MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Application for Renewal of a Public School Charter

School Contact Person:

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Date of Application approval by Board of Trustees:

Date of Application submission: August 1, 2017

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COVER LETTER

Dear Mystic Valley Community,

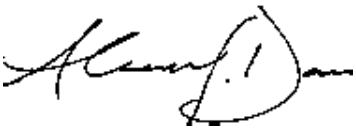
The 2017-2018 school year marks an important milestone for Mystic Valley Regional Charter School: our twentieth year of operation. Thank you for your commitment to our school and its mission, and for the important role you serve in ensuring that the school remains vibrant and effective for many more years to come.

Since our last charter renewal in 2013, the school and our students have achieved many milestones.

- Mystic Valley acquired the Emerson building from the City of Malden, ensuring that the school could support its plans for expansion at the high school level.
- The school put forth an amendment to its charter, approved in 2015, that has allowed us to expand our student enrollment by 400. Over the next decade, Mystic Valley will grow to serve 1,900 students and their families.
- Mystic Valley's MCAS scores in Grade 10 English Language Arts and Mathematics, along with Grade 9 Science, have consistently been stronger than the weighted average scores of our sending district. In many cases, Mystic Valley's scores have been among the strongest in the state.
- Mystic Valley's SAT scores have been stronger than those of its sending districts. The school's median score is well aligned with the median score for the top 10% of students in the country.
- The school's seniors consistently earn recognition as John & Abigail Adams scholars. In 2016, almost 60% of seniors were awarded this scholarship. Because only 25% of any district's students are eligible for the John and Abigail Adams scholarship, the fact that 60% of Mystic Valley's Class of 2016 students earned this designation suggests that the school provides students with a superior and far more rigorous education when compared to its sending districts.
- Mystic Valley's International Baccalaureate participation rates have grown, enabling more students to access rigorous and valuable IB coursework. The school's two-year IB participation rate is currently almost 95%. In addition, the percentage of students earning the prestigious IB diploma reached an all-time high with the Class of 2017.

As our relatively young school continues to grow, expand, and develop, we remain as devoted as ever to maintaining our founding principles. We will continue to provide our students with a safe, academically rigorous environment; one that embraces a well-mannered, discipline, and structured environment, and one that inculcates within students a deep understanding of American ideals and values. We look forward to sharing this experience with all of you.

Sincerely,



Alexander J. Dan
Interim Superintendent/Director

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INTRODUCTION TO THE SCHOOL

Mystic Valley Regional Charter School			
Type of Charter	Commonwealth	Location of School	Malden, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region (if applicable)	Everett, Malden, Medford, Melrose, Stoneham, Wakefield
Year Opened	1998	Year(s) Renewed	2003, 2008, 2013
Maximum Enrollment	1,900	Current Enrollment	1,483
Chartered Grade Span	Kindergarten-12	Current Grade Span	Kindergarten-12
# of Instructional Days per school year	200	Students on Waitlist	3,078
School Hours	8:00 am to 3:30 pm	Age of School	19 years

Mission Statement

The Mission of the Mystic Valley Regional Charter School is to provide the opportunity of a world class education characterized by a well-mannered, disciplined and structured academic climate. Central to Mystic Valley's academic environment is the incorporation of selected core virtues and the fundamental ideals of our American Culture, which are embodied in the Declaration of Independence and the United States Constitution.

FAITHFULNESS TO THE CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

MISSION AND KEY DESIGN ELEMENTS

The mission of the Mystic Valley Regional Charter School is to provide the opportunity of a world class education characterized by a well-mannered, disciplined and structured academic climate. Central to Mystic Valley's academic environment is the incorporation of selected core virtues and the fundamental ideals of our American Culture, which are embodied in the Declaration of Independence and the United States Constitution.

The school is faithful to its mission and educational philosophy through its consistent implementation of its academic curriculum and its attention to character education and standards of conduct.

The school's curriculum and method of instruction provide highly rigorous academic opportunities for each student. Beginning with **Direct Instruction** in its early grades, which researchers conducting exhaustive studies over multi-year periods have concluded is the most effective early reading instruction program for students from widely disparate backgrounds, and moving into the

sequential and nationally-recognized **Core Knowledge Program** and **Saxon Math**, Mystic Valley's students undertake an explicit and rigorous academic program. The school's **Great Books** program for literature in the middle years through early high school provides a comprehensive liberal arts backbone for the curriculum. Opportunities continue into the later high school years with the internationally-renowned and demanding **International Baccalaureate (IB) Program**. Mystic Valley's selection of educational systems define how the school provides each student with the opportunity for a *world class education*.

Attention to the formation of good manners is part of every school day, both through the assertive discipline program (card system and accountability plan), daily character education classes, and positive rewards for exemplary behavior. This attention to manners and character integrates with the academic program to create a *well-mannered*, *disciplined, and structured academic climate*.

Core virtues and fundamental ideals such as citizenship and community service are consciously incorporated in unit plans, facilitated using a web-based curriculum mapping system. Teachers are prompted to identify the way foundational virtues appear within their various lessons. In addition, the ideals are promoted through the Student Action Service program and mandatory community service requirements for graduation in Grades 7 through 12. Character education classes focus on the meaning and value of key holidays and celebrations (e.g., Martin Luther King Day, Flag Day, Washington's Birthday, Lincoln's Birthday, Constitution Day, Veterans Day) and other important virtues outlined in the *Parent/Student Handbook*.

Mystic Valley underscores the importance of the United States of America's foundational documents, the *Declaration of Independence* and the *United States Constitution*, through symbolic displays appearing in every classroom, campus-wide. All students are exposed to civics-based curricula in character education courses, and this content is purposefully integrated into all of the school's academic and extra-curricular offerings. Mystic Valley's American Heritage Week assists its students in understanding the nature and extent of American exceptionalism. Special projects and programs are held in Mystic Valley's lower school (Grades K through 8), while guest speakers with expertise in American history are invited to engage our high school-age students. Mystic Valley provides teachers with opportunities for professional development on these topics (e.g., speakers, interactive readings, opportunities for seminars).

Mystic Valley believes that its mandate is to assist students in purposefully integrating all components of its mission statement into their daily lives. To assist in accomplishing this goal, students in Grades K through 8 memorize the mission statement and recite it daily. This simple act serves as a conscious, omnipresent reminder about why we exist.

The Board of Trustees, with input from members of the Mystic Valley community, developed eight strategic objectives for the coming years: 1) Grow Enrollment to 1900 Students, 2) Institute a Sustainable Financial Program, 3) Develop Facilities to Meet our Future Needs, 4) Instill the Mission and American Identity, 5) Build a Strong Alumni Association to Further the Mission of Mystic Valley, 6) Maintain a Business Approach to School Management, 7) Provide the Opportunity of a World Class Education, and 8) Achievement of Excellence in Extra-Curricular and Athletic Programs. The administration is charged with seeing that these objectives come to fruition.

AMENDMENTS

Date	Amendment Requested	Approved?
6/2/2014	Increase enrollment from 1,500 to 1,900 students (fourth request)	Y (January 23, 2016)
6/26/2014	Amend Accountability Plan	Y
1/30/15	Amend Bylaws	Y
4/5/15	Temporarily alter its yearly calendar to 199 days due to inclement weather during the 2014-2015 school year	Y
12/18/15	Minor amendment to accept updated enrollment policy	Y

CRITERION 2: ACCESS AND EQUITY

IMPLEMENTING RECRUITMENT AND RETENTION PLAN

Mystic Valley has successfully implemented its Recruitment and Retention Plan. Because Mystic Valley is a regional school serving six sending districts, accurate analytical work can only be done using weighted averages, considering Mystic Valley's enrollment statistics by community served.

SPECIAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES

The school has recruited and retained special education students and students with disabilities at a rate above Gap Narrowing Targets (GNT) and the Comparison Index (CI). Mystic Valley's five-year average rate is well aligned with the anticipated rate based on the weighted averages from its sending districts (14.3% for Mystic Valley, compared to a weighted average of 16.0%).

Students with Disabilities											
	% of All Students 2013	% of All Students 2014	% of All Students 2015	% of All Students 2016	% of All Students 2017	2013	2014	2015	2016	2017	5-Year Avg. (2016 and 2017)
Mystic Valley Regional Charter School						13.8	14.8	15.5	14.0	13.2	14.3
Comparison Index						12.4	12.5	12.7	12.6	12.9	12.6
Gap Narrowing Target (GNT)						9.1	9.5	9.9	10.3	10.6	9.9
Everett	13%	13%	13%	13%	13%	14.9	14.6	14.7	15.1	16.1	15.1
Malden	40%	40%	39%	40%	41%	14.4	15.3	15.8	15.9	16.4	15.6
Medford	12%	12%	12%	12%	11%	18	18.5	18	17.9	18.3	18.1
Melrose	17%	16%	16%	16%	16%	16.1	15.9	15.4	15	15	15.5
Stoneham	4%	5%	5%	5%	5%	17.7	18.6	18.4	18.6	17.9	18.2
Wakefield	4%	4%	5%	4%	5%	14.8	15	16.2	15.8	16.1	15.6
Saugus	4%	4%	4%	4%	4%	14.1	14.6	15.2	15.3	15.8	15.0
Other	5%	6%	6%	6%	6%	17.0	17.0	17.1	17.2	17.4	17.2
Everett						2.0%	1.9%	2.0%	1.9%	2.1%	
Malden						5.8%	6.2%	6.2%	6.4%	6.6%	
Medford						2.1%	2.3%	2.1%	2.1%	2.1%	
Melrose						2.7%	2.6%	2.5%	2.4%	2.3%	
Stoneham						0.7%	0.9%	0.9%	0.9%	0.9%	
Wakefield						0.6%	0.6%	0.7%	0.7%	0.7%	
Saugus						0.6%	0.5%	0.6%	0.6%	0.7%	
Other						0.9%	0.9%	1.0%	1.0%	1.0%	
Total						15.5%	15.9%	16.0%	16.1%	16.5%	16.0%

FIGURE 1: STUDENTS WITH DISABILITIES ENROLLMENT COMPARED TO SENDING DISTRICTS

ENGLISH LANGUAGE LEARNERS AND LOW INCOME STUDENTS

Opportunities for meeting Gap Narrowing Targets (GNT) and Comparison Index (CI) figures for English Language Learners (ELL) and Economically Disadvantaged (ED)/High Needs (HN) students have been limited due to factors outside of the school's control. When examining the data, the following points must be considered.

