



Arizona State Board for Charter Schools

ACADEMIC PERFORMANCE FRAMEWORK

SUBCOMMITTEE

FEBRUARY 25, 2016

Approved Timeline

ASBCS Academic Performance Framework Transition Plan					
School Year	July - August	September	October - January	February - April	May
2015-2016	Revision of the Board's Academic Performance Framework				
			Develop methodology for FY 2016 Academic Performance dashboards	Pilot new dashboards with FY 2015 data	Revise new dashboard criteria as necessary
2016-2017	Implementation of the Board's revised Academic Performance Framework				
	Issue FY 2016 dashboards based on new methodology	Begin annual monitoring for FY 2017 based on FY 2016 dashboards			



A.R.S. 15-183

R. The sponsoring entity of a charter school shall have oversight and administrative responsibility for the charter schools that it sponsors. In implementing its oversight and administrative responsibilities, the sponsor shall ground its actions in evidence of the charter holder's performance in accordance with the performance framework adopted by the sponsor. The performance framework shall be publicly available, shall be placed on the sponsoring entity's website and shall include:

1. The academic performance expectations of the charter school and the measurement of sufficient progress toward the academic performance expectations.
2. The operational expectations of the charter school, including adherence to all applicable laws and obligations of the charter contract.
3. Intervention and improvement policies.



Purpose of the Framework

- Does the school provide a learning environment that will improve pupil achievement?
- Does the school provide an additional academic choice for parents and pupils?



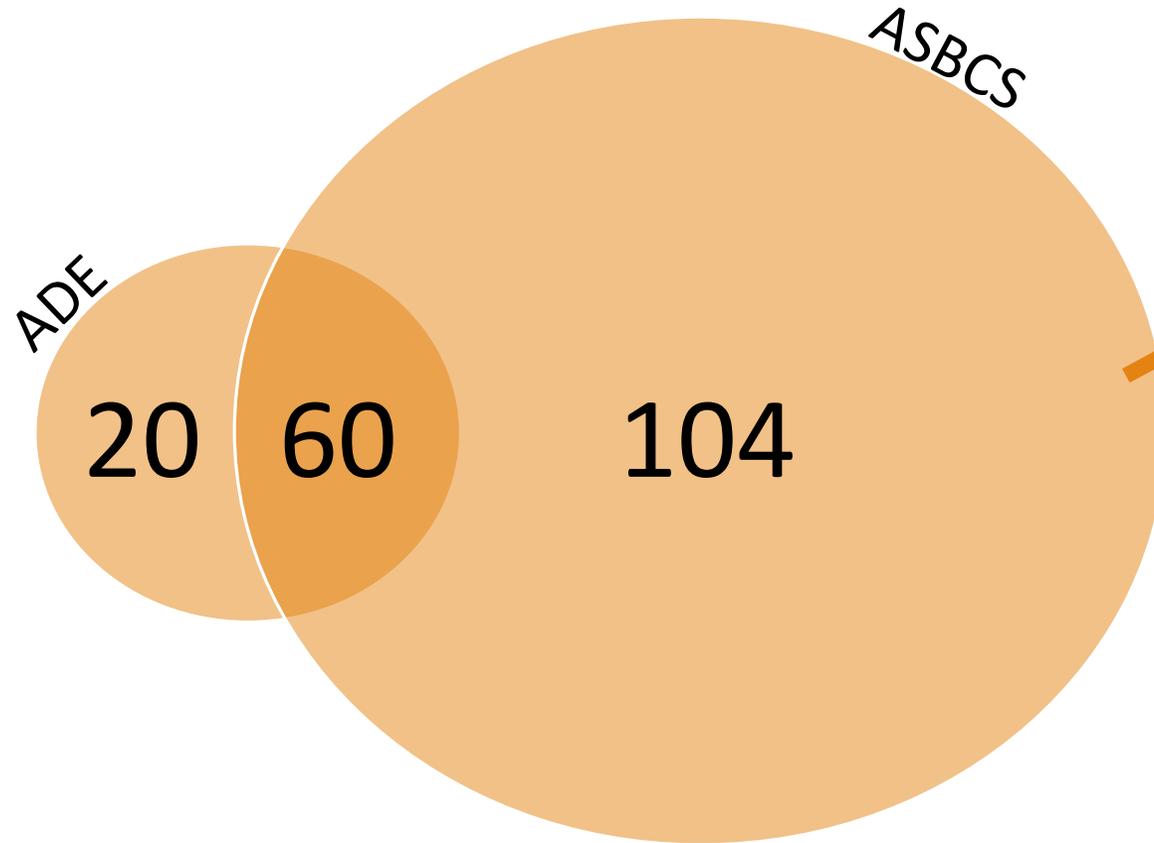
Guiding Principles for Revisions

- Clearly define expectations
- Provide transparency
- Offer timely feedback
- Ensure least-burden
- Enable autonomy
- Incentivize innovation
- Focus efforts on bottom performers



