

Academic Framework



Charter Accountability Department

▶ Implementation Intervention Schedule

- Annual Monitoring
- 5–Year Interval Reviews

▶ Renewal Applications

▶ Failing School Reviews



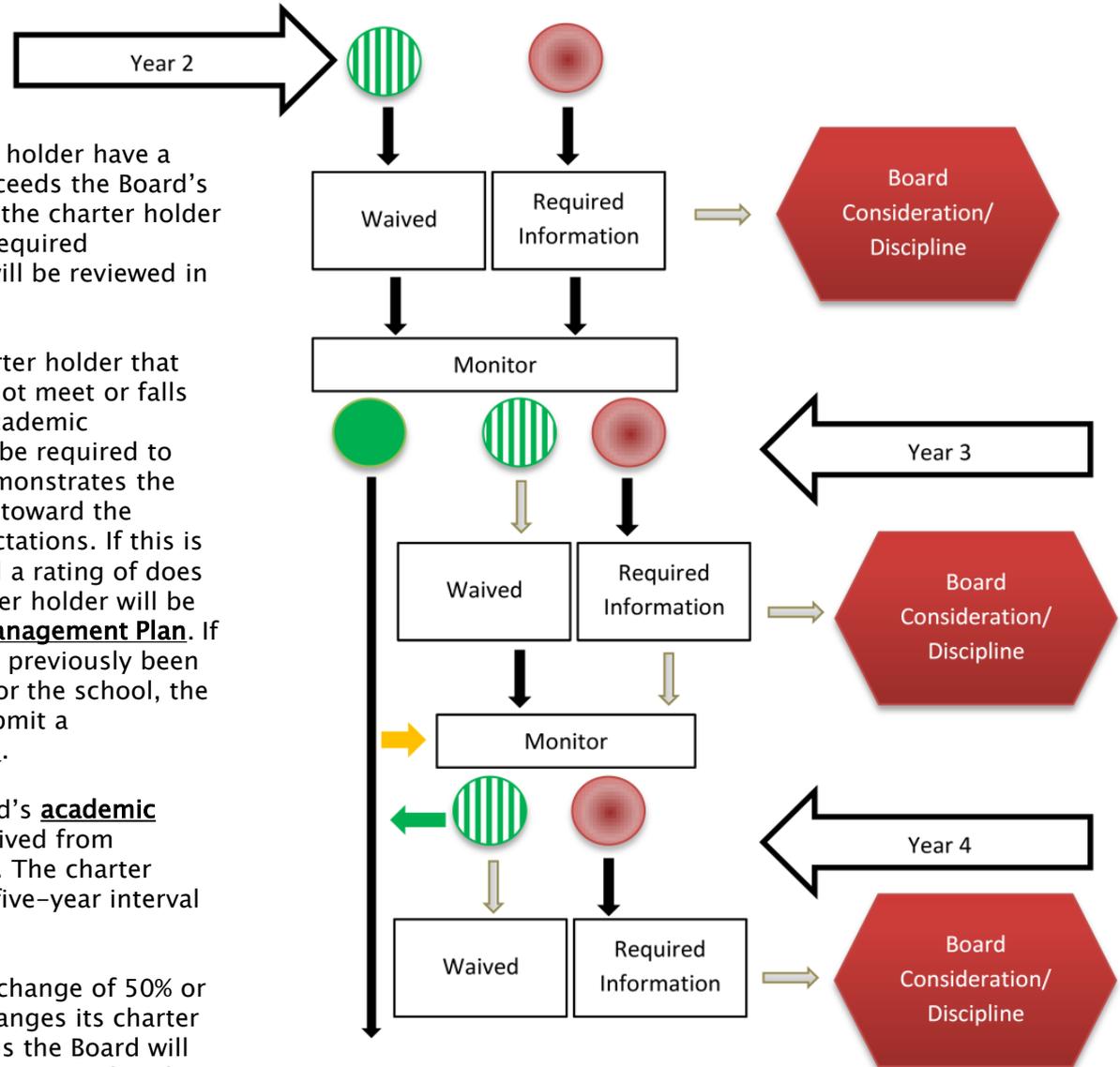
Implementation Intervention Schedule