- Since the school reached its previous cap of 1,500 students several years ago, the vast majority of incoming students have been admitted, through the lottery, into kindergarten.
- Due to Mystic Valley's extremely low attrition and high stability rates, the school has had limited opportunities to enroll students outside of kindergarten.
- Prior to the school's enrollment cap being raised to 1,900 students, the only students who were admitted to the school outside of kindergarten were siblings of current students.
- The school has implemented a robust literacy program for parents of incoming kindergarten students. In March of each year, all incoming parents are given copies of Siegfried Engelmann's *Teach Your Child to Read in 100 Easy Lessons*, the precursor to the school's Direct Instruction reading/literacy curriculum. Parents are trained to deliver this program to their children and are asked to work through it in the summer before kindergarten.

A substantial percentage of our incoming kindergarten students each year are siblings, also limiting our opportunities to recruit new families.

In 2015, the school began classifying incoming kindergarten students as First Language Not English (FLNE) and English Language Learners (ELL). Since 2015, Mystic Valley's two-year FLNE average is 31.5%, whereas the five-year weighted average of its sending districts (each of which had fully operational ELL programs in place during that period) was 27.7%.

FLNE	% of All Students 2013	% of All Students 2014	% of All Students 2015	% of All Students 2016	% of All Students 2017	2013	2014	2015	2016	2017	MV 2-Year Avg. (2016 and 2017) Sending Districts 5-Year Avg.
Mystic Valley Regional Charter School									29.4	33.6	31.5
Comparison Index						26.4	27.8	27.7	29.7	31.3	28.6
Gap Narrowing Target (GNT)						16.9	18.3	19.8	21.2	22.6	19.8
Everett	13%	13%	13%	13%	13%	11.7	12.4	14.9	16	17.1	14.4
Malden	40%	40%	39%	40%	41%	45.5	47.4	48.8	50.2	52.8	48.9
Medford	12%	12%	12%	12%	11%	23.6	24.2	23.8	25.2	20.3	23.4
Melrose	17%	16%	16%	16%	16%	7.5	7.6	8.5	8.6	10.3	8.5
Stoneham	4%	5%	5%	5%	5%	8.0	8.6	9.1	10.8	11.6	9.6
Wakefield	4%	4%	5%	4%	5%	2.1	2.1	2.3	3.4	3.7	2.7
Saugus	4%	4%	4%	4%	4%	8.8	10.6	10.9	12.1	14.3	11.3
Other	5%	6%	6%	6%	6%	17.3	17.7	18.4	18.9	20.0	18.5
Everett						1.5%	1.6%	2.0%	2.0%	2.2%	
Malden						18.3%	19.2%	19.0%	20.2%	21.4%	
Medford						2.8%	3.0%	2.8%	3.0%	2.3%	
Melrose						1.2%	1.2%	1.4%	1.4%	1.6%	
Stoneham						0.3%	0.4%	0.4%	0.5%	0.6%	
Wakefield						0.1%	0.1%	0.1%	0.1%	0.2%	
Saugus						0.4%	0.4%	0.4%	0.5%	0.6%	
Other						0.9%	1.0%	1.1%	1.1%	1.2%	
Total						25.6%	26.8%	27.3%	28.9%	30.0%	27.7%

FIGURE 2: MYSTIC VALLEY 2-YEAR FLNE RATE COMPARED TO SENDING DISTRICTS' 5-YEAR RATE

ELL	% of All K-2 Students 2013	% of All K-2 Students 2014	% of All K-2 Students 2015	% of All K-2 Students 2016	% of All K-2 Students 2017	2013	2014	2015	2016	2017	2-Year Avg. (2016 and 2017)
Mystic Valley Regional Charter School									7.7%	7.4%	7.6%
Everett	11.1%	13.0%	16.7%	13.8%	16.8%	22.0%	21.7%	19.3%	19.8%	20.4%	20%
Malden	45.4%	47.4%	42.0%	44.4%	43.0%	29.8%	32.0%	32.0%	34.4%	38.8%	37%
Medford	11.3%	11.6%	11.4%	12.0%	12.1%	14.8%	14.2%	12.7%	12.1%	13.0%	13%
Melrose	15.8%	12.8%	13.4%	13.3%	12.7%	5.1%	4.4%	5.3%	5.8%	7.3%	7%
Stoneham	4.7%	4.3%	5.5%	4.8%	3.9%	4.5%	4.3%	5.0%	5.3%	4.8%	5%
Wakefield	4.5%	4.7%	4.7%	4.8%	4.4%	1.0%	0.6%	0.8%	1.7%	2.3%	2%
Saugus	4.3%	4.3%	4.7%	4.8%	4.1%	5.5%	6.2%	5.5%	7.4%	8.1%	8%
Other	2.8%	1.9%	1.5%	2.1%	3.0%	11.4%	12.2%	13.1%	13.7%	14.1%	14%
Everett						2.4%	2.8%	3.2%	2.7%	3.4%	
Malden						13.5%	15.2%	13.5%	15.3%	16.7%	
Medford						1.7%	1.6%	1.5%	1.4%	1.6%	
Melrose						0.8%	0.6%	0.7%	0.8%	0.9%	
Stoneham						0.2%	0.2%	0.3%	0.3%	0.2%	
Wakefield						0.0%	0.0%	0.0%	0.1%	0.1%	
Saugus						0.2%	0.3%	0.3%	0.4%	0.3%	
Other						0.3%	0.2%	0.2%	0.3%	0.4%	
Total						19.3%	20.9%	19.6%	21.2%	23.6%	22.4%

FIGURE 3: K-2 ELL ENROLLMENT COMPARED TO SENDING DISTRICTS

Mystic Valley's student enrollments for HN and Low Income (LI) students follow a similar trend. In 2016 and 2017, HN students comprise 44.6% of Mystic Valley's student population in Grades K and 1. The weighted average of Mystic Valley's sending districts is 52.9%.

	% of All K-1 Students 2015	% of All K-1 Students 2016	% of All K-1 Students 2017	2016	2017	2-Year Avg. (2016,2017)
MVRCS				48.1%	41.0%	44.6%
Everett	14.6%	16.7%	17.6%	61.9%	64.8%	63%
Malden	44.4%	43.7%	41.0%	67.2%	70.9%	69%
Medford	11.9%	12.2%	13.5%	39.5%	39.0%	39%
Melrose	13.4%	14.3%	11.1%	21.7%	23.4%	23%
Stoneham	5.0%	3.3%	4.9%	28.9%	31.3%	30%
Wakefield	4.6%	3.7%	5.3%	19.6%	22.5%	21%
Saugus	2.3%	2.0%	3.7%	40.3%	39.2%	40%
Other	3.8%	4.1%	2.9%	44.7%	45.7%	45%
Everett				10%	11%	
Malden				29%	29%	
Medford				5%	5%	
Melrose				3%	3%	
Stoneham				1%	2%	
Wakefield				1%	1%	
Saugus				1%	1%	
Other				2%	1%	
Total				52.0%	53.9%	52.9%

FIGURE 4: MYSTIC VALLEY 2-YEAR HIGH NEEDS AVERAGE COMPARED TO SENDING DISTRICTS

Mystic Valley's two-year average for LI student enrollment is 44.6%, compared to 52.9% for its sending districts.

	% of All K-1 Students 2015	% of All K-1 Students 2016	% of All K-1 Students 2017	**2016**	**2017**	2-Year Avg. (2016,2017)
MVRCS				29.6%	27.0%	28.3%
Everett	14.6%	16.7%	17.6%	45.6%	50.4%	48%
Malden	44.4%	43.7%	41.0%	41.6%	43.0%	42%
Medford	11.9%	12.2%	13.5%	26.2%	26.6%	26%
Melrose	13.4%	14.3%	11.1%	10.0%	10.9%	10%
Stoneham	5.0%	3.3%	4.9%	16.5%	17.2%	17%
Wakefield	4.6%	3.7%	5.3%	10.1%	12.9%	11%
Saugus	2.3%	2.0%	3.7%	24.1%	24.6%	24%
Other	3.8%	4.1%	2.9%	31.3%	32.5%	32%
Everett				8%	9%	
Malden				18%	18%	
Medford				3%	4%	
Melrose				1%	1%	
Stoneham				1%	1%	
Wakefield				0%	1%	
Saugus				0%	1%	
Other				1%	1%	
Total				33.1%	34.7%	33.9%

FIGURE 5: MYSTIC VALLEY 2-YEAR LOW INCOME AVERAGE COMPARED TO SENDING DISTRICTS

ATTRITION TRENDS

Mystic Valley's attrition rate (the rate students leave the school each year) is one of the lowest in the entire state each year. This statistic is often used to judge the satisfaction students and families have with a school, particularly a school of choice from which students could withdraw at any point.

Mystic Valley's 2016-2017 overall attrition rate is 2.7%, well below the state average and significantly below each of our sending districts.

