AGENDA ITEM: Consideration of Revocation or Restoration of a Failing School

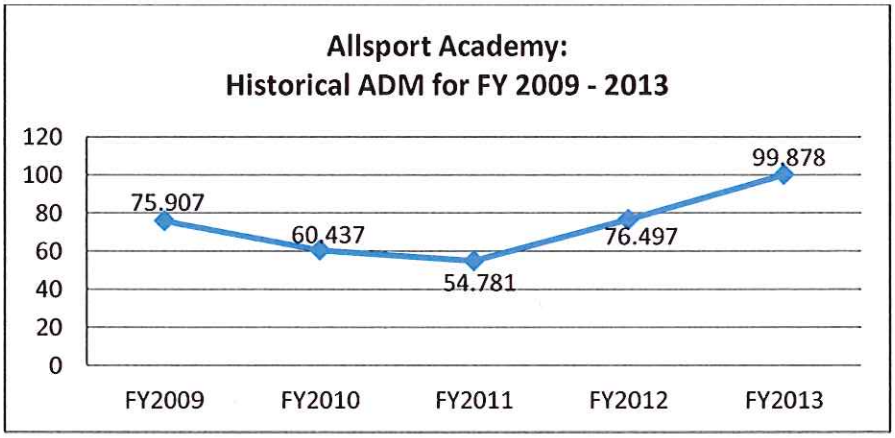
Issue

Allsport Academy was assigned an F letter grade by the Arizona Department of Education. The Board must determine whether to restore the charter to acceptable performance or to revoke the charter.

Background Information

In FY2010 and FY2011, the school, Allsport Academy, received an achievement profile of Underperforming. In FY2012, the school was assigned an F letter grade. On October 29, 2012, the Arizona Department of Education (ADE) notified the Board of the F letter grade status (failing level of performance) of Allsport Academy (portfolio: b. Letter Grade and Priority Notification Letter). Pursuant to A.R.S. § 15-241(U), if a charter school is assigned a letter grade of F, the department of education shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter.

Through a series of amendments that were approved after the initial transfer of Allsport Academy to a separate charter held by Eastpointe High School, Inc., Allsport Academy, a non-profit corporation, assumed the operation of Allsport Academy, the school, in June of 2004. Allsport Academy operates one school serving grades 5-9. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2009-2013.



In August 2010, Allsport Academy was required to submit a Performance Management Plan as a component of its five year interval review process because the school did not meet the academic expectations set forth by Board.

In a letter dated January 2, 2013, (portfolio: c. Annual Report Notification Letter) in accordance with the Board's processes and based on the school's performance in FY 2012 (see dashboard representation that follows), the charter holder was notified of its requirement to submit a Demonstration of Sufficient Progress as an annual report for schools on a Performance Management Plan that did not meet the Board's academic performance expectations. In the letter, the charter holder was also told that the determination by the Board of whether to restore or to revoke the charter for Allsport Academy would be based on the evidence of the charter holder's performance in accordance with the performance framework adopted by the Board, including the charter holder's submission of a demonstration of sufficient progress toward the academic performance expectations of the Board.

A dashboard representation of Allsport Academy's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance Rating FY 2012

Charter Holder: Allsport Academy
Entity ID 81031

Charter School: Allsport Academy
Entity ID 79681, Grades 5-9

1. Growth

Small Elementary		1a. SGP		1b. SGP Bottom 25%	
School	School Year	Math	Read	Math	Read
Allsport Academy	2011-2012	25	18	31	NR
Points Assigned		25	25	25	0
Weight		12.5	12.5	25	0

2. Proficiency

Small Elementary		2a. Percent Passing		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	School Year	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Allsport Academy	2011-2012	8/42	35/68	30.4	29.4	14/22	43/49	7/35	31/62	0/14	5/32
Points Assigned		50	50	25	25	50	50	50	50	50	50
Weight		7.5	7.5	7.5	7.5	2.5	2.5	2.5	2.5	2.5	2.5

3. State Accountability & Overall Rating

Small Elementary		3a. State Accountability	Overall Rating
School	School Year	Grade	
Allsport Academy	2011-2012	25	32.5
Points Assigned		25	
Weight		5	100

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

For additional information, see *Academic Performance Framework and Guidance*, available on the ASBCS webpage http://asbcs.az.gov