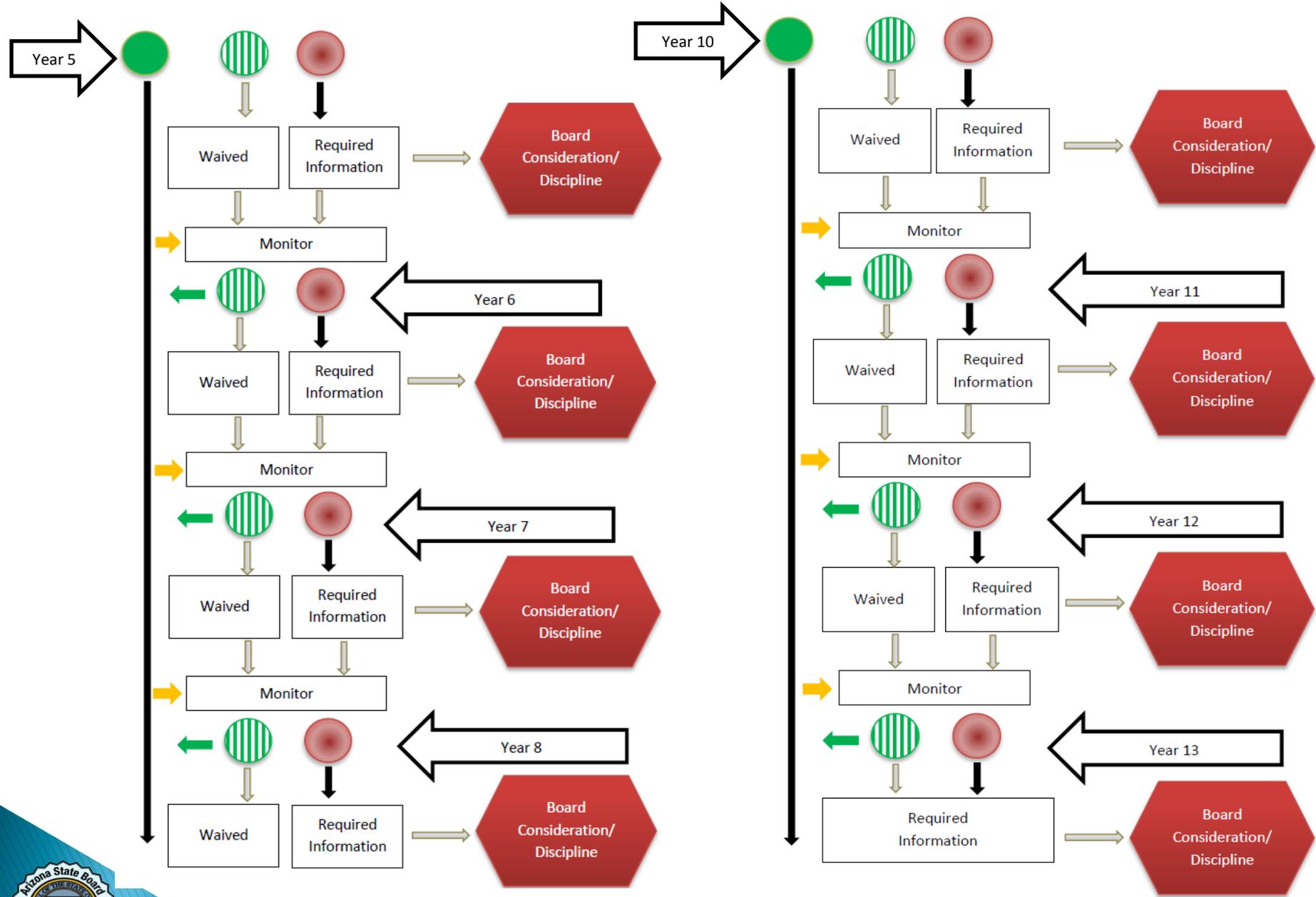
Purpose– Confirm that the charter holder meets the Board’s academic performance expectations as set forth and, when expectations are not being met, provide an opportunity for the charter holder to demonstrate it is making sufficient progress toward the Board’s expectations.