School/District	FY17	FY16	FY15	FY14	FY13	Five-Year Avg.
Mystic Valley	2.7%	3.7%	2.0%	2.9%	3.1%	2.9%
Wakefield	3.7%	3.7%	3.6%	3.5%	2.9%	3.5%
Medford	4.5%	6.4%	7.0%	6.9%	7.4%	6.4%
Stoneham	5.5%	3.7%	5.6%	5.3%	6.3%	5.3%
Malden	8.2%	7.7%	8.2%	8.5%	7.8%	8.0%
Melrose	4.8%	5.1%	5.1%	5.3%	4.6%	5.0%
Everett	9%	6.1%	5.9%	5.3%	4.3%	6.1%

FIGURE 6: FIVE-YEAR ATTRITION RATES, MYSTIC VALLEY AND SENDING DISTRICTS

The school's attrition rates for selected populations and subgroups are consistently below state averages and sending district averages, as well.

MOBILITY TRENDS

The school's mobility trends (churn rate, intake rate, and stability rate) has been exceptional over the course of its current charter.

	FY16	FY15	FY14	FY13
% Stability	96.6	95.6	98.9[1]	97.5

FIGURE 7: MYSTIC VALLEY FOUR-YEAR MOBILITY INFORMATION

SUSPENSION TRENDS

Mystic Valley's overall suspension rates are stable and reflect the school's commitment to its mission statement, which calls for a "well mannered, disciplined and structured academic climate."

Mystic Valley	2012-2013	2013-2014	2014-2015	2015-2016
ISS	2.7	4	4.7	4.3
OSS	1.9	2.1	2.2	2.3

FIGURE 8: MYSTIC VALLEY IN- AND OUT-OF-SCHOOL SUSPENSION RATES

CRITERION 3: COMPLIANCE

The school employs two Physical Education teachers who have not taken and passed the Massachusetts Tests for Educator Licensure (MTEL), but have served in the capacity of teacher for more than one school year. The school is working actively with these teachers to support their successful progress toward this benchmark. Mystic Valley provides teachers who require additional assistance with study aides. Additionally, the school subsidizes MCAS preparatory programs for teachers, as necessary, during the school year.

The school will begin the 2017-2018 year with one second-year teacher who, as of the first day of the school year, may not have passed all necessary MTEL exams. The teacher will be removed from the position if a passing MTEL score is not achieved by the beginning of the school year.

CRITERION 4: DISSEMINATION

Best Practice Shared	Year	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Use of Core Knowledge in Grades K-8	FY13-FY17	Participating in National Core Knowledge Foundation Conference	Various administrators and teachers	Curriculum; Instruction	Numerous schools attending annual National Core Knowledge Conference	Ongoing collaboration and sharing of resources with Core Knowledge schools

[1] This represents actual, corrected data, rather than the erroneous data on Mystic Valley's public profile. Although the Department has acknowledged that the profile contains false information for FY14, the Department has been negligent in refusing to make corrections to the school's public record.

Civics as a core component of curriculum	FY13	Participating in Teaching American History grant program	Faculty members within the history department	Curriculum; Instruction; Mission and Key Design Elements	The districts of Malden, Medford, Everett, and Chelsea	Extensive and ongoing exchanges of best practices in teaching history
Various best practices	FY13	Hosting visits and meetings	Superintendent/ Director and other members of administration	Curriculum; Instruction; Mission and Key Design Elements; School Leadership; Governance; Finance	South Shore Christian Academy, Northeast Metro Tech, Crossroads Academy, Colegio Integral El Mangular, Pioneer Valley Chinese Immersion Charter School, St. Thomas Aquinas High School	Presentations to school representatives
Developing early childhood vocabulary	FY14	Participating in the Footsteps to Brilliance program	Superintendent/ Director, Professional Development Coordinators, Teachers	Curriculum; Access and Equity; Supports for Diverse Learners; Mission and Key Design Elements	Malden Public Schools	Presentation and extensive collaboration efforts
Driving participation in Mystic Valley's International Baccalaureate program	FY14	"Exchange program" with Sturgis Public Charter School, another IB school	IB Coordinator; Faculty; Students	Mission and Key Design Elements; Access and Equity; Curriculum; Instruction	Sturgis Public Charter School	Mutual visits two schools on two consecutive school days
Broad range of school practices shared	FY15-FY17	Quarterly meetings	Superintendent/ Director, Interim Superintendent/ Director, Professional Development Coordinator	Access and Equity, School Leadership, Curriculum, Instruction, Assessment and Program Evaluation, Professional Climate	Malden school leaders (Malden Public Schools, Malden Catholic, Cheverus) and mayor of Malden	Cultivation of a network of educators within the City of Malden; ongoing mutual correspondence and collaboration
Key design elements at high school level	FY15	Day-long tour of high school	Superintendent/ Director, Assistant Director, Department Chairs	Mission and Key Design Elements	A team of education reformers from the University of Rochester	Presentation to team and tour
Business approach to school leadership	FY15	Legislative Breakfast	Administration	Governance	Local and regional legislators, the mayor of Malden, members of school committees from sending district, local city council members	Presentation and discussion

Key design elements	FY16	Interview for online course	Superintendent/ Director	Mission and Key Design Elements	Numerous Harvard University students and those who accessed the course online	Harvard University's online course, *Saving Schools, Mini-Course 4: School Choice!*
Key design elements	FY16	Video presentation and paper	Superintendent/ Director; various members of school community featured in video and subsequent paper	Mission and Key Design Elements	Various members of education and business communities	Pioneer Institutes video feature and subsequent paper
Key design elements	FY16	Video presentation	Superintendent/ Director; various members of school community	Mission and Key Design Elements	WBZ television audience	Video spotlight in *Eye on Education* series
Various best practices	FY16	Hosting visits and meetings	Superintendent/ Director and other members of administration; Chair of the Board of Trustees	Curriculum; Instruction; Mission and Key Design Elements; School Leadership; Governance; Finance	Vishwa Vidyapeeth School; Kings College of London	Presentations to school representatives
Faculty benefits and compensation strategies	FY16	Visits and meetings	Superintendent/ Director and Business Manager	Contracts; Professional Climate; Finance	Visits to three similarly-sized charter schools	Presentations to school representatives
Applied to present at National Charter Schools Conference	FY17	Teachers and administrators sought to present a verbal/visual presentation at the 2017 conference	Professional Development Coordinator, Teacher	Mission and Key Design Elements	Although the presentation was not selected, it was reviewed by the National Direct Instruction Institute in Eugene, Oregon	Ongoing collaboration with the National Charter Schools Conference
A mandatory annual community service requirement for students in Grades 7-12	FY17	Students actively involved in local volunteerism and civic activity	Director of Student Youth Services, various other faculty members involved in local community service projects	Social, Emotional, Health Needs; Family Engagement; Mission and Key Design Elements; Access and Equity; Supports for Diverse Learners	Numerous community members and local organizations, including the Bread of Life, planning committees for Independence Day celebrations, park cleanups with city groups, and utility box paintings in conjunction with the Malden Cultural Council	Community members are familiar with Mystic Valley students and recognize the school's commitment to actively developing participatory citizenship within its student body

Overview, details of Mystic Valley's science curriculum and evaluation strategies	FY17	Participated in DESE review panel for updated Massachusetts Science and Technology/ Engineering Standards	High School Biology teacher	Access and Equity, Curriculum, Assessment and Program Evaluation	DESE review panel	Input with regard to the direction of further standards revisions
International Baccalaureate Roundtable Events	FY17	Verbal discussion, with documentation	All International Baccalaureate teachers	Curriculum	Peer teachers from all of New England's IB schools	Cultivation of a professional network, sharing of best practices
International Baccalaureate Roundtable Events	FY17	Verbal discussion, with documentation	All International Baccalaureate teachers	Instruction	Peer teachers from all of New England's IB schools	Cultivation of a professional network, sharing of best practices
Employing Teachers Who Are International Baccalaureate Examiners	FY17	Verbal discussion, sharing of best practices with others at departmental and grade-level meetings and at IB workshops	There are currently three staff members who are current or former IB examiners	Assessment and Program Evaluation	IB workshops, IB roundtables, local department and grade-level meetings	Improvement in pedagogical and assessment alignment within Mystic Valley and the IB community
K-12 Special Education organizational structures	FY17	Phone conference SABIS International Charter School's Special Education Department	Director, Business Manager, Special Education Director	Supports for Diverse Learners	Charter school leaders	Increased understanding of Special Education departmental structures to facilitate student learning
Classroom management strategies	FY17	Three meetings with Melrose Montessori School (two at Melrose Montessori School, one at Mystic Valley)	High School Assistant Director, Director	Social, Emotional, Health Needs; Family Engagement	Administrator of Melrose Montessori School	Mystic Valley engaged John Rosemond for two parent presentations (one for K-4 parents and one for incoming kindergarten parents)
Philosophy regarding use of technology in classrooms	FY17	Participated in Instructional Focus Walks with Malden Public Schools	High School Assistant Director	School Leadership	Malden Interim Superintendent, various administrators and teachers at Malden High School.	Ongoing dialogue regarding best practices between the two districts.

Organizational and financial structures	FY17	Hosted a tour and meeting at the school	Director, Business Manager	Access and Equity, Governance, Finance	Chinese Culture Center (Newton, MA), a group of educators seeking to start a Chinese immersion school	Visitors gained insight into structures that have led to Mystic Valley's organizational and financial viability

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

ASSESSMENT OF RESULTS

Mystic Valley's analysis of MCAS results suggests that the school is making continual improvements and is on the verge of Level 1 status. Working with student performance data, the school has undertaken the following steps to review and analyze its results.

The school first visualized its overall performance relative to other schools in the same school type from 2012 to 2016. The school found that its overall performance percentile continually increased over that time span.