5/7/2013

Allsport Academy submitted its Demonstration of Sufficient Progress (DSP) (portfolio: d. Demonstration of Sufficient Progress) timely on April 2, 2013. The DSP submitted by the charter holder provided limited data; the narrative to address the required areas (curriculum, monitoring instruction, assessment, and professional development) for measures for which the charter holder was required to provide a response was scored as Not Acceptable. Following a preliminary evaluation of the DSP (portfolio: e. DSP Evaluation Instrument), staff conducted a site visit on April 25 to meet with Moses Montoya, Charter Representative and School Director, and Raquel Montoya, Director of Educational Services, to confirm the documentation presented in the DSP and review additional information to be considered in the final evaluation of the charter holder's Demonstration of Sufficient Progress submission. An email to the charter representative, dated April 15 (portfolio f: Site Visit Notification Email), confirmed the site visit date, provided the initial DSP evaluation, and listed items to have available for confirmation that were identified in the DSP submitted by the charter holder. The email stated that, at the time of the site visit, the charter holder may provide additional evidence for areas deemed Not Acceptable in the initial evaluation.

Curriculum:
Because the DSP stated that the school is in the development of a formal comprehensive school curriculum by collecting teachers' lesson plans and compiling them to create a curriculum map to be completed before the next school year, the school director was asked to provide evidence of this process. The following lesson plans were provided:

- 6 lesson plans for the intervention class for math and reading
    - None of the plans identified Arizona State Standards.
    - All plans covered a two week period.
    - All of the plans were the same.
    - The plans did not distinguish between math and reading.
- 8 lesson plans for language arts
    - 6 of the 8 identified the standards being addressed.
- 4 lesson plans for math
    - All of the plans identified the standards being addressed.

No evidence of progress to develop the curriculum using the lesson plans was provided. The director of educational services stated that the school has been considering adopting the Tucson Unified School District's curriculum or Beyond Textbooks, a digital curriculum, rather than developing its own curriculum and intends to make a purchase by July 1. The director of educational services provided a notebook with TUSD's curriculum that she has been reviewing. As of the date of the site visit, no formal adoption has been made and there was no documentation or discussion presented to demonstrate that an evaluation had been done of any of the proposed models' performance data that would indicate the proposed options would be successful with the school's population.

Monitoring Instruction:
At the time of the site visit, the school director stated that he had not conducted formal teacher evaluations but that he does conduct walkthrough observations to ensure that all the standards are being taught. He stated he started the observations in November, 2012. One classroom walkthrough observation form completed two days prior to the site visit was provided although the April 15 email requested classroom walkthrough documentation, including a schedule and recorded notes, as well as follow-up documentation as identified in the DSP be provided at the time of the site visit. The walkthrough observation form does not provide a means to identify the standard being taught. The school director did not provide a schedule but stated he conducts a walkthrough about one time a week but wants to do it twice a week. The school director also stated that he plans to hire a certified principal and provided a copy of a job description for the position. No evidence of posting the position for hire was provided.

Assessment:
The school began using STAR Math as a benchmark assessment instrument in FY2013. The school used an AIMS practice test as a benchmark assessment for reading at the beginning of the year for all grades. The school provided summary data that indicates a second practice test was given at all grades and a third practice test was given in some grades. The school director and director of educational services both stated that the same AIMS practice test was used at the beginning of the year and for each administration of the test. In March, 2013, the school purchased Study Island Reading Assessment Program to begin using as a benchmark assessment for reading and, at the time of the site visit, had administered a pre-test. Since it was a pre-test, there was no previous administration to determine growth.

At the time of the site visit, the school provided benchmark assessment data broken out by grade level and content area. No documentation to support the accuracy of the school generated Rank and Order Sheet by grade level was provided.

Professional Development:
According to the school director, the process for determining professional development is to review data and observe instruction through the classroom walkthrough observations. No evidence of data analysis to determine teacher needs or findings from classroom observations that identified teacher needs was provided. The school director also stated that the teachers are asked for recommendations. A staff meeting agenda dated March 12, 2013, included an item requesting suggestions from teachers for professional development topics. The school did not provide evidence of prior requests from teachers for professional development or evidence that recommendations have been implemented. Upon review of the information provided, there is no evidence of a comprehensive professional development plan based upon teacher needs.

During the site visit, the charter representative stated that due to the financial situation of the school he was unable to implement action steps that were originally identified in the Performance Management Plan (PMP) submitted in September, 2010. The school has also had opportunities to implement additional improvement plans through the Title I Continuous Improvement Plan and follow-up from ADE Solutions Team recommendations. The table below illustrates the lack of progress on implementing the PMP action steps and similar identified steps in other improvement plans supported by documentation from other evaluation processes.