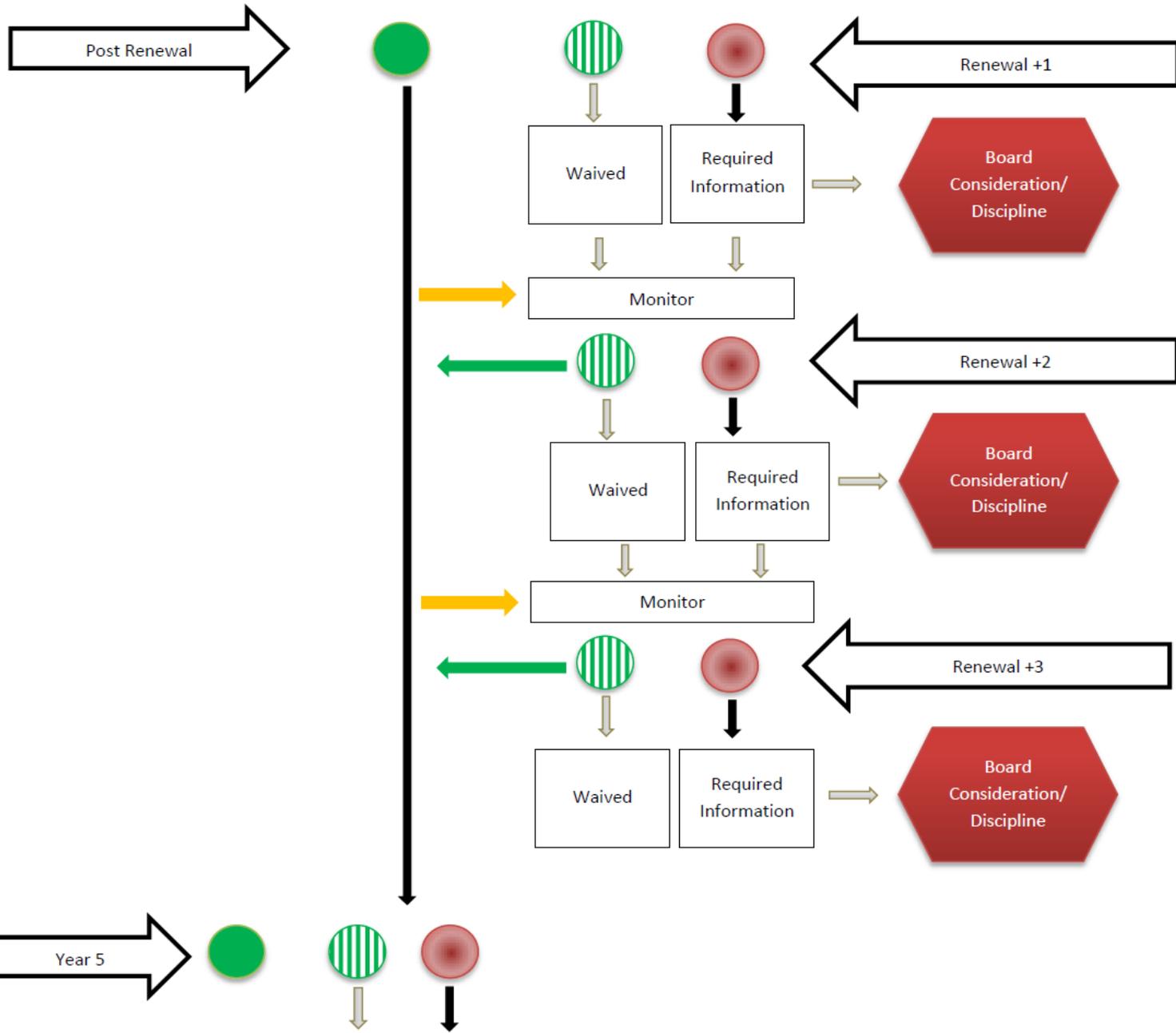


Schedule

-  If all schools operated by the charter holder have a current overall rating of meets or exceeds the Board's standard for academic performance, the charter holder will be waived from submitting any required information and the charter holder will be reviewed in the subsequent year.
-  For each school operated by the charter holder that has a current overall rating of does not meet or falls far below the Board's standard for academic performance, the charter holder will be required to submit required information that demonstrates the school is making sufficient progress toward the Board's academic performance expectations. If this is the *first time* the school has received a rating of does not meet or falls far below, the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**.
-  A charter holder that meets the Board's **academic performance expectations** will be waived from submitting any required information. The charter holder will be reviewed again at the five-year interval review.
-  However, if the charter holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.