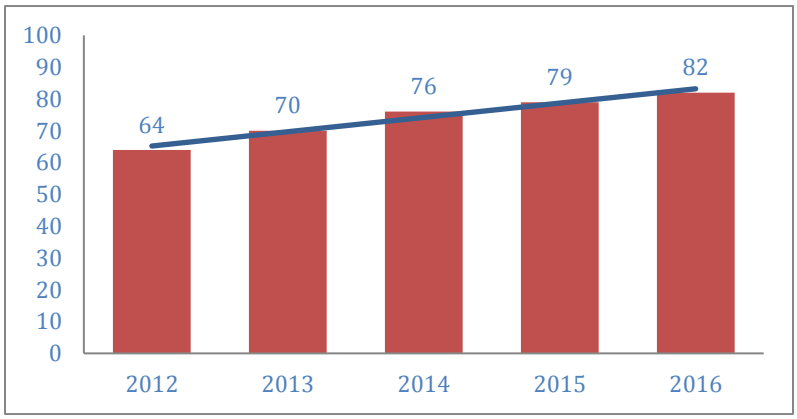


FIGURE 9: MVRCS PERFORMANCE PERCENTILE FROM 2012 TO 2016

Second, since the school was categorized as Level 2 due to the High Needs subgroup not meeting the cumulative PPI target, Mystic Valley performed a what-if analysis to identify potential performance impact on student level by setting a goal for FY17 PPI and calculating the projected values for PPI indicators. An example of this work is below.

Step: Set Goal for PPI

Subjects	PPI Indicators	2016	2017 Projected	16 & 17 Difference	Results
ELA	1. CPI	25	50	25	CPI=[86.9, 91.5)
	4. SGP	50	50	0	SGP Median=41~50
	Decreasing % Warning	25	25	0	Warning%<=2.3%
	Increasing % Advanced	0	25	25	Advanced%>=9.4%
Math	2. CPI	75	50	-25	CPI=[82.6, 86.2)
	5. SGP	75	75	0	SGP Median=51~59
	Decreasing % Warning	25	25	0	Warning%<=6%
	Increasing % Advanced	0	25	25	Advanced%>=25.6%
Science	3. CPI	25	50	25	CPI=[77.4, 83.3)
	Decreasing % Warning	0	25	25	Warning%<=7.4%
	Increasing % Advanced	25	25	0	Advanced%>=13%
High School	6. Annual dropout rate	0	75	75	drop rate=90% in state
	7. Cohort Graduation rate	100	100	0	
	Dropout re-engagement	&	-	-	
Annual PPI=(Total points/Number of indicators)		61	86		
Cumulative PPI=Four years' weighted average			75		

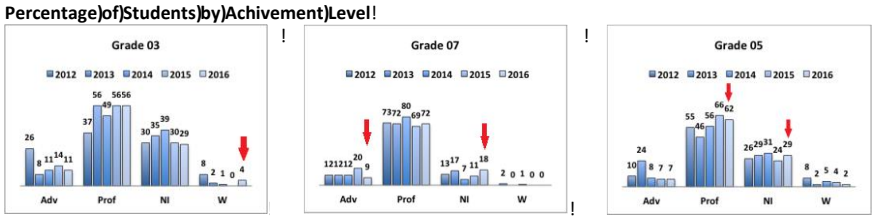
Step: Find Potential Actions on Student Level

# Students	ELA Minimum	Math Minimum	Science Minimum
Needs to Level Up for Each Grade (FY17 #s)	7	3	3
Needs to Reduce from Warning Level	2	2	1
Needs to Add to Advanced Level	2	5	1

FIGURE 10: EXAMPLE OF WHAT-IF ANALYSIS FOR FY17 PROJECTION

Based on this analysis, the school identified students from the High Needs subgroup as candidates for remediation during the 2016-2017 school year.

Third, the school performed a further analysis of MCAS scores for all three subject areas, examining different grade levels, subgroups, and domains. Also, cohort and longitudinal comparisons were performed using statistical testing. An example of the work involved in completing this step is below.



Scaled Score Difference between FY15 and FY16 for Each Grade (Two-sample t-test)

ELA	FY16 Grade 3	FY16 Grade 4	FY16 Grade 5	FY16 Grade 6	FY16 Grade 7	FY16 Grade 8
Total N	264	259	243	221	214	218
FY16 vs FY15	245.5 - 245.8	240.5 - 240.2	244.3 - 243.9	247.1 - 247.5	246.2 - 250.5	253.1 - 252.5
p-value	0.42	0.41	0.41	0.39	<0.001%	0.33

Scaled Score Difference between FY15 and FY16 for Each Class Cohort (Paired-sample t-test)

ELA	Class of 2025 FY16 Grade 3	Class of 2024 FY16 Grade 4	Class of 2023 FY16 Grade 5	Class of 2022 FY16 Grade 6	Class of 2021 FY16 Grade 7	Class of 2020 FY16 Grade 8
Total N	-	126	112	103	97	110
FY16 vs FY15	%	240.9% - 246.4%	243.2% - 241.3%	247.1% - 244.9%	246.2% - 248.5%	253.2% - 250.7%
p-value	%	<0.0001%	0.02%	0.006%	<0.001%	<0.0002%

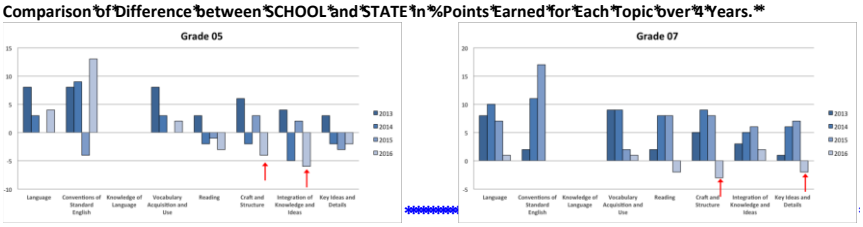


FIGURE 11: EXAMPLE OF MCAS SCORE ANALYSIS

Through this analysis, Mystic Valley identified which grade levels experienced a decrease in performance. In addition, the school determined which domains were relatively weak. For example, ELA results in Grades 5 and 7 drew the school's attention due to decreased CPI, relatively low SGP, increased percentages of students designated as Needs Improvement, and other distinct data trends.

Furthermore, Mystic Valley visualized its MCAS performance for each class and all subgroups over five years. The data indicates a clear trend: performance gains correspond to the length of time students attend school at Mystic Valley. This trend is aligned to state-level data, which demonstrates that charter school students have significantly stronger gains in their second, third, and fourth years of enrollment (compared to their first year).[2]

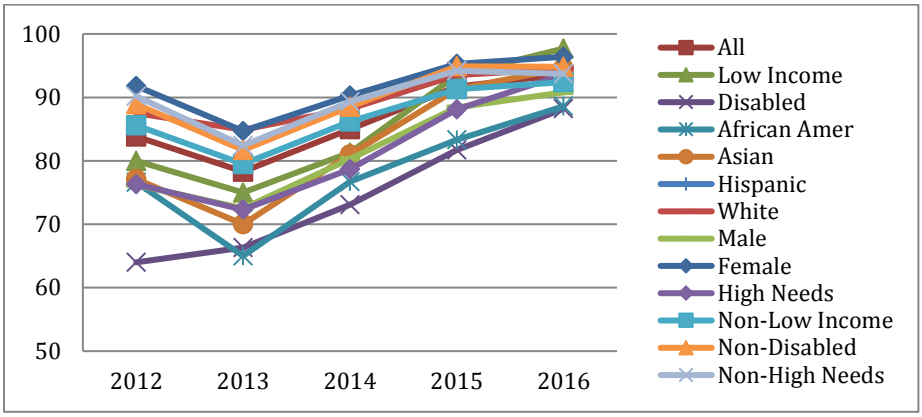


FIGURE 12: SUBGROUP COHORT MULTI-YEAR AVERAGE CPI FOR CLASS OF 2021. OTHER CLASSES PRESENT A SIMILAR TREND.

ADDITIONAL DATA DEMONSTRATING PROGRESS

IOWA TEST OF BASIC SKILLS

Assessment Name: Iowa Test of Basic Skills (ITBS)	Grades Assessed: K-9
Date Implemented: Fall and Spring Each School Year	Date Discontinued: N/A

Description of Achievement Trends:

Either all students or high needs students present an increasing trend for K-6 ITBS Reading over the past four years.

For the 2016 Spring test (results were analyzed during the 2016-2017 school year), most grades showed an increased average score in Reading when compared with the 2015 Spring test, except Grade 5. A similar increasing trend is observed for the High Needs subgroup.

In Grades K-6, the average annual growth between 2013 and 2016 was 1.22 grade levels, well above the school's goal of above 1.0 grade levels.

