AGENDA ITEM: Request to Expand Charter School Operations – The Odyssey Preparatory Academy, Inc.

Issue

The Odyssey Preparatory Academy, Inc. (TOPA) did not meet the Board's academic performance expectations for 2013 and 2014, and was required to submit a Demonstration of Sufficient Progress (DSP) Report with any expansion request. TOPA requested to add grade 12 to its charter on November 14, 2014, and to increase the enrollment cap of the charter by 200 on November 21, 2014.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narratives (presented in the portfolio: b. Amendment Request Materials and c. Notification Request Materials), TOPA is requesting expansion to its grade levels and enrollment in order to complete the annual expansion started at inception. The charter was approved in 2009 to serve grades K-5. Before opening, the Board approved adding grade 6 to accommodate parent interest, and has approved adding a grade each year since for matriculating students, most recently approving the addition of grade 11 on July 14, 2014. The charter currently serves grades K-11, and there are 86 students in 11th grade who, according to the narrative, intend to continue through the program in 12th grade.

A concurrent enrollment cap request asks for 200 students to be added to the current cap of 2500 for FY 2016 to accommodate the matriculation of the current 11th grade students and the enrollment of new kindergarten students while allowing current students to continue enrollment.

Supporting Information

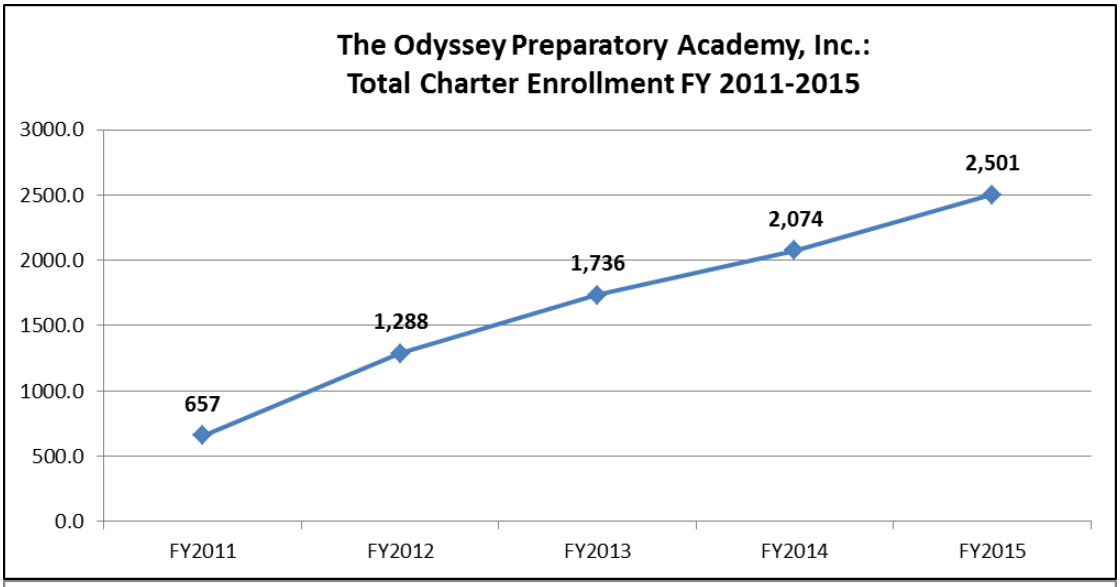
Based on Certificates of Occupancy on file for the facilities currently operated by TOPA, sufficient facility capacity currently exists to accommodate the requested increase in enrollment.