Academic Performance Expectations

Academic Performance							
Demo School II							
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K-8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	45	50	12.5	63	75	12.5
	Reading	47	50	12.5	59	75	12.5
1b. SGP Bottom 25%	Math	29	25	12.5	49.5	50	12.5
	Reading	45	50	12.5	55	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	55 / 51.8	75	7.5	64 / 60.5	75	7.5
	Reading	71 / 67.1	75	7.5	77 / 72.3	75	7.5
2b. Composite School Comparison	Math	4.2	75	7.5	3.5	75	7.5
	Reading	3.8	75	7.5	5	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	51 / 35.3	75	3.75	64 / 53	75	3.75
	Reading	69 / 62.7	75	3.75	82 / 76.1	75	3.75
2c. Subgroup SPED	Math	7 / 14.2	50	3.75	17 / 16.5	75	3.75
	Reading	28 / 32	50	3.75	38 / 34	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		56.25		100	71.88		100

Indicators

- Growth
- Proficiency
- State Accountability
- Graduation

Measures by School Types

- Traditional
- Small
- Alternative



FY13 Performance of the Board's Portfolio Letter Grades and Overall Ratings

	Total Number Receiving Overall Rating	A (142)	B (130)	C (114)	D (88)	F (5)	NR (27)
Exceeds	21	21					
		100%					
Meets	270	120	99	40	8		3
		45%	37%	15%	3%		1%
Does Not Meet	159		31	72	50	1	5
			20%	45%	31%	1%	3%
Falls Far Below	35			2	27	4	2
				6%	77%	11%	6%
No Rating	21	1			3		17
		5%			14%		81%



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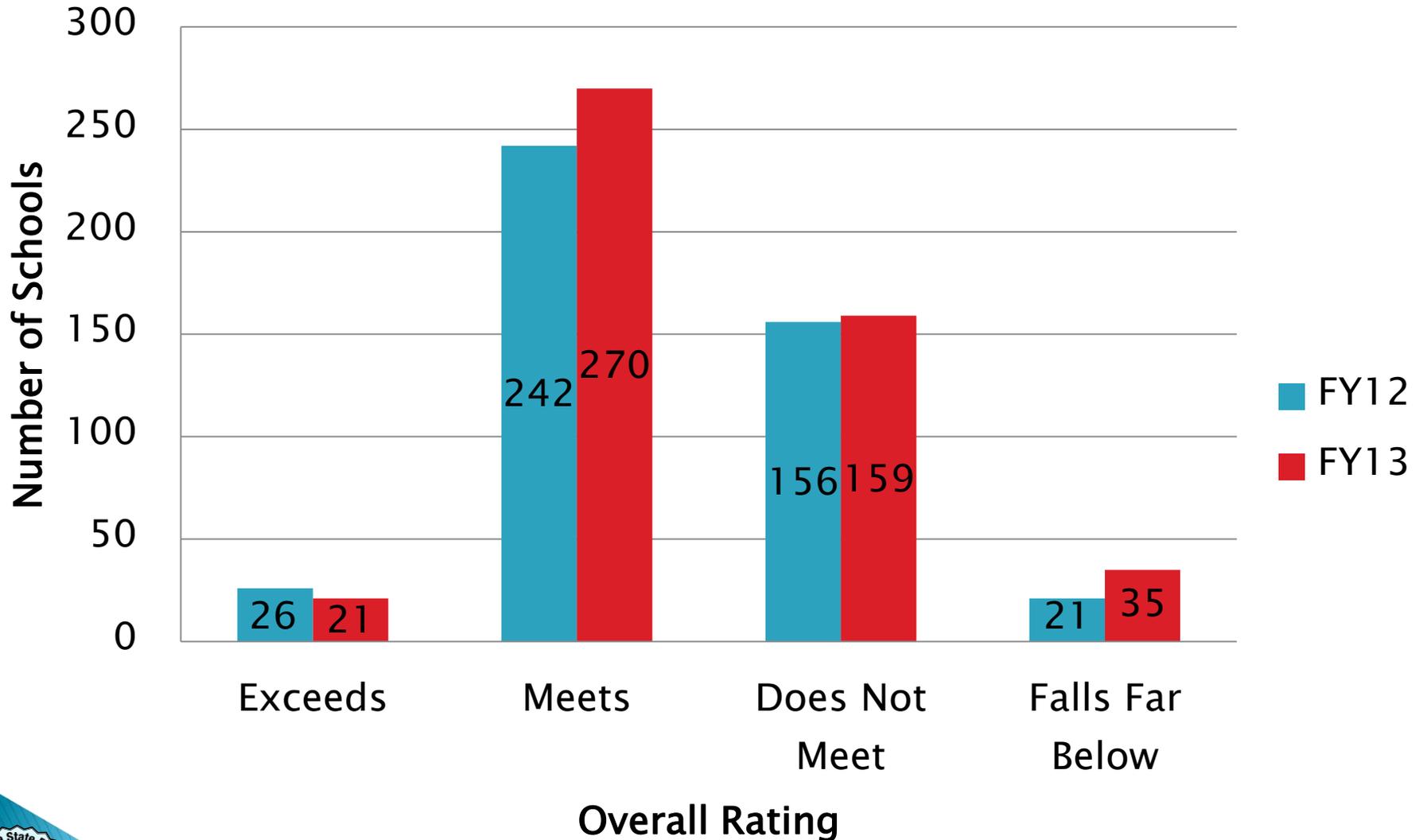