	2013	2014	2015	2016
All Students	5.05	5.12	5.07	5.29
High Needs	4.55	4.56	4.60	4.63

FIGURE 13: AVERAGE GE OF ITBS SPRING READING FOR K-6 BY YEAR

[2] The Center for Research on Education Outcomes (CREDO), https://credo.stanford.edu/documents/MAReportFinal_000.pdf

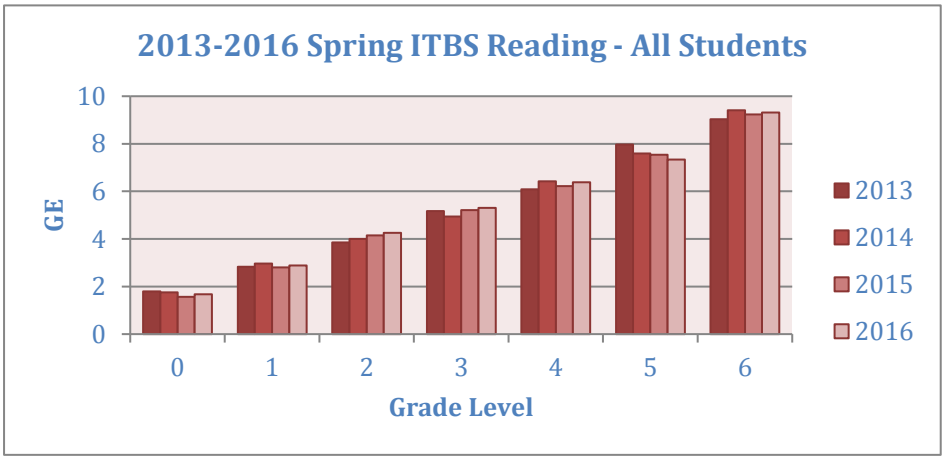


FIGURE 14: AVERAGE GRADE EQUIVALENCY OF ITBS SPRING READING FOR ALL STUDENTS BY GRADE

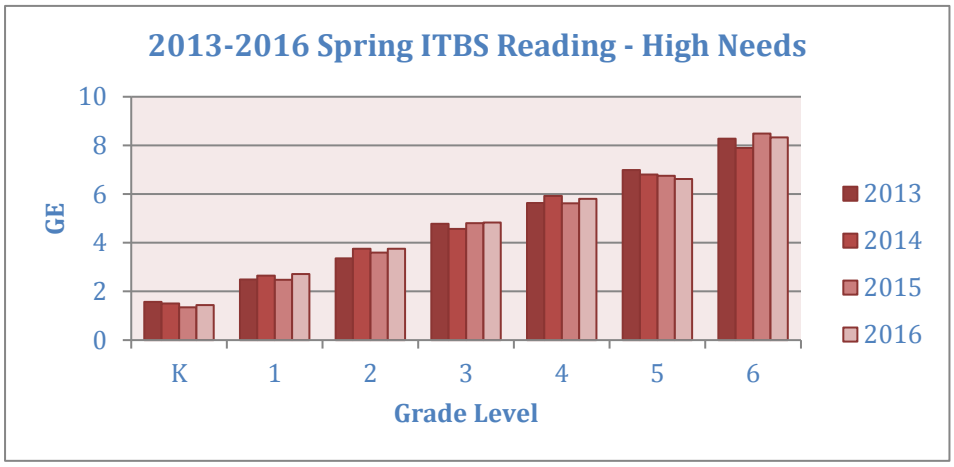


FIGURE 15: AVERAGE GRADE EQUIVALENCY OF ITBS SPRING READING FOR HIGH NEEDS BY GRADE

INTERNATIONAL BACCALAUREATE RESULTS

Mystic Valley strives to provide all students the opportunity to take advanced IB coursework and has prioritized making the program accessible over the last five years. Mystic Valley's IB participation rate has steadily improved over that course of time. In 2017, the school's IB participation rate, as measured by the number of students in Grades 11 and 12 taking at least one IB course, reached an all-time high of 95%.

IB courses are graded on a scale of between one and seven. A score of four or higher is considered passing. Between 2013 and 2017, Mystic Valley's passing percentage was 69%.

The prestigious IB Diploma is granted to students who demonstrate strong academic achievement in each of six core subject areas. Diploma candidates also must write a 4,000-word Extended Essay; complete a rigorous IB program based on Creativity, Activity, and Service (CAS); and earn a passing mark in the Theory of Knowledge (TOK) course.

The percentage of Mystic Valley Diploma Candidates who have earned the IB Diploma has steadily increased over the course of the last five school years, culminating in 2017 with Mystic Valley's strongest results to date.

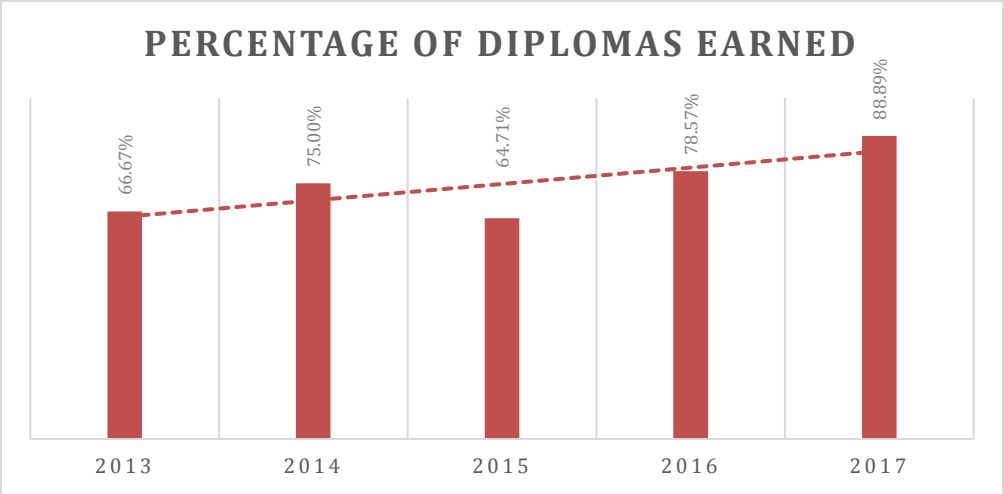


FIGURE 16: PERCENTAGE OF DIPLOMAS EARNED

SAT RESULTS

Assessment Name: SAT	Grades Assessed: 11-12
Date Implemented: Ongoing	Date Discontinued: N/A

Description of Achievement Trends:

Over the course of Mystic Valley's history, student SAT outcomes have steadily improved. As indicated by the chart below, Mystic Valley's overall SAT average score has risen by almost 200 points over the last 11 years. The Class of 2017's average was 1098, the school's third best result in its history.

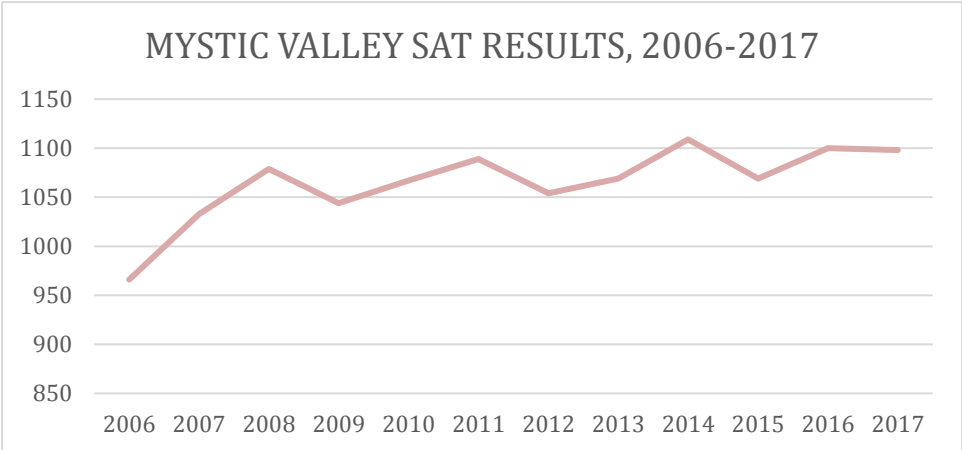


FIGURE 17: MYSTIC VALLEY SAT RESULTS, 2006-2017

Assessment Name: OECD Test, Based on PISA	Grades Assessed: N/A, all 15-year-old students assessed
Date Implemented: February 2015	Date Discontinued: February 2015

Description of Achievement Trends:

In 2015, Mystic Valley's students participated in the OECD examination, based on the internationally renowned PISA benchmark test. Mystic Valley's results demonstrated that the school is fulfilling its mission of providing students with a world-class education. As evidenced by the charts below, Mystic Valley's performance in reading, math, and Science is comparable to students from countries such as Finland (reading and math) and Korea (science).

