AGENDA ITEM: Request to Expand Charter School Operations – George Gervin Youth Center, Inc.

Issue

George Gervin Youth Center, Inc. (GGYC) did not meet the Board's academic performance expectations for fiscal years 2013 and 2014, and was required to submit a Letter of Intent requesting the Board's permission to submit a Demonstration of Sufficient Progress (DSP) Report with an expansion request to add grades K-5 to the charter, which was approved on January 13, 2015. GGYC submitted a requested to add grades K-5 to its charter on February 24, 2015.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narrative (presented in the portfolio: b. Amendment Request), GGYC is requesting expansion to its grade levels in order to meet parent requests to keep siblings together, and to be able to prepare students earlier to succeed in its program of instruction. GGYC plans to open grades K-2 in fiscal year 2016, and add grades 3-5 in fiscal year 2017. The following information provides the expansion plans described by GGYC:

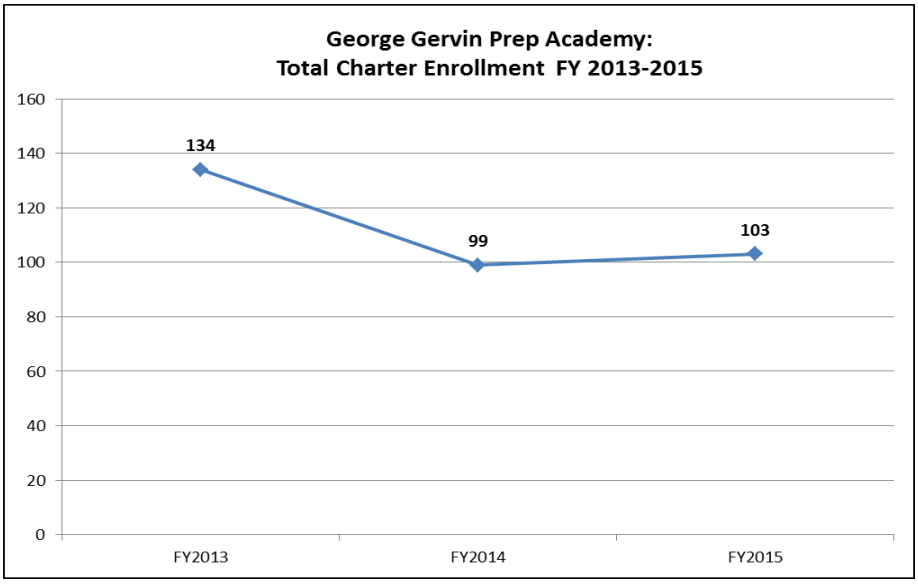
- School Year 2015-2016: 150 Kinder, First and Second grade students
- School Year 2016-2017: 150 Third to Fifth grade students
- School Year 2017-2018: Total of 500 Kinder to Eight grade students

I. Background

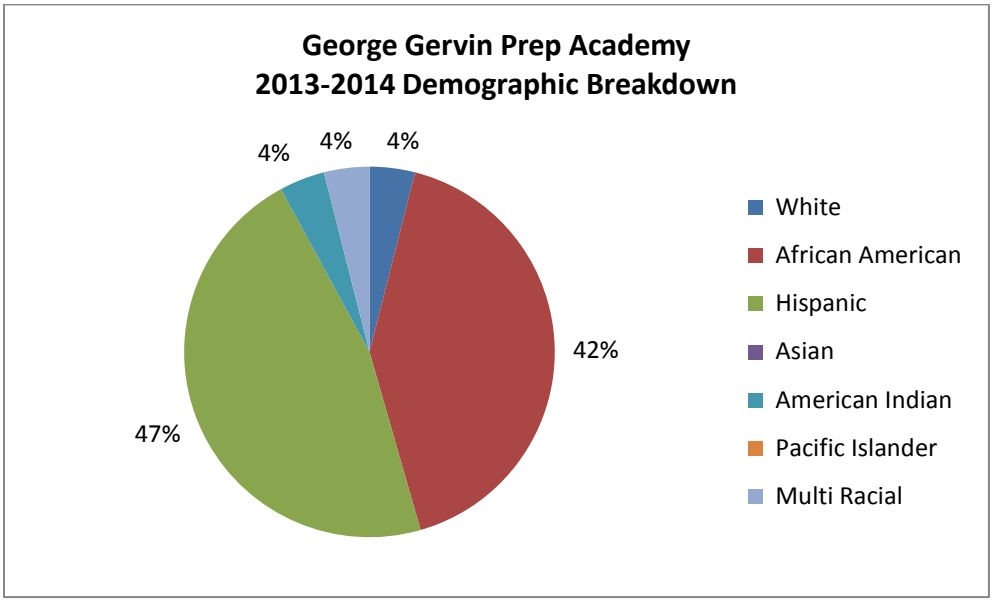
GGYC was granted a charter in 2011, which is currently approved for grades 6-8. GGYC operates 1 school, which operates on a 180 day calendar.