Further Consideration of the Board's Academic Performance Measures

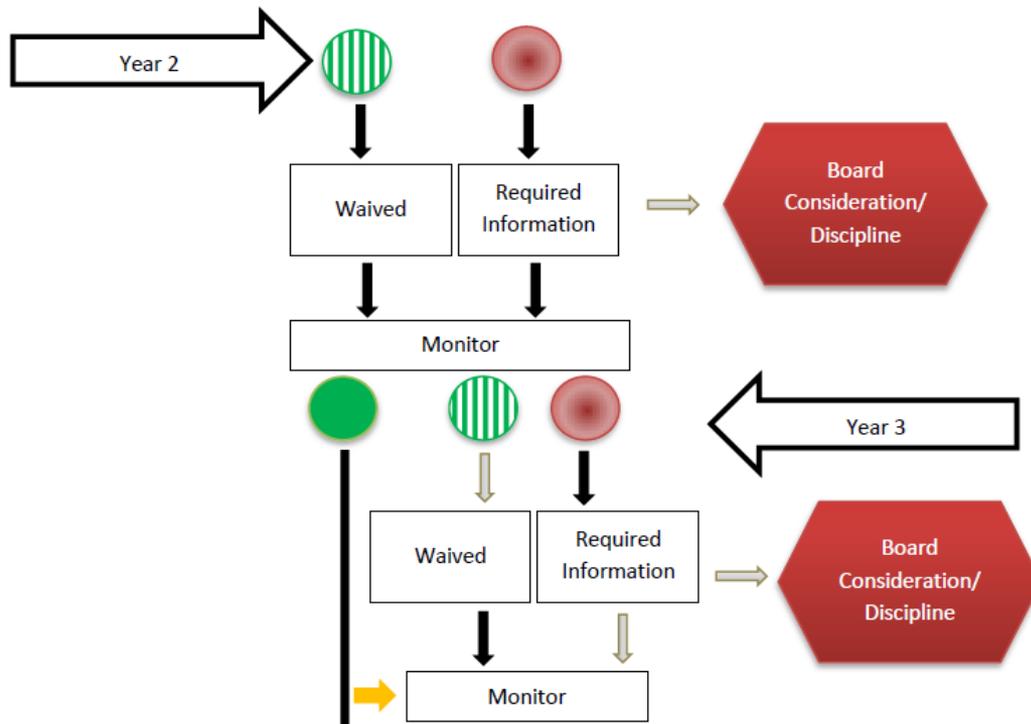
- ▶ **Persistence for Alternative Schools**
 - Elementary Grades
 - Weighting
- ▶ **AOI Schools**
- ▶ **Additional Measures/Indicators for Schools Serving Special Populations**



FY12 and FY13 Performance of the Board's Portfolio



Required Information



- ▶ **Performance Management Plan** – *improvement plan* and an *accountability agreement* between the charter holder and the Board for the academic performance of schools operated by the charter holder.