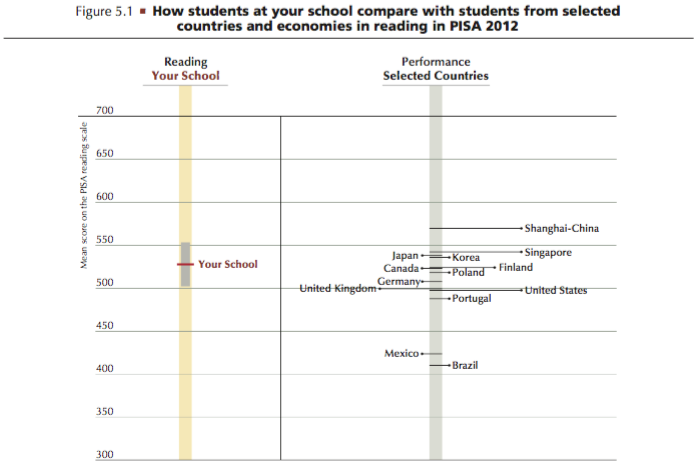


FIGURE 18: MYSTIC VALLEY OECD READING COMPARISON

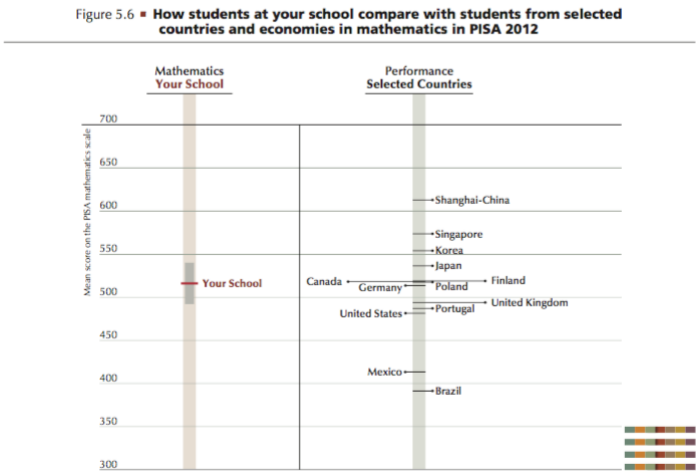


FIGURE 19: MYSTIC VALLEY OECD MATHEMATICS COMPARISON

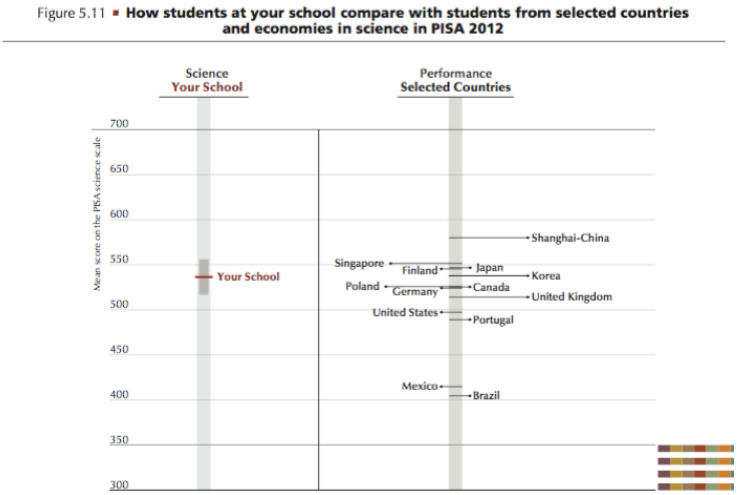


FIGURE 20: MYSTIC VALLEY OECD SCIENCE COMPARISON

MASSCORE COMPLETION PERCENTAGE

Mass Core is defined as four years of English, math, and science; three years of history; two years of a foreign language; one year of arts; and five additional "core" courses. Mystic Valley's MassCore completion percentage has been equal to or stronger than each of its sending districts in every year of the current charter term.

CRITERION 6: PROGRAM DELIVERY

CURRICULUM

The primary curricular elements of the school include Direct Instruction programs for early grade reading, Saxon Math and IB math for Grades K-12, the Core Knowledge Sequence for grades K-8, and International Baccalaureate for high school.

Consistently strong levels of success on both internal and external assessments provide evidence that the school's curriculum consistently addresses the skills and concepts that all students must know and be able to do to meet state standards. The rising trend of MCAS scores as students move through the K-12 system also furnishes evidence that the curriculum is aligned vertically as the cumulative effect of a coherent and effectively presented curriculum bears fruit in increased student knowledge and skills.

Horizontal alignment of curriculum is promoted and sustained through regularly scheduled professional development and weekly and monthly meetings of lead teachers, department chairs, administrators and staff to compare progress and adjust delivery of instruction. Alignment is also promoted through the collection of data on a weekly, monthly and yearly basis.

Major texts in core academic subjects include Saxon Math texts for grades 3-8, Reading Mastery texts for Grades K-4, Writing Mastery texts for Grades K-6, Core Knowledge classic novels and poetry for Grades 3-8, Core Knowledge history and geography texts for Grades 3-6, and American History texts for Grades 7 and 8. Major high school core texts adhere to the Great Books philosophy and include Shakespearean plays, classic novels, and poetry for Grades 9-12; Saxon math texts for

9-11; IB math HL and SL texts; IB chemistry, biology, and physics texts; IB History of the Americas and American history texts; Latin texts; and Spanish texts.

All school curricula, at least at the unit plan level, is codified within the Rubicon-Atlas curriculum mapping system. The Atlas system is an online, collaborative system that is used to align Mystic Valley's curriculum to Massachusetts curricular frameworks and to IB standards. All Atlas units are aligned to the core virtues extracted from the United States of America's founding documents, referenced in the school's mission statement. These units, designed using the Understanding by Design framework (McTighe and Wiggins) are reviewed annually by teachers, who collaborate with curricular leaders (department chairs, lead teachers, and PDCs) to make recommendations for modifications.

INSTRUCTION

School-wide instructional practice includes direct, explicit instruction; whole class instruction; group discussion; and labs/projects. In keeping with the school's mission, instruction is delivered in a structured, orderly, and well-mannered setting by a teacher who is a content-area expert. Each teacher clearly outlines classroom expectations and objectives for each lesson.

Teachers are given detailed curriculum guides, unit plans, and opportunities to develop expertise in the implementation of the school's behavior expectations through regular meetings and professional development. The school's lead teachers, administrators, and department chairs are responsible for mentoring teachers and implementing professional growth plans. Students are given explanations of all school rules and expectations both in class and through the *Parent/Student Handbook* and *School/Home Compact* documents.

The basis of excellent academic content is complemented by regular teacher collaboration through meetings and professional development opportunities.

The school's combination of solid academic content, character education, high classroom expectations, regular assessment, and consistently applied behavioral expectations and supports results in meaningful student learning as evidenced by consistently strong cumulative test results and the long term academic success of the school's students. Further evidence of the school's success in promoting meaningful learning is the large and constantly growing waitlist for entry into the school. In short, parents within the communities Mystic Valley serves are craving the traditional instructional approach Mystic Valley offers for their children.

ASSESSMENT AND PROGRAM EVALUATION

Mystic Valley uses an extensive system of internal and external assessments to measure academic outcomes.

EXTERNAL ASSESSMENTS

External assessments of student achievement include MCAS, OECD (based on PISA), National Spanish Exam, National Latin Exam.

Mystic Valley's students also undertake a wide variety of external assessments as part of the International Baccalaureate program. IB external assessments include traditional written examinations; exhibitions; and written reports, essays, and papers. There are several externally assessed pieces of student work within each IB-level subject, spanning Grades 11 to 12.

INTERNAL ASSESSMENTS

Mystic Valley administers numerous internal assessments, in compliance with the key curricular design elements the school has implemented. Internal assessments of student achievement include a rigorous series of weekly checkouts, with corresponding analytical work and reporting mechanisms, within the school's Direct Instruction program. Students are regrouped as necessary to ensure mastery of content. As per the standards of the Saxon Math program, students are assessed every five lessons. The IOWA Test of Basic Skills is administered to students in Grades K through 9.

Mystic Valley's students undertake a wide variety of internal assessments as part of the International Baccalaureate program. IB internal assessments include individual and group oral presentations; individual oral commentaries; multidisciplinary individual and group projects; written reports, essays, and papers; and evaluation of artifacts that correspond to students' participation in the IB's Creativity, Activity, Service (CAS) program. There are several internally assessed pieces of student work within each IB-level subject.

Civic responsibility and participatory citizenship—developed in Grades K through 12 by the Character Education/Civics program—is evaluated through the school's compulsory community service requirement (Grades 7-12). Each year, the Director of Student Youth Services monitors and encourages student participation in volunteerism. Students who do not fulfill the school's minimal hourly requirements are not permitted to advance to the next grade level.

PROGRAM EVALUATION

The school has thorough systems in place to monitor the effective implementation of its programs. Two professional development coordinators (PDCs) work closely with teachers, continually collecting qualitative and quantitative data (submitted on a weekly basis through the Weekly Progress Report) through a robust system of classroom observations and modeling. Five department chairs (one chair also serves as IB coordinator) support teachers in Grades 7-12. Department chairs maintain codified curriculum maps for all approved school curricula, collaborating with teachers to discuss suggestions for modifications and updates. Department chairs, in turn, make recommendations to school leaders. Department chairs also compile monthly reports that document curriculum pacing and assessment information. These reports are submitted to school administration for review.

The school has several additional support mechanisms in place for evaluating the quality and effective implementation of its programs. Mystic Valley contracts with JP Associates, an instructional consultant group specializing in Direct Instruction, to ensure the lower school programs are being presented with fidelity while also providing professional development opportunities for teachers and PDCs. Mystic Valley aggressively trains its IB teachers in procedures pertaining to the successful implementation of IB programming. All IB teachers attend multi-day workshops. The school periodically sends non-IB teachers to workshops, as well, in order to develop continuity across vertical teacher teams.

SUPPORTS FOR DIVERSE LEARNERS

Diverse learners are accommodated through close teacher interaction and continual collaboration with the school's extensive special education department representatives and network of external consultants. In addition, the school provides training regarding English language learner needs at its annual August training session. The school has purposefully selected its Direct Instruction

program because it has been proven highly successful in teaching students of varying backgrounds to read and speak with fluency. The school supports students who demonstrate need by implementing a Teacher Assistance Team process and/or placing students on Academic Achievement Plans. Should students require more thorough assistance, they are placed on Individualized Education Plans or provided with 504 accommodations after appropriate evaluation and consultation with parents and teachers.

Federal programs are evaluated through an internal process that includes an individual parent survey administered after each IEP meeting and quarterly random evaluations conducted by the special education director. All students, including special education students, are monitored for academic progress via the ITBS, administered twice yearly, as well as annual MCAS assessments. The results of these assessments are included as benchmarks within IEPs and used in making adjustments to each student's plan. Accommodations for students include additional time for testing, note-taking aids, study guides, and other appropriate support mechanisms.

The school employs a special education director, an ESL teacher, and two full-time reading specialists. The school has a contractual agreement with Domingos & Associates to provide all necessary psychiatric services, and Futures Healthcore to provide all other related services to its students.

Mystic Valley will monitor student progress throughout the year, including their internal and external assessment results, to identify students who may benefit from remediation or additional academic support. The school provides supplemental reading and math instruction in a smaller-group setting to students with diverse learning needs.

Mystic Valley collaborates continually with its Special Education Parent Advisory Council (SEPAC), which holds bimonthly meetings.

CRITERION 7: CULTURE AND FAMILY ENGAGEMENT

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

The school addresses students' social, emotional, and health needs in a robust and comprehensive manner. The school's wide-ranging K-12 Character Education program constitutes the backbone of the social emotional learning program. It is the first class taught each school day in all grades. Developing core virtues, important civic-oriented values, and positive character traits are major objectives of the curriculum. Instructional methods vary in accordance with age and grade-appropriate content.