School Name	Month/Year Open	Location	Current Grade Levels Served	Current Status	2015 100th Day ADM
George Gervin Prep Academy (GGPA)	August 2012	South Phoenix	6-8	Open	103.371

The enrollment cap for GGYC is 500. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2013-2015**.**



The demographic data for GGPA from the 2013-2014 school year is represented in the chart below.[1]



The percentage of students served by GGYC who are classified as English Language Learners or classified as students with disabilities, are eligible for Free or Reduced Price Lunch (FRL), in the 2014-2015 school year are represented in the table below.[1]

School Name	English Language Learners (ELL)	Free or Reduced-Price Lunch (FRL)	Students with Disabilities
GGPA	1%	95-97%	16%

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

As stated in the Board's *Academic Performance Framework and Guidance* document, a Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. The academic dashboard for GGPA is presented below.

[1] Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

George Gervin Prep Academy

		2013 Traditional Elementary School (6 to 8)			2014 Traditional Elementary School (6 to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	40	50	12.5	57	75	12.5
	Reading	37.5	50	12.5	35	50	12.5
1b. SGP Bottom 25%	Math	33	25	12.5	50	75	12.5
	Reading	35.5	50	12.5	40	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	33.3 / 62	25	7.5	39.4 / 61.7	25	7.5
	Reading	57.7 / 79	25	7.5	60.6 / 78.9	25	7.5
2b. Composite School Comparison	Math	-23.7	25	7.5	-16.7	25	7.5
	Reading	-18.7	25	7.5	-15.5	25	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	35.7 / 52.3	25	7.5	40.7 / 51.1	25	7.5
	Reading	60 / 71.6	25	7.5	59.3 / 71.2	25	7.5
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	C	50	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		34.38		100	45		100

The website of GGPA states that the mission of the school is to create an elite learning community that eliminates academic barriers while enveloping the students, parents, and faculty in an atmosphere of academic creativity and motivation that prepares students' for success today and into the future.

At the site visit, GGYC Charter Representative Barbara Hawkins described the changes made to the school since receiving their academic dashboard in 2014. The school has hired a new principal and adopted the Beyond Textbooks (BT) curricular framework from the Vail School District. The Charter Holder stated that BT provides a user-friendly structure for implementing standards-aligned curriculum that supports teachers and connects them to shared resources from a network of districts and charters. The school also added an intervention or enrichment period every day. She described GGYC as showing steady improvement in performance since their first year in 2013, from a letter grade of D and an overall rating of “Falls Far Below” to a 2014 letter grade of C and an overall rating of “Does Not Meet,” with increases continuing in the current year.

III. Additional School Choices

GGPA is located in South Phoenix near the corner of Southern Avenue and 28th Street. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 45 schools serving any grades in the range of K-5 within a five mile radius of GGPA. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board’s academic

performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[2]

George Gervin Prep Academy				FRL %	ELL %	SPED %
Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	5	2	2	2	2	1
B	6	2	2	5	0	2
C	23	7	1	10	3	11
D	8	1	0	2	2	2
F	3	0	0	2	0	1

IV. Demonstration of Sufficient Progress

GGYC submitted a DSP Report with the Adding Grade Levels to Charter Amendment Request addressing the systems and data at GGPA. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of GGYC were present at the site visit:

Name	Role
Barbara Hawkins	Superintendent, Charter Representative
Dr. Manuel Madrid	Director/Principal
Phuong Mai Pham	Math Teacher

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: c. Inventory Documents). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: d. DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	☐	☐	☒
Curriculum	☒	☐	☐
Assessment	☒	☐	☐
Monitoring Instruction	☒	☐	☐
Professional Development	☐	☒	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a

[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

comprehensive curriculum system, a comprehensive assessment system, and a comprehensive instructional monitoring system**.** However, data and analysis provided at the site visit did not demonstrate comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources in 3 of 12 required measures (25%). The Charter Holder also did not demonstrate comprehensive professional development system, with insufficient evidence of implementation provided in 1 of 11 required areas (9%).