Demonstration of Sufficient Progress – opportunity for a charter holder to *report on the progress and success of the charter holder's efforts to improve academic performance* of schools operated by the charter holder through implementation of its performance management plan.



PMP and DSP Areas of Evaluation

Curriculum	Monitoring Instruction	Assessment	Professional Development	Data*
<p>A system for <u>creating, implementing, evaluating, and revising a curriculum</u> aligned to Arizona's College and Career Ready Standards.</p>	<p>A system for <u>monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluating the instructional practices of teachers</u>, which provides for analysis and feedback to ensure improvements.</p>	<p>A system to <u>assess student performance</u> on expectations for student learning; <u>conduct a systematic analysis of student academic performance data</u>; and <u>adjust curriculum and instruction systematically in response to data</u> from multiple assessments, such as formative and summative assessments, common/ benchmark assessments.</p>	<p>A <u>professional development system</u> focused on improving student achievement that is <u>aligned with identified student learning target areas</u>, is <u>based on teacher learning needs</u>, reflects research and best practices in professional learning, and <u>includes monitoring and follow-up strategies</u>.</p>	<p>Effectiveness of improvement plan evidenced through data and analysis that demonstrates <u>improved academic performance</u> based on data generated from <u>valid and reliable assessment sources</u>.</p>

* Evaluated in DSP process, but not PMP



PMP Process

- **Reflection** – utilizing guiding questions, the school will evaluate and reflect on current improvement efforts, processes, and procedures to determine areas of weakness and potential improvements
- **Template** – the school will use evaluation and reflection to develop action steps, *aligned to the DSP evaluation criteria*, to fill gaps in current processes and procedures and improvement efforts
- **Evaluation** – board staff will provide evaluation and technical guidance identifying whether the met the criteria by addressing all elements through action steps that are sufficiently detailed to enable implementation



DSP Process and Planned Improvements

	Recent	Planned Improvements	Expected Benefits
Preparation	Charter Holder narrative based on criteria	Guiding questions based on criteria, requires identification of evidence	More efficient use of Charter Holder time
Initial Evaluation	Criteria and evaluation rating based	Guiding question and evaluation rating based	More efficient use of Board staff time; provides higher quality technical guidance in preparing Charter Holder for Site Visit, eliminating need for “additional 48 hours”
Site Visit	Board guided with guiding questions based on criteria	Charter Holder planned based on guiding questions, which are based on criteria, and Board provided agenda	Within limits, Charter Holder is able to structure time to ensure most efficient use of time and it allowed opportunity to manage visit
Final Evaluation	Detailed analysis of the evidence provided by the charter holder	Detailed analysis of the evidence provided by the charter holder	Supports the legal processes when the board takes action



PMP and DSP in Board Consideration

- ▶ Failure to Submit PMP
- ▶ Evaluation of DSP results in failure to demonstrate sufficient progress for annual monitoring
- ▶ Renewal
- ▶ Failing Schools
- ▶ Expansion Requests



Accountability DSP/PMP Work Load

		Actual FY 13	Actual FY14	Anticipated FY 15	Anticipated FY 16*
Annual Report	DSP	48	60	100	121
	PMP	0	0	67	27
Interval Reviews	DSP	0	0	2	28
	PMP	18	17	13	11
Renewals		11	20	15	10
Failing Schools		1	3	12	13
Conditional Renewal Monitoring		0	0	5	12

❖ Depending on availability of data



Policy Considerations

▶ Annual Monitoring and Action on Schools that Fail to Improve

- Revise Academic Intervention Schedule and/or rigor of expectations
- Seek additional resources to implement Strategic Plan

▶ Renewal:

- Timing Concerns
- Clarify Renewal Application requirements for Charter Holders who do not Meet Academic Performance Expectations

