, reflections, and examples of student work. All students k-4 participated in authentic field work in OSV and on off campus sites.
Measure: At least two times a year, all k-8 students will produce two high-quality products and 75% of students will score a 3 or 4 (on a scale of 1-4) on both products as assessed by their teachers using a school wide rubric.	Partially Met	All students k-4 produced two pieces of work that was shown at the Student-Led Conferences and/or the Celebration of Learning. Teachers recorded quality work on rubrics. Teachers have begun to archive high-quality student work. For the 2019-2020 school year, teachers will create and use a common rubric to assess for high-quality work. Teachers will continue to archive high-quality student work.
Measure: At the end of the year, all k-8 students will complete a reflection describing their immersive experience during Learning Through Experiences or Learning Expeditions.	Partially Met	At the end of the year, some students completed a paper or digital reflection form that described their learning experience. Verbal feedback and

<p>Staff will use the feedback to improve teaching and learning.</p>		<p>observations were also used. This information was used by leaders to adjust the Learning Through Experience or Learning Expedition curriculum.</p> <p>For the 2019-2020 school year, all students will complete a reflection describing their immersive learning experiences in Learning Through Experiences or Learning Expeditions. The principal or designee from OSACPS and the Director of Education at OSV will use the feedback from the rubric to adjust at least one Learning Through Experience or Learning Expedition unit per year per grade to enhance community, high-quality work, and real-world applications of learning.</p>
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Dissemination

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: OSACPS will share its Student-Led Conference preparation, presentation and procedures with other schools in Massachusetts over the course of the charter term.</p>		
<p>Measure: During the first term of our charter, OSACPS will work to identify best practices, establish a school partner, and collaborate with the school partner.</p> <ul style="list-style-type: none"> ● By the end of Year 2 (2018-2019), OSACPS will develop a preparation template that reflects best practices of Student-Led Conferences, students’ self-assessments, facilitation guides for adults, and rubrics. ● By the end of Year 3 (2019-2020), OSACPS will identify a public school partner with whom to share best practices around Student-Led Conferences. ● By the end of year 4 (2020-2021), OSACPS will collaborate with our partner school to share best practices around Student-Led Conferences. 	<p>Met</p>	<p>OSACPS teachers have developed a preparation template that reflects the best practices of Student-Led Conferences, students’ self-assessments, facilitation guides for adults, and rubrics.</p> <p>For the 2019-2020 school year, OSACPS will identify a public school partner with whom to share best practices around Student-Led Conferences.</p>

Appendix B Recruitment Plan 2019-2020

School Name: Old Sturbridge Academy Charter Public School

2018-2019 Implementation Summary:

1. During the 2018-2019 recruitment season, Old Sturbridge Academy Charter Public School recruited for new student in the rising kindergarten class of 40 students. A recruitment subcommittee was formed with members from the Parent Advisory Council along with the ESL/ELL teacher and principal. This subcommittee held on-campus and off-campus information sessions in Southbridge, Webster, and Spencer. Application materials were available in English and Spanish. The ESL/ELL teacher assisted with the information session in Southbridge. We advertised online and in print in English and Spanish.

Successes included 195 applicants for the 2019-2020 school year. Challenges included recruiting more English Language Learners that would fall into WIDA level 1 or newcomers to the United States.

2. Additional information for subgroup enrollment includes a high number of siblings (18 students or 45%) in the incoming kindergarten class.

3. Our incoming class will increase our numbers of the subgroup of special education/students with disabilities and potentially English Language Learners. We have students enrolled from all 12 of our sending districts. The majority of students (35%) come from Southbridge. We anticipate that our incoming class will meet the comparison index or gap narrowing targets in all categories.

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

General Recruitment Activities for 2018-2019:

- OSACPS published application link and recruitment material in English and Spanish on our school website, <http://www.osacps.org/>.
- OSACPS provided information about the school throughout the year for those who are interested in enrolling.
- OSACPS hosted school visits for interested students and meetings with the principal for their parents/guardians.
- OSACPS sent home recruitment materials to our families with currently enrolled students to encourage sibling application.
- Established a recruitment subcommittee within the Parent Advisory Council who distributed collateral in communities.
- OSACPS hosted several information sessions, both on the OSV campus and in Southbridge, Webster, and Spencer.