Based on the findings summarized above and described below, staff determined that the Charter Holder has not demonstrated sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

In the area of Data, the Charter Holder's DSP is evaluated as Falls Far Below. As evidenced at the site visit, the Charter Holder provided data and analysis generated from valid and reliable assessment sources, and provided sufficient comparative data and analysis for all required measures, but has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures. For more detailed analysis see Data Inventory (portfolio: c. Inventory Documents, i. Site Visit Inventory -Data).

Question	Valid and Reliable Data	Comparative Data provided for Current Fiscal Year	Comparative Data Demonstrates Growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	Yes	Yes	No	D1
Student Median Growth Percentile (SGP) - Reading	Yes	Yes	Yes	D2
Student Median Growth Percentile Bottom 25% - Math	Yes	Yes	No	D3
Student Median Growth Percentile Bottom 25% - Reading	Yes	Yes	Yes	D4
Percent Passing - Math	Yes	Yes	Yes	D5
Percent Passing - Reading	Yes	Yes	Yes	D6
Subgroup, ELL - Math	Yes	Yes	Yes	D7
Subgroup, ELL - Reading	Yes	Yes	No	D8
Subgroup, FRL - Math	Yes	Yes	Yes	D9
Subgroup, FRL - Reading	Yes	Yes	Yes	D10
Subgroup, students with disabilities - Math	Yes	Yes	Yes	D11
Subgroup, students with disabilities - Reading	Yes	Yes	Yes	D12

Curriculum

The area of Curriculum is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: c. Inventory Documents, ii. Site Visit Inventory - Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	Yes	C1
How does the Charter Holder identify gaps in the curriculum?	Yes	C2

Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	Yes	C3
Who is involved in the process for adopting or revising curriculum?"	Yes	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	Yes	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	Yes	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	Yes	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Yes	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	Yes	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	Yes	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	Yes	C14

Assessment

The area of Assessment is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements. For more detailed analysis see Assessment Inventory (portfolio: c. Inventory Documents, iii. Site Visit Inventory - Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	Yes	A2
How is the assessment system aligned to the curriculum and instructional methodology?	Yes	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and	Yes	A4

common/benchmark assessments?		
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	Yes	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	Yes	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	Yes	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	Yes	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: c. Inventory Documents, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	Yes	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	Yes	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Yes	M6

Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	Yes	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	Yes	M10

Professional Development

The area of Professional Development is evaluated as Does Not Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited professional development approach. At the DSP site visit, the Charter Holder sufficiently demonstrated the some of the components of these required elements, but failed to sufficiently demonstrate all components of these required elements. For more detailed analysis see Professional Development Inventory (portfolio: c. Inventory Documents, v. Site Visit Inventory - Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	Yes	P1
How was the professional development plan developed?	No	P2
How is the professional development plan aligned with instructional staff learning needs?	Yes	P3
How does this plan address areas of high importance?	Yes	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	Yes	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Yes	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	Yes	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	Yes	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	Yes	P10
How does the professional development plan ensure that instructional staff receives the type of development required to	N/A	P11

meet the needs of Free and Reduced Lunch (FRL) students?		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	Yes	P12

V. Board Options

Board Options – Adding Grade Levels to Charter Amendment Request

Option 1: The Board may approve the Adding Grade Levels to Charter Amendment Request. Staff recommends the following language for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance of the Charter Holder, the Board has sufficient basis to deny the request due to the Charter Holder's failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. The Charter Holder was not able to provide evidence that it has consistently implemented a comprehensive professional development system. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance in 3 of 12 required measures based on data generated from valid and reliable assessment sources. However, the Charter Holder was able to provide evidence that it has consistently implemented a comprehensive curriculum system, comprehensive assessment system, and comprehensive instructional monitoring system, and that data and analysis provided by the Charter Holder demonstrated improved academic performance in 9 of 12 required measures based on data generated from valid and reliable assessment sources. All that taken into consideration, the Board approves the request to add grades K-5 to the charter contract of George Gervin Youth Center, Inc.

Option 2: The Board may deny the Adding Grade Levels to Charter Amendment Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request to add grades K-5 to the charter contract of George Gervin Youth Center, Inc., for the reasons that:

- The Charter Holder failed to demonstrate sufficient progress towards meeting the Board's academic performance expectations, and
- (Board member may specify additional reasons the Board found during its consideration.)