

**APPENDIX D:**  
**Performance Management Plan**

## Performance Management Plan

A Performance Management Plan is a continuous improvement plan<sup>1</sup> and an accountability agreement between the Charter Holder and the Board for the academic performance of schools operated by the Charter Holder. Performance Management Plans are assigned in accordance with the Academic Intervention Schedule and Policy Statement.<sup>2</sup>

The Performance Management Plan focuses on five areas: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, which are essential elements for improving a school's academic performance. Specifically, in order to effectively improve the academic performance of a school there must be systems that support **data** driven decision making, utilizing among other data-**assessments** of student academic performance, to ensure a school has effective **curriculum** and **instruction** and to develop the quality of instruction through effective **professional development**. A Charter Holder who is assigned a Performance Management Plan must create a detailed and comprehensive continuous improvement plan<sup>3</sup> that incorporates each of these elements.

The Board has created a template to guide Charter Holders in reflecting on their current processes in these areas, and focusing on these essential areas when creating a continuous improvement plan. A Charter Holder assigned a Performance Management Plan must complete the Performance Management Plan Template according to the Performance Management Plan Instructions and within the timeline provided when the assignment is made. The Performance Management Plan Template and the instructions for its completion are both available on the Board's website under the "Academic Interventions" tab in the "Performance Expectations & Reviews" section.

## Evaluation Criteria for Performance Management Plan

The following criteria will be used to evaluate a Performance Management Plan submitted by the Charter Holder. All responses must provide and explain the creation of a comprehensive and detailed continuous improvement plan that addresses all essential elements identified in the criteria below that is based on the Charter Holder's analysis of the charter school's data and individual circumstances.

All Charter Holders must address the following areas in their Performance Management Plan: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development. Charter Holders who receive a "Does Not Meet Standard" or "Falls Far Below Standard" for the Graduation Rate Measure must also address the Increasing Graduation Rate area in their Performance Management Plan. Charter Holders who receive a "Does Not Meet Standard" or "Falls Far Below Standard" for the Persistence

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<sup>1</sup> The Board's use of the phrase "continuous improvement plan" is intended to express the expectation that Charter Holders assigned a PMP will develop and continuously implement looping systems to evaluate, and as necessary improve, the success of their schools' academic program. The Board will monitor implementation in accordance with the Academic Intervention Schedule and Policy Statement.

<sup>2</sup> Appendix C

<sup>3</sup> The Charter Holder must immediately begin implementing and documenting implementation of the continuous improvement plan.

Measure must also address the Increasing Academic Persistence area in their Performance Management Plan.

If a Charter Holder’s Performance Management Plan is evaluated as “Falls Far Below” for both Action Steps and Evidence in any two areas, the Charter Holder has failed to demonstrate that it is making sufficient progress toward meeting the Board’s academic performance expectations and may be brought before the Board for consideration. A Charter Holder’s failure to address all required elements in its Performance Management Plan will be considered by the Board in making its determination. The Board may refuse to accept additional information after identified deadlines.

A Charter Holder assigned a Performance Management Plan will continue to be monitored in the subsequent years to determine whether the Charter Holder can demonstrate that it is making sufficient progress toward meeting the Board’s academic performance expectations through implementation of a comprehensive continuous improvement plan as described in Appendix E. A Charter Holder that fails to demonstrate that it is making sufficient progress toward meeting the Board’s academic performance expectations may be brought before the Board for consideration. Thus, for any area where the Performance Management Plan action steps or evidence are evaluated as “Does Not Meet” or “Falls Far Below”, the Charter Holder should make appropriate revisions to address the identified deficiencies.

**DATA**

Evidence		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has identified sufficient data to provide a year-over-year comparison for at least the two most recent school years for all measures used by the Board to evaluate academic performance.	The Charter Holder has identified sufficient data to provide a year-over-year comparison for at least the two most recent school years only for the measures in which the school received a rating of “Does Not Meet” or “Falls Far Below” on its most recent Dashboard, but not for all measures used by the Board to evaluate academic performance.	The Charter Holder has failed to identify sufficient data to provide a year-over-year comparison for at least the two most recent school years for one or more of the measures in which the school received a rating of “Does Not Meet” or “Falls Far Below” on its most recent Dashboard.