Recruitment Plan – 2018-19 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 14% GNT percentage: 9.5% CI percentage: 10.7%</p> <p>The school is <u>above</u> CI percentages.</p>	<p align="center">(b) Continued 2018-19 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● All community outreach/collateral is clear in its mission to communicate that OSACPS will provide an educational experience that will allow diverse learners to have equal access. All material will explicitly state in both English and Spanish “Children with special needs are welcome at our school.” ● Collaborate with special education advocates as well as service providers in the area to circulate the school’s recruitment collateral and encourage families to attend informational sessions and open houses.
	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 6.5% GNT percentage: - CI percentage: 4.2%</p> <p>The school is <u>above</u> CI percentages and met GNT.</p>	<p align="center">(b) Continued 2018-19 Strategies</p> <p>x Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Distribute collateral and application in Spanish as well as English. ● Identify cultural celebrations to have a presence at in Palmer, Southbridge, Webster, Spencer, and East Brookfield. ● Outreach to community organizations that serve non-English speakers. ● Continue to recruit parents/ guardians of current students to assist with recruitment. ● Offers Spanish translator at open houses/informational sessions. <p>Enhanced recruitment strategies for ELs are:</p> <ul style="list-style-type: none"> ● Our ELL/ESL teacher will recruit the parents/guardians of current EL students to help recruit in their own communities. ● Parents recruit at places of worship, social gatherings, and/or workplaces. ● Work with community organizations that serve non-English speakers to brainstorm effective ways for connecting with local community members.
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	<ul style="list-style-type: none"> ● In addition to information sessions at the school, hold information sessions in the sending communities with the ELL/ESL teacher and translator. <p>Additional strategies to recruit ELs are:</p> <ul style="list-style-type: none"> ● Leave translated copies of our flyers and applications at adult ESL programs. ● The ELL/ESL teacher will participate in kindergarten screening to support families who have been identified as limited English proficient through the enrollment process. ● Invite contacts from community organizations to school events, such as the weekly Town Meeting and Celebration of Learning.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Visit communities and distribute enrollment materials in multiple languages to recruit

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 31.0%</p> <p>GNT percentage: 28.1%</p> <p>CI percentage: 34.2%</p> <p>The school is <u>below</u> CI percentages but <u>met</u> GNT.</p>	<p style="text-align: center;">(b) Continued 2018-19 Strategies</p> <p>x Below CI but met GNT: continued strategies needed</p> <ul style="list-style-type: none"> ● Work with Head Start in Southbridge and Webster, food pantries at Catholic Charities in Southbridge, Brookside Terrace, United Way to disseminate collateral and help encourage applications as well as interest in attending informational sessions. ● Provide refreshments, child care, and transportation to some informational sessions and open houses to remove barriers that some families may encounter.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Include in all collateral that OSACPS welcome all students regardless of current academic performance. ● Work with local organizations such as Wayside Youth and Family Support Services, Southbridge Community Connections, St. Agnes Guild to assist in the recruitment of children who are underperforming. <p style="text-align: center;">2019-2020 Strategies</p> <ul style="list-style-type: none"> ● The school will ensure all recruitment materials clearly state admission is not contingent on academic achievement, any entrance test, or formal interview.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Collaborate with agencies such as You Inc., and Massachusetts Education and Career Opportunities to develop strategies aimed to economically disadvantaged whose families have had very limited (if any) experience with post-secondary education or training programs to provide needed assistance and direction in order to reach their full academic and career potential. ● Develop strategies to help students build and practice self-regulatory behaviors in school. <p style="text-align: center;">2019-2020 Strategies</p> <ul style="list-style-type: none"> ● OSACPS will continue to offer resources on the self-regulatory and social/emotional learning curriculum within the school and communicate strategies to parents and caregivers.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● This demographic group is not applicable given that students in grades 1-8 are mandated to attend school.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● OSACPS will continue to recruit Hispanic/Latino and economically disadvantaged students. <p style="text-align: center;">2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Increased work on cultural proficiency and representation of diverse staff members. Create crews so that each child is known well by at least one adult.

Retention Plan 2019-2020

2018-2019 Implementation Summary:

Our overall attrition rate for 2018-2019, as reported by ESE, is 90.5%. Throughout the year, we had a few students who withdrew from the school due to family relocation.

This summer, we had a handful of students that withdrew due to moving out of state, moving to a school district that is too far away, homeschooling, transferring to a parochial school, and desire to be in a larger population of students. School personnel reached out to departing students to implement exit surveys.

The school's successes were that we were able to enroll siblings that were on the waitlist due to these vacancies. We were also able to fill seats with students from underperforming districts.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.6 %</p> <p>Third Quartile: 13.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-19 Strategies</p> <p>x Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Ongoing assessment and data collection that allows for modifying instructional and addressing students' needs on a more immediate basis ● Response to Intervention as well as individualized instruction during the school day will be available. ● Special Education Teachers will collaborate with lead classroom teacher to differentiate instruction.
<p>(c) 2019-2020 Additional Strategy(ies), if needed</p>	

	<input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <ul style="list-style-type: none"> ● Instructional and behavior support assistants will assist teachers with differentiated instruction.
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Limited English-proficient students/English learners

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 11.1%</p> <p>Third Quartile: 18.5%</p> <p>The school’s attrition rate <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p>
	<p>x Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Spanish will be included in the curriculum beginning in kindergarten in an effort to create a more comfortable environment for ELL students and non-Spanish speaking students. ● Activities for entire families after school to encourage involvement and create an atmosphere that is welcoming for the entire family. ● Multilingual/multicultural activities within the school ● Establish a “buddy system” for new ELL students ● OSACPS assists teachers in obtaining their SEI endorsement
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p>
	<p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 4.5%</p> <p>Third Quartile: 11.8%</p>	<p>(b) Continued 2018-19 Strategies</p>
	<p>X Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Coordinate transportation for parents/guardians for conferences or school events to allow full participation for all families.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p>
	<p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data</p>