Mystic Valley's Character Education program is not isolated to a daily class, however. Each of the school's unit plans (available to teachers via an online collaborative database), when appropriate, is aligned to one or more of Mystic Valley's core virtues. Teachers are explicitly encouraged to link character-based content to unit plans and daily lesson plans to illustrate that social-emotional learning is continually occurring and deeply embedded in the school's approach.

Each October, beginning in the 2014-2015 school year, Mystic Valley celebrates Bullying Awareness Month by featuring a series of lessons designed to raise awareness regarding bullying, cyberbullying, and online safety. These lessons are delivered within structures of the Character Education program, assisting students in making an explicit connection between character acquisition and development and bullying awareness.

FAMILY ENGAGEMENT

Mystic Valley believes that the relationship between family and school is essential in continual and sustained student academic growth and achievement. Over the last five years, the school has implemented a full battery of programs to engage its parent/family community. Programs and events include the following.

- Information sessions that provide interested parents and guardians with a detailed description of Mystic Valley's mission statement, strategic plans, and approaches to teaching and learning. Parents and guardians are invited, during these sessions, to tour Mystic Valley's facilities.
- Orientation programs for incoming kindergarten students, and rising first and seventh grade students.
- The school has implemented a robust literacy program for parents of incoming kindergarten students. In March of each year, all incoming parents are given copies of Siegfried Engelmann's *Teach Your Child to Read in 100 Easy Lessons*, the precursor to the school's Direct Instruction reading/literacy curriculum. Parents are trained to deliver this program to their children and are asked to work through it in the summer before kindergarten.
- A comprehensive shadowing program for rising ninth grade students as they enter the high school. In conjunction with the shadowing experience, parents are invited to the high school for an informational presentation regarding the high school program.
- Close cooperation with the school's Parent-Teacher Organization (PTO), Parent Advisory Council (PAC), and SEPAC. In 2016, the PTO held its second annual "Fly Like an Eagle 5K" event. This K-12 gathering was launched to bring the Mystic Valley community together and to raise funds for the school's annual Grade 8 trip to Washington, D.C.
- Events geared toward alumni, including Mystic Valley's annual alumni reunion. This gathering, which is planned to coincide with the Thanksgiving holiday and varsity football game, is open to all alumni (Classes of 2006 to 2016).
- During the 2016-2017 school year, Mystic Valley engaged nationally-syndicated and renowned author John Rosemond to speak to its parent community. Rosemond appeared at Mystic Valley twice: once to speak to K-2 parents, and once to present for the parents of Mystic Valley's incoming kindergarten class.
- Each year, Mystic Valley seeks to involve parents in serving as classroom volunteers and field trip chaperones (K-8). The K-8 Assistant Director holds several parent training sessions to review chaperoning expectations and to generate interest in assuming this key role.
- Teachers update gradebooks regularly. Academic results are posted to the web in real time, providing parents with current information. The gradebook portal also provides parents with access to weekly homework assignments and upcoming deadlines/assessments.
- Teachers in Grades 7 through 12 use Google Drive to post all handouts, study guides, and other documents disseminated in class. Parents and students may access these files at any time.
- The school's student youth services coordinator provides updates regarding community service duties through the school's online gradebook portal.
- Teachers in Grades 7 through 12 construct and implement Academic Achievement Plans (AAP) when students' grades fall below the threshold of 70%. Teachers regularly review and update AAPs, and they are closed when students' grades move above the designated threshold.
- Biweekly Warnings are sent to parents of students in Grades 7 through 12. These warnings are generated for all grades below 80%.
- Narrative-based progress reports are sent to parents, through the web and via mail, four times annually (in the middle of each quarterly grading period).

- Report cards are sent to parents quarterly. Report cards include academic results (K-12), attendance information (7-12), and community service completion information (7-12).
- Parent-teacher conferences are held biannually, in November and April.
- Back to School Nights (both lower and high schools) are held each fall. At these events, parents are invited to follow a condensed version of their children's schedules.
- The school implemented SchoolMessenger in 2015 to disseminate vital information to the parents via email and text messages.
- Parents and guardians have access to teachers via email and phone, and continual and ongoing communication between school personnel and parents is standard practice.

ORGANIZATIONAL VIABILITY

CRITERION 8: CAPACITY

SCHOOL LEADERSHIP

Mystic Valley's core leadership team's longevity is notable, particularly at the lower school, during the school's continued expansion to 1,900 students. The school's superintendent/director has been with the school since 2004, serving as a teacher and department chairperson before moving into administrative roles. The lower school assistant director and professional development coordinators have been employed at the school since its founding in 1998. The school's high school assistant director began as a teacher at Mystic Valley in 2010. Its business manager started at Mystic Valley in 2005. This continuity has allowed the leadership team to coalesce around Mystic Valley's mission and the board's vision.

Decision-making at the school adheres primarily to the hierarchy presented in the school's organizational chart. Input from teachers comes via team meetings. Lead teachers and department chairs convene team meetings, professional development coordinators convene lead teacher meetings, assistant directors convene department chair and lower school administration team meetings, and the superintendent/director convenes weekly meetings for the core administration (assistant directors and business manager). The administrative team maintains an open-door policy in order to provide teachers and staff members with opportunity for direct contact. In addition, assistant directors have intermittently offered "morning coffee" sessions, during which time teachers can consult with members of the school leadership team.

The superintendent/director and business manager report directly to the board of trustees. Board members manage the strategic direction of the school and do not involve themselves in daily operations of staff functions. The board convenes regular monthly board meetings, and dissemination of meeting agendas and action steps stemming from board meetings occurs through the team meeting structures that are in place.

PROFESSIONAL CLIMATE

Mystic Valley's professional climate is based on frequent and ongoing collaboration at all levels of constituent groups within the school. The following items are examples of collaborative activities.

- The entire school community engages in an annual August training program with a duration of between seven and 10 business days.

- During most months within the school year, Mystic Valley's schedule calls for early release days for its students. After dismissal, teachers convene for professional development activities. Activities typically center around improving instructional practice and ensuring consistency in pedagogy and methodology.
- Teachers collaborate in horizontal and vertical teams to ensure consistency in the delivery of the school's curricula. The Atlas curriculum mapping system provides teachers and administrators with unit-level guidelines for all approved school curricula and facilitates ongoing dialogue (both electronic and verbal).
- Regular team meetings occur throughout each school year. Grade-level teams (K-6) meet at least twice each week to discuss curricula and student progress. Teachers in Grades 7-12 are departmentalized and, as such, meet in vertically-aligned teams. The frequency of meetings ranges due to being on different campuses (Grades 7 and 8 are based at the lower school, while Grades 9-12 are at the high school), but there is still extensive collaboration through face-to-face and electronic communication.
- The school has convened several optional professional development sessions, hosted and led by teachers. Topics have included checking for understanding, establishing an authoritative presence in the classroom, IB exam procedures, innovative teaching methods, and scaffolding assessments.
- The school introduced a mentoring/teacher induction program before the 2015-2016 year. The objective of this program is to acclimate teachers to the school and to provide them with an additional, non-evaluative layer of support. There are seven mentors within the school: five at the lower school and two at the high school.

Mystic Valley Regional Charter School believes in an accurate, fair, and consistent model for teacher evaluation. To facilitate these goals, the school continued to use a version of Kim Marshall's evaluation system. The Marshall model's cornerstone is short, frequent, and unannounced classroom visits (mini-observations) and immediate, face-to-face follow-up conversations.

Before the school year begins, Mystic Valley's teacher evaluation and professional growth system is operational. During the school's August training session, teachers, using a modified version of Marshall's teacher evaluation rubrics, engage with their primary supervisors in a thorough and reflective self-evaluation process. They are prompted not only to assess themselves with regard to components of pedagogy and instruction, but are also required to establish specific and tangible professional (SMART) goals for the school year. These goals are linked to their supervising teacher who guides them in their efforts toward successful accomplishments.

As the school year progress, teachers and evaluators engage in formal and informal conversations (most of which are generated through the implementation of the mini-observation program) about teaching and learning, with an emphasis on student achievement and teacher growth. At the mid-year point, teachers complete a second self-evaluation and, working in tandem with a team of administrators who have collected data through mini-observations, codify a formal evaluation. After the school year, Mystic Valley's teachers complete one final self-evaluation, which is used to drive the professional goal-setting process for the following school year.

CRITERION 9: GOVERNANCE

The school follows and organizational structure that is outlined in the organizational chart submitted each year as part of its Annual Report. The school's Board of Trustees ensures that the school's curriculum, procedures and policies are consistent with the school's founding mission and

charter. The board also provides for long-term strategic planning and the hiring of senior school leadership.

The board currently has six members with a diverse set of skills. The board has identified a new member, and this person's appointment is pending Department approval. Most of them have long-term experience as board members, parents (combined, they have been parents to 16 children who are either currently enrolled or graduates of the school), or both. In sum, they have accumulated nearly 100 years of experience at Mystic Valley. This knowledge and continuity is a substantial reason for the success of the school, as the board is committed to staying the course and providing continuity to the school community.

The board of trustees and school leadership have implemented structures to enable responsible fiscal oversight of the school. Treasurer and business manager reports are a regular feature of the publicly attended monthly board meetings. Independent audits are conducted annually. An external accounting firm regularly reviews and implements school purchases and check issues.

The board has engaged a business manager who is certified and licensed by the Massachusetts Department of Elementary and Secondary Education.

Long-term fiscal oversight is provided by the board of trustees through board meetings devoted to planning processes and committees delegated to explore options for the purchase of buildings, land, and resources for the school's long-term stability.

The board and school leadership periodically survey the school community to determine levels of satisfaction with the school's implementation of its mission and faithfulness to its charter. Results from these surveys, along with regular public feedback from monthly board meetings provide material for strategic planning and allocation of resources to ensure the school's future growth and provision of an academic program in service to the community.