Improvement Plan Action Steps Identified by or for the Charter Holder and Level of Implementation

Performance Management Plan (portfolio: g.) **Submitted 9/2010**	Title I Continuous Improvement Plan (portfolio: h.) **Submitted 9/2012**	ADE Solutions Team Recommendations (portfolio: i.,j.) **Determined 10/2012**	Demonstration of Sufficient Progress (portfolio: d.) **Submitted 4/2/2013**
Adopt a curriculum	Develop curriculum by June 30, 2013	-Develop curriculum maps (10/26/12) -Adopt curriculum maps from other schools that fit Allsport Academy's needs (3/7/13)	Beginning to develop a curriculum to use in 2013-2014 school year
Provide professional development on targeted areas of need	Provide professional development beginning August, 2012		Uses a part-time educational consultant for professional development
Hire an experienced principal		Hire a full-time principal	
Evaluate teachers	Conduct Teacher and Principal evaluations beginning January, 2013	-Develop classroom walkthrough protocol -Use teacher evaluation system	Conducts walkthrough observations
Implement ongoing	Conduct benchmark	Adopt a benchmarking	Beginning to use a

continuous assessments every 2-3 weeks	assessments for math and reading in Aug., Oct., Dec. 2012; March, May, 2013	system for data collection	benchmark assessment program
-Provide tutoring program -Implement student engagement strategies		-Increase instructional time; reduce PE to 30 minutes a day -Increase academic learning in intervention programs	Involves parents and community through newsletters and school activities

The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years.

Allsport Academy

Financial Data				
	2012	2011	2010	
Statement of Financial Position				2009
Cash	$33,092	$13,829	$5,177	$6,000
Unrestricted Cash	$33,092	$13,829	$5,177	
Total Assets	$64,083	$38,848	$40,191	
Total Liabilities	$606,231	$857,087	$737,207	
Current Portion of Long-Term Debt & Capital Leases	$231,553	245,929	$211,930	
Net Assets	($542,148)	($818,239)	($697,016)	
Statement of Activities				
Revenue*	$933,850	$487,232	$464,701	
Expenses	$667,759	$640,629	$564,746	
Net Income	$266,091	($153,397)	($100,045)	
Change in Net Assets	$266,091	($153,397)	($100,045)	
Financial Statements or Notes				
Depreciation & Amortization Expense	$4,999	$5,427	$8,637	
Interest Expense	$31,148	47,835	44,700	
Lease Expense	$79,291	$96,038	$111,992	

Financial Performance				
	2012	2011	2010	3-yr Cumulative
Near-Term Indicators				
Going Concern	Yes	Yes	Yes	N/A
Unrestricted Days Cash	18.09	7.88	3.35	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Total Liabilities to Equity Ratio	(1.12)	(1.05)	(1.06)	N/A
Net Income	$266,091	($153,397)	($100,045)	N/A
Cash Flow	$19,263	$8,652	($823)	$27,092
Fixed Charge Coverage Ratio	1.12	(0.01)	0.18	N/A

* Fiscal year 2012 revenue includes $265,499 in loan forgiveness

Board Options

Option 1: The Board may vote to restore the charter to acceptable performance. The following language is provided for consideration: I move to direct staff to work with Allsport Academy to create a Consent Agreement for the purpose of restoring the charter to acceptable performance in accordance with A.R.S. § 15-241(U) that would minimally include:

1. Evidence of a curriculum aligned to the standards;

2. Evidence of a systematic process for monitoring and recording the implementation of the standards in instruction;
3. Evidence of a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum;
4. Evidence a comprehensive professional development plan that was aligned to teacher needs;
5. Quarterly progress reports.

If the terms of a consent agreement that cannot be reached, the Board will consider referring the matter to hearing for revocation of the charter at the July, 2013 Board meeting.

Option 2: The Board may vote to issue a Notice of Intent to Revoke the charter holder's charter contract. Staff recommends the following language for consideration: I move that the Board issue a Notice of Intent to Revoke the charter of Allsport Academy on the basis of its designation as an F school for FY 2012 and its failure to meet or demonstrate sufficient progress toward the Board's academic expectations as set forth in the performance framework. The charter holder failed to implement its Performance Management Plan, failed to provide evidence of a curriculum aligned to the standards, failed to provide a systematic process for monitoring and recording the implementation of the standards in instruction, failed to provide a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum, and failed to provide a comprehensive professional development plan that was aligned to teacher needs. Additionally, Allsport Academy failure to meet the Board's financial performance expectations reflects a lack of capacity to support improved performance.

I further move that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.