**CURRICULUM**

Action Steps		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive curriculum system:</p> <ul style="list-style-type: none"> <li>• adoption of curriculum;</li> <li>• implementation of curriculum;</li> <li>• evaluation of curriculum;</li> <li>• revision of curriculum;</li> <li>• adaptation to address the curriculum needs of subgroup populations; and</li> <li>• verification to ensure the curriculum is aligned to Arizona’s College and Career Ready Standards.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive curriculum system:</p> <ul style="list-style-type: none"> <li>• adoption of curriculum;</li> <li>• implementation of curriculum;</li> <li>• evaluation of curriculum;</li> <li>• revision of curriculum;;</li> <li>• adaptation to address the curriculum needs of subgroup populations; and</li> <li>• verification to ensure the curriculum is aligned to Arizona’s College and Career Ready Standards.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided actions steps that do not address each of the following required elements to create a comprehensive curriculum system:</p> <ul style="list-style-type: none"> <li>• adoption of curriculum;</li> <li>• implementation of curriculum;</li> <li>• evaluation of curriculum;</li> <li>• revision of curriculum;</li> <li>• adaptation to address the curriculum needs of subgroup populations; and</li> <li>• verification to ensure the curriculum is aligned to Arizona’s College and Career Ready Standards.</li> </ul>
Evidence		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive curriculum system.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive curriculum system. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive curriculum system. Detailed evidence of implementation will be required.</p>

## ASSESSMENT

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance:</p> <ul style="list-style-type: none"> <li>• data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;</li> <li>• adaptation to address the assessment needs of subgroup populations; and</li> <li>• analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance:</p> <ul style="list-style-type: none"> <li>• data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;</li> <li>• adaptation to address the assessment needs of subgroup populations; and</li> <li>• analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive assessment system to assess student performance:</p> <ul style="list-style-type: none"> <li>• data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;</li> <li>• adaptation to address the assessment needs of subgroup populations; and</li> <li>• analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance. Detailed evidence of implementation will be required.</p>

## MONITORING INSTRUCTION

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive system for monitoring instruction:</p> <ul style="list-style-type: none"> <li>• monitoring the integration of Arizona’s College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of subgroup populations; and</li> <li>• providing analysis and feedback to further develop instructional quality and standards integration.</li> </ul>	<p>The Charter Holder has provided actions steps that address each of the following required elements to create a comprehensive system for monitoring instruction:</p> <ul style="list-style-type: none"> <li>• monitoring the integration of Arizona’s College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of subgroup populations; and</li> <li>• providing analysis and feedback to further develop instructional quality and standards integration.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive system for monitoring instruction:</p> <ul style="list-style-type: none"> <li>• processes for monitoring the integration of Arizona’s College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of subgroup populations; and</li> <li>• providing for analysis and feedback to further develop instructional quality and standards integration.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction. Detailed evidence of implementation will be required.</p>

## PROFESSIONAL DEVELOPMENT

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive professional development system:</p> <ul style="list-style-type: none"> <li>identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>identifying and providing professional development that addresses the needs of subgroup populations;</li> <li>supporting high quality implementation of the strategies learned in professional development; and</li> <li>providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive professional development system:</p> <ul style="list-style-type: none"> <li>identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>identifying and providing professional development that addresses the needs of subgroup populations;</li> <li>supporting high quality implementation of the strategies learned in professional development; and</li> <li>providing monitoring and follow-up to support and develop implementation of the strategies learned.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive professional development system:</p> <ul style="list-style-type: none"> <li>identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>identifying and providing professional development that addresses the needs of subgroup populations;</li> <li>supporting high quality implementation of the strategies learned in professional development; and</li> <li>providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development..</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive professional development system.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive professional development system. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive professional development system. Detailed evidence of implementation will be required.</p>

## INCREASING GRADUATION RATE

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:</p> <ul style="list-style-type: none"> <li>• creating and monitoring academic and career plans; and</li> <li>• timely addressing academic and social difficulty.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:</p> <ul style="list-style-type: none"> <li>• creating and monitoring academic and career plans; and</li> <li>• timely addressing academic and social difficulty.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:</p> <ul style="list-style-type: none"> <li>• creating and monitoring academic and career plans; and</li> <li>• timely addressing academic and social difficulty.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time. Detailed evidence of implementation will be required.</p>

**ACADEMIC PERSISTENCE**

<b>ACTION STEPS</b>		
<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school:</p> <ul style="list-style-type: none"> <li>• measuring levels of engagement; and</li> <li>• providing timely interventions for students who demonstrate potential for disengagement.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school:</p> <ul style="list-style-type: none"> <li>• measuring levels of engagement; and</li> <li>• providing timely interventions for students who demonstrate potential for disengagement.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a system for keeping students motivated and engaged in school:</p> <ul style="list-style-type: none"> <li>• measuring levels of engagement; and</li> <li>• providing timely interventions for students who demonstrate potential for disengagement.</li> </ul>
<b>EVIDENCE</b>		
<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school. Detailed evidence of implementation will be required.</p>