The school's attrition rate is <u>below</u> third quartile percentages.	change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. 2019-2020 Additional Strategies Set a goal of 40% eligibility for free/reduced lunch to qualify to offer free breakfast and lunch to all students.
<u>Students who are sub-proficient</u>	(d) 2018-2019 Strategies <ul style="list-style-type: none"> Provide RTI support for students who do not perform well on EL Benchmark Assessments and MAP Benchmark Assessments. Intervention programs from EL Education's ELA Curriculum Skills Block 2019-2020 Additional Strategies <ul style="list-style-type: none"> Students set goals for their academic growth as part of Student-Led Conferences; students track and report out on these goals
<u>Students at risk of dropping out of school</u>	(e) 2018-2019 Strategies <ul style="list-style-type: none"> Working closely with Massachusetts Education and Career Opportunities to develop strategies. For instance, families could receive a home visit of the teacher/adjustment counselor prior to the beginning of the school year to help alleviate any fear of the unknown from either students or parents. Parents/guardians will have contact information for teachers and administrators to foster two-way communication
<u>Students who have dropped out of school</u>	(f) 2018-2019 Strategies <ul style="list-style-type: none"> Not applicable for k-8 students.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2018-2019 Strategies <ul style="list-style-type: none"> N/A

Appendix C
School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	11	5.5%
Asian	3	1.5%

Hispanic	22	11%
Native American	0	0%
White	162	40.5%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	1	0.5%
Special education	31	15.5%
Limited English proficient	8	4%
Economically Disadvantaged	81	40.5%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
James Donahue	Executive Director	February, 2017	-
Lisa DeTora	Principal	February, 2017	-
Melissa Hogan	Vice Principal/Director of Special Education and Student Support Services	March 4, 2019	-
Nita Brunell	Administrative Assistant	June, 2017	-

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	20	1	2	employee chose to end employment
Other Staff	3	0	3	employee chose to end employment

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	9
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Reed Hillman	Chairman	-	1	2/27/17-06/30/20
Jasmin Rivas	Vice-Chair	Advancement	1	02/27/17-06/30/20
Keith Blanchette	Treasurer	Finance	1	02/27/17-06/30/19
Pamela Boisvert	Secretary	Finance	1	02/27/17-06/30/19
Louis Fazen III	Trustee	Advancement	1	7/20/17-06/30/20
Richard McGrath	Trustee	Governance, Finance	1	02/27/17-06/27/21
Linda Denault	Trustee	Governance	1	02/09/19-6/30/22
Jessica Miller	Trustee	Governance	1	12/09/17-06/30/20
Daniel Soucy	Trustee	Governance	1	05/18/17-06/30/20

Anticipated Board Meeting Schedule for 2019-2020

PROPOSED BOARD OF TRUSTEE MEETING DATES 2019-2020

JULY 31, 2019 4:00 pm
FULLER CONFERENCE CENTER at Old Sturbridge Village (OSV)

SEPTEMBER 25, 2019 4:00 pm
FULLER CONFERENCE CENTER (OSV)

OCTOBER 30, 2019 4:00 pm
FULLER CONFERENCE CENTER (OSV)

NOVEMBER 27, 2019 4:00 pm
FULLER CONFERENCE CENTER (OSV)

DECEMBER 18, 2019 4:00 pm
FULLER CONFERENCE CENTER (OSV)

JANUARY 29, 2020 4:00 pm
FULLER CONFERENCE CENTER (OSV)

FEBRUARY 26, 2020 4:00 pm
FULLER CONFERENCE CENTER (OSV)

MARCH 25, 2020 4:00 pm
FULLER CONFERENCE CENTER (OSV)

APRIL 29, 2020 4:00 pm
FULLER CONFERENCE CENTER (OSV)

MAY 27, 2020 4:00 pm
FULLER CONFERENCE CENTER (OSV)

JUNE 24, 2020 4:00 pm
FULLER CONFERENCE CENTER (OSV)

Complaints

The OSACPS board did not receive any official complaints during the 2018-2019 school year.

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Reed Hillman	rhillman@osacharter.org	No Change
Charter School Leader	James Donahue	jdonahue@osv.org	No Change
Assistant Charter School Leader	Lisa DeTora	ldetora@osacharter.org	No Change
Special Education Director	Melissa (Manzi) Hogan	mhogan@osacharter.org	New Position
MCAS Test Coordinator	Lisa DeTora	ldetora@osacharter.org	No Change
SIMS Coordinator	Nita Brunell	nbrunell@osacharter.org	No Change
English Language Learner Director	Lisa DeTora	ldetora@osacharter.org	No Change
School Business Official	Tina Krasnecky	tkrasnecky@osv.org	No Change
SIMS Contact	Nita Brunell	nbrunell@osacharter.org	No Change

Facilities

Location	Dates of Occupancy
OSACPS did not relocate	09/08/2017-present

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 14, 2020
Lottery	February 29, 2020 (snow date: March 1, 2020)