The board has established a decision-making system that occurs at multiple levels within the school. The board receives monthly curricular reports from the school's leadership team. These reports keep board members apprised of academic progress, assisting them in evaluating programs and making long-term decisions related to the strategic plan. The board understands its legal responsibilities and obligations and, as such, focuses exclusively on the school's key strategic elements.

The board's ongoing commitment to strategic planning, aligned to and supporting the school's mission, has provided the basis for the school's students to thrive academically. Since the school's last renewal in 2013, the school, with guidance and leadership from the board of trustees, has been permitted to grow to 1,900 students, providing Mystic Valley with the opportunity to positively impact more students and families within our community. The school's bylaws outline, in more detail, the processes

PLANS FOR THE NEXT FIVE YEARS

Five years from now, when the future Board of Trustees, alumni, staff, parents, and students look back on Mystic Valley's first 25 years, they will see a school, one that began as a vision on paper, that has become the most academically successful school in the region. Mystic Valley will have achieved its success by being steadfast to the original Vision and Mission.

Mystic Valley, as a Commonwealth Public Charter School of choice, will pursue its vision of being a school of both academic and character excellence innately tied to its Mission. This vision will be supported by goals for continuous long-term improvement to enhance the overall Mystic Valley experience. To achieve these goals, Mystic Valley has developed a clear strategy, inextricably linked to its Mission and the original intent of the school's founders. The goals and strategy are supported by an executable action plan. By Divine Providence, efficient and effective work, and community support, Mystic Valley will achieve an enduring academic and community legacy. Below is the manner in which we'll accomplish this worthy endeavor.

1. Continue to instill the Mission and American Identity by not only providing our students with the opportunity of a world class education, but also with a foundation that would support the development of the highest character. This vision also provided that each child should graduate with a thorough understanding of the founding documents of our nation and that Mystic Valley would maintain a thoroughly American identity, embracing the melting pot theory and celebrating our citizens' commonality, not their differences, in its effort to create solid, well educated, and informed United States citizens who exemplify American Exceptionalism.
2. Continue to provide the opportunity of a world class education by maintaining the school's "well-mannered, disciplined and structured academic climate". Mystic Valley will continue to provide a solid traditional Core Curriculum, enhanced by the International Baccalaureate program in Grades 11 and 12. Its curriculum will be taught by an academically competent, geographically varied faculty. In addition, Mystic Valley will continue to improve its math and science programs, its Spanish-language programs while growing a well-run fine arts program of music, band, art and drama.
3. Provide facilities to meet our future needs by rehabilitating our current property, some of which was acquired during our current charter. We will create more academic space within our existing buildings across all our campuses to accommodate the growth of our enrollment to 1900.
4. Continue to maintain a sustainable financial program through prudent financial stewardship while exploring avenues to increase sources of revenue.
5. Maintain a business approach to school management that has proven to be successful for Mystic Valley through its first 4 charters. Central to this is the data-driven approach the school has taken since its inception. Goals should continue to be linked to specific targets and measurable expectations.
6. Now that we have received the enrollment increase amendment to grow to 1900 students, we plan on expanding the school's administrative structure as well as instructional staff to support year one and beyond of the projected growth.
7. Continue to achieve excellence in extra-curricular and athletic programs that will provide our students the best opportunity for a well-rounded educational experience. While it is important for a school to provide an excellent academic environment, it is at least as critical for a school to develop good character in students. For this reason, to allow students to reach their potential in body, mind, and spirit, the school must provide significant opportunities for advancement in these endeavors after school hours.
8. Continue to develop a strong alumni association to further the mission of Mystic Valley. The Board of Trustees considers a strong alumni association to be paramount to our future and to the school surviving and thriving in the long term, while being true to the original intent of the school's charter and original vision. Ultimately, the school must recruit alumni to be its future school leaders and Board of Trustees members.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2013-14	2014-15	2015-16	2016-17	
Objective: The school will prepare students to compete on a global stage.					
Measure: The Administration will actively track the progress of our graduates and annually conduct focus group interviews regarding their move into the workforce.	**Met**	**Met**	**Met**	**Met**	Working with college counselors, the administration compiles annual data regarding its graduates. Each year, the school convenes a reunion, scheduled around Thanksgiving break.
Measure: Each year, at least 80% of Mystic Valley juniors and seniors will have taken at least one International Baccalaureate class before graduation.	**Met**	**Met**	**Met**	**Met**	The school's IB participation rate has increased over the course of the charter, currently at almost 95%.
Measure: 100% of high school students will apply and be accepted into college and or sign up for military service.	**Met**	**Met**	**Not Met**	**Not Met**	The school works closely with students and families to ensure they apply and are accepted to college. During the last two school years, all graduates have had post-secondary plans and college acceptance was 98%.
Objective: The school will teach and model key core virtues in and outside of the classroom.					
Measure: 100% of our students in grades K-12 will take and pass a Character Education class each year.	**Met**	**Met**	**Met**	**Met**	The school's Character Education results are reported on quarterly report cards.
Measure: Students will complete a minimum of 165 hours of community service before graduation.	**Met**	**Met**	**Met**	**Met**	The director of student youth services certifies, each year, that 100% of students achieve this benchmark before earning their diplomas.
Objective: The students at Mystic Valley will learn and understand the importance of the Declaration of Independence and the United States Constitution.					
Measure: All students will, before graduation, take and pass (with a 61% average or more) at least two civics classes that focus on our country's founding documents.	**Met**	**Met**	**Met**	**Met**	The school's Civics results are reported on quarterly report cards.

Measure: 100% of Mystic Valley students will participate in American Heritage Week. There will be at least 3 activities related to our founding documents in lower school and 3 in the high school.	**Met**	**Met**	**Met**	**Met**	American Heritage week was implemented four the fourth time in November 2017. All students were taught lessons related to this initiative.

APPENDIX B: GENERAL STATEMENT OF ASSURANCES

GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for **Mystic Valley Regional Charter School** located at **Malden, MA** is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not

limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.04(3)(c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
25. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
26. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the

requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

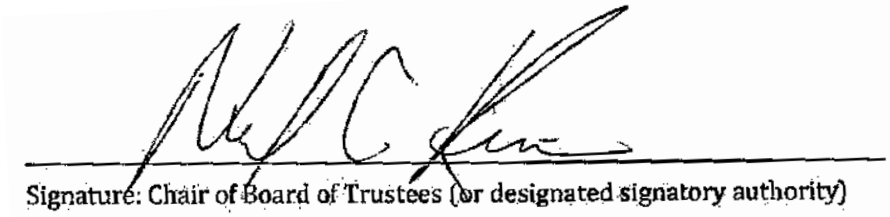
27. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
28. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
29. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
30. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
31. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature:	
Title:	CHAIRMAN BOARD OF TRUSTEES
Date:	6/26/2017

RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School:	Mystic Valley Regional Charter School
Location:	Malden, MA

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.



Signature: Chair of Board of Trustees (or designated signatory authority)

7/30/2017
Date

Print/Type Name:	NEIL C. KINNON
Title (if designated):	CHAIRMAN BOARD OF TRUSTEES
Date of approval by board of trustees:	7/30/2017

APPENDIX C: DOCUMENTS

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2017.* Please attach the following as a part of Appendix C:

- ❑ Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- ❑ Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- ❑ Up-to-date Building Safety Inspection/Certificate of Inspection
- ❑ Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- ❑ Up-to-date Health Inspection/Health Permit
- ❑ Up-to-date Insurance Certificate(s)
- ❑ Asbestos Inspection and Management Plan (if applicable)
- ❑ Lead Inspection Certification (if applicable)
- ❑ Lead and Copper in Schools Maintenance Checklist

APPENDIX D: ADDITIONAL INFORMATION

BOARD OF TRUSTEES TURNOVER

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2013-14	5	0	0
2014-15	6	1	1
2015-16	6	2	1
2016-17	6	0	0

APPENDIX E: APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order:

- ❑ Cover page labeled "Application for Renewal of a Public School Charter" that lists the following information:
  - ❑ School name
  - ❑ School address
  - ❑ School contact information: name, title, telephone, and email address
  - ❑ Date that the school's board of trustees voted approval of the Application
  - ❑ Application submission date
- ❑ Cover letter (optional)
- ❑ Table of contents listing all major sections and appendices
- ❑ Introduction to school (Table)
- ❑ Performance and plans section (should not exceed 25 pages)
  - ❑ Faithfulness to Charter
  - ❑ Criterion 1: Mission and Key Design Elements
  - ❑ Criterion 2: Access and Equity
  - ❑ Criterion 3: Compliance
  - ❑ Criterion 4: Dissemination
  - ❑ Academic Program Success
  - ❑ Criterion 5: Student Performance
  - ❑ Criterion 6: Program Delivery
  - ❑ Criterion 7: Culture and Family Engagement
  - ❑ Organizational Viability
  - ❑ Criterion 8: Capacity
  - ❑ Criterion 9: Governance
  - ❑ Criterion 10: Finance
  - ❑ Plans for the Next Five Years
- ❑ Appendices
  - ❑ A. Accountability Plan Performance
  - ❑ B. Statement of Assurances and Certifications
    - ❑ Statement of Assurances
    - ❑ Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
  - ❑ C. Documentation of compliance with all building, health, safety, and insurance requirements. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2017*:
    - ❑ Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
    - ❑ Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
    - ❑ Up-to-date Building Safety Inspection/Certificate of Inspection
    - ❑ Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
    - ❑ Up-to-date Health Inspection/Health Permit
    - ❑ Up-to-date Insurance Certificate(s)
    - ❑ Asbestos Inspection and Management Plan (if applicable)
    - ❑ Lead Inspection Certification (if applicable)
    - ❑ Lead and Copper in Schools Maintenance Checklist

- ❑ D. Additional Information, as required in these *Guidelines*
  - ❑ Board of trustees turnover