Alignment of ADE School Improvement and ASBCS Annual Monitoring

FY 2016



ASBCS Only

A-F Grade*	# of Schools
A	1
B	26
C	64
NR	13
Total	104

*Includes Alt grades;
None of these schools are
labeled Focus or Priority



Focus Group Summary

Use A-F letter grades to determine school performance

Focus interventions on C (Focus or Priority), D and F schools

Implement actions based on:

- Multiple years of data
- Type of school
- Alignment to the contract

Include other measures of performance in evaluating schools that do not meet the Board's expectations

Early warning data

Benchmark growth data

ECAPS

SAT/ACT/AP exams

Attendance

College enrollment/remediation

Career outcomes

Safety

GPA

Culture

Teacher retention

Location

Credits earned

Teacher evaluations

CTE programs

Enrollment

Services to students

Parent/Teacher/Student surveys

Teacher qualifications



Recommendation

FY 2017

- Do not issue Overall Ratings for FY 2016 data
- Align intervention schedule with state and federal accountability requirements
- Immediately suspend use of the PMP for accountability, but provide feedback on FY 2016 submissions
- Use existing DSP for monitoring/renewal/expansion in FY 2017 while we complete rulemaking and build new processes
 - Revise DSP criteria so that it is not all or nothing in FY 2017

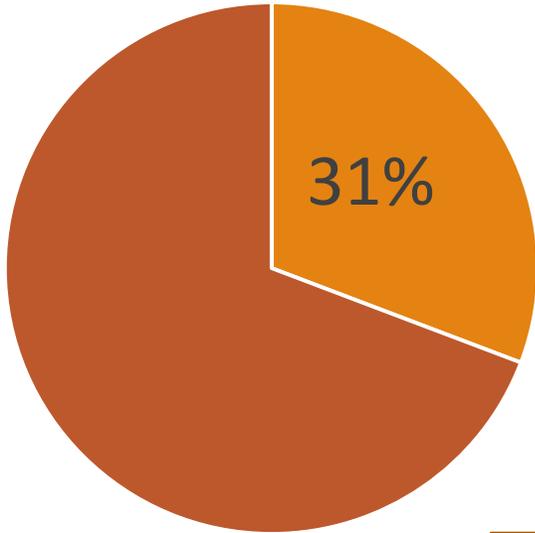
FY 2018 ongoing

- Use A-F Letter grades as the basis of the framework and do not calculate a separate Overall Rating
- NR schools develop unique performance goals (3-5 within pre-determined indicators) to be agreed to by the Board and the Charter Holder
- Align intervention schedule with state and federal accountability requirements (C Focus/Priority, D and F schools)
- Eliminate the PMP and revise the DSP to focus on monitoring implementation of the CIP submitted to ADE and include classroom observations
- Strengthen 5 year interval reviews

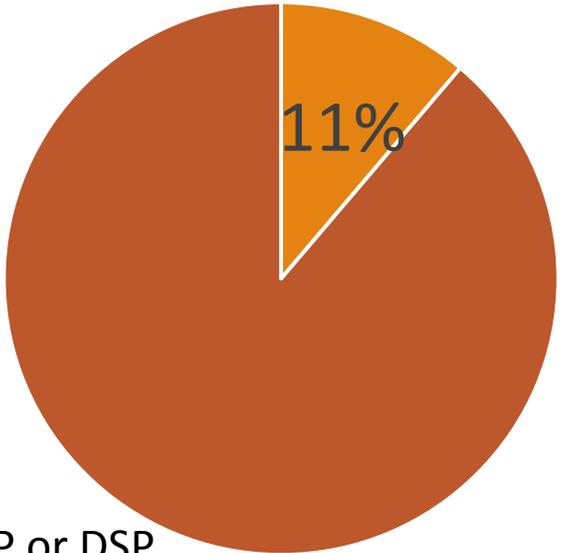


Focused Approach to Annual Monitoring

FY 2016
% of Schools in
Annual Monitoring



FY 2016
% of Schools in Annual Monitoring
Under Proposed Changes



Required to submit PMP or DSP for annual monitoring



Rules to be Drafted

Set out the Board's academic expectations

Define demonstration of sufficient progress

Define renewal eligibility and guidelines

Define expansion eligibility and guidelines

Set out 5 year interval review process

Outline intervention schedule



Staff Process

Revise framework language

Draft rules aligned to the new framework

Establish processes for revised framework and guidance

- i.e. DSP site visits
- Monitoring implementation of continuous improvement plans

Establish protocols and rubrics to be published on our website prior to implementation of the new processes

Create training programs and manuals for staff

Develop cyclical training for charter holders to attend in person, throughout the state



Revised Transition Plan

School Year	July - August	September	October - January	February - April	May -June
2015-2016	Revision of the Board's Academic Performance Framework				
				Draft policy revisions for FY 2017, and FY 2018 ongoing	Propose rules for FY 2018 ongoing
2016-2017	Build processes and systems for revised Academic Performance Framework				
	Begin annual monitoring based on FY 17 plan		Establish protocols and rubrics for new processes		Begin trainings on new processes
2017-2018	Implement revised Academic Performance Framework				
	Begin annual monitoring based on revised framework				