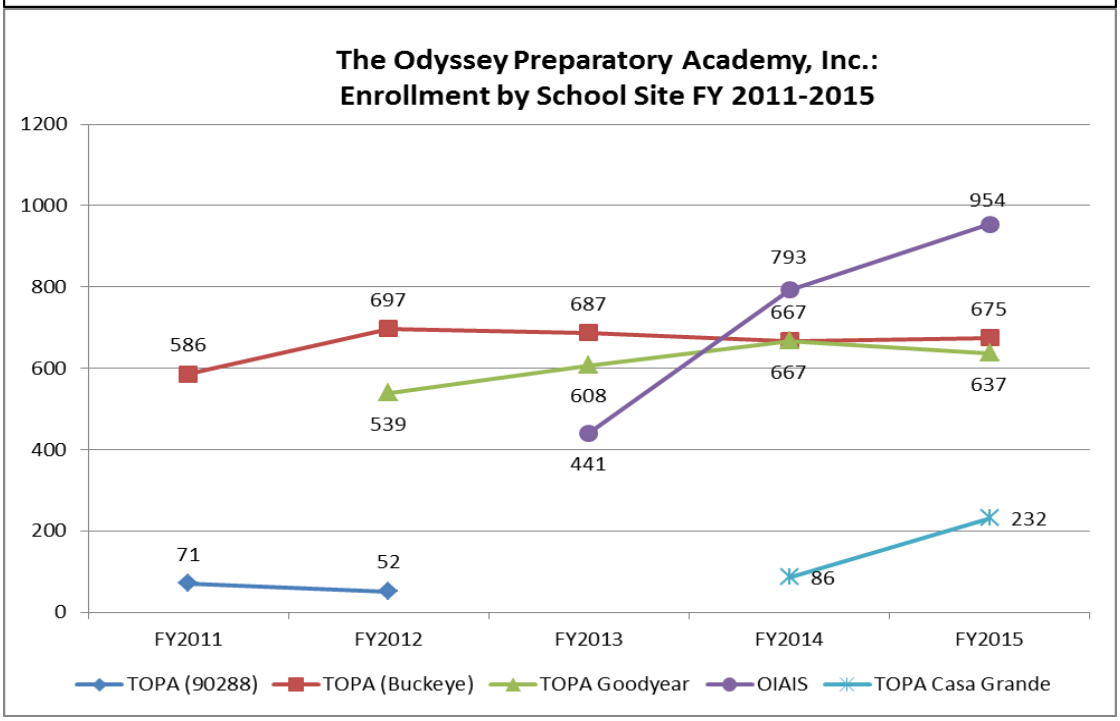
I. Background

TOPA was granted a charter in 2009, which is currently approved for grades K-11. TOPA operates 4 schools. See table below. All schools under this charter operate on a 144 day calendar.

School Name	Month/Year Open	Location	Current Grade Levels Served	Current Status	2015 40th Day ADM
The Odyssey Preparatory Academy (TOPA 90288)	August 2009	Buckeye	n/a	Closed 2012	n/a
The Odyssey Preparatory Academy (TOPA Buckeye)	August 2010	Buckeye	K through 5	Open	675
The Odyssey Preparatory Academy Goodyear (TOPA Goodyear)	August 2011	Goodyear	K through 5	Open	637
Odyssey Institute for Advanced and International Studies (OIAIS)	August 2012	Buckeye	6 through 11	Open	954
The Odyssey Preparatory Academy Casa Grande (TOPA Casa Grande)	August 2013	Casa Grande	K through 5	Open	232

The enrollment cap for TOPA is 2500. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2011-2014 and 40th day ADM for fiscal year 2015, as well as for each school site.





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 request to add grade 12 impacts the students attending OIAIS, and the academic dashboard for OIAIS is presented below.

Odyssey Institute for Advanced and International Studies

		2013 Traditional K-12 School (6 to 9)			2014 Traditional K-12 School (6 to 10)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	29	25	10	38	50	10
	Reading	46.5	50	10	40	50	10
1b. SGP Bottom 25%	Math	42.5	50	10	46	50	10
	Reading	45	50	10	39.5	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	61.1 / 62.1	50	7.5	55.1 / 62.2	50	7.5
	Reading	91.3 / 79.7	100	7.5	86.7 / 80.3	75	7.5
2b. Composite School Comparison	Math	-14	50	5	-20.2	25	5
	Reading	2.1	75	5	-2.8	50	5
2c. Subgroup ELL	Math	NR	0	0	23.1 / 30.8	50	3.75
	Reading	NR	0	0	53.8 / 49.2	75	3.75
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	36.8 / 17.7	75	7.5	18.2 / 16.6	75	3.75
	Reading	68.4 / 38.1	75	7.5	52.3 / 37.1	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	C	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
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		57.35		85	54.04		85

The academic performance of all schools operated by TOPA is represented in the table below. Academic dashboards for each school can be seen in the portfolio: f. Academic Dashboards.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
The Odyssey Preparatory Academy (TOPA Buckeye)	2010	K-5	56.56	53.75	49.06
The Odyssey Preparatory Academy Goodyear (TOPA Goodyear)	2011	K-5	56.25	58.75	65.62
Odyssey Institute for Advanced and International Studies (OIAIS)	2012	K-6		57.35	54.04
The Odyssey Preparatory Academy Casa Grande (TOPA Casa Grande)	2013	6-12			49.38

The percentage of students served by TOPA who are classified as English Language Learners or classified as students with disabilities in the 2014-2015 school year are represented in the table below.[1] TOPA does not collect information on student eligibility for Free or Reduced Price Lunch (FRL).

[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.

School Name	English Language Learners (ELL)	Students with Disabilities
TOPA Buckeye	1%	6%
TOPA Goodyear	*	4%
OIAIS	*	7%
TOPA Casa Grande	*	2%

The request to add grade 12 impacts the students attending OIAIS, which is located in Buckeye near the corner of Airport Road (Verrado Way) and Yuma Road. There are 2 schools serving grade 12 within a 5 mile radius, one district school and one district-authorized charter school, both with B letter grades.

III. Demonstration of Sufficient Progress

TOPA submitted a DSP Report with the Adding Grade Levels to Charter Amendment Request addressing the systems and data at OIAIS, the only secondary school operated by the Charter Holder impacted by the addition of grade 12. 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 TOPA were present at the site visit:

Name	Role
Megan Olson	Co-Director, Charter Representative
Holly Johnson	Co-Director, Charter Representative
Mary Yanke	Junior High Principal
Angela Price	Vice-Principal/RTI Director K-5
Bryan Pratt	High School Co-Principal
Kari Hurley	High School Co-Principal
Becky Quigly	Math Teacher/Coach
Kelly Anderson	Math Coach
Martha Morgan	Instructional Coach

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: d. 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: e. 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 comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development 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.

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 failed to provide data and analysis generated from valid and reliable assessment sources, failed to provide sufficient comparative data and analysis for one or more required measures, and 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[2] (portfolio: d. Inventory Documents, i. Site Visit Inventory -Data).

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: d. 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	Yes	C7

[2] During the site visit, the Charter Holder presented documents as evidence of increased academic performance in Math SGP which were not in the electronic folder of evidence provided to Board staff, as found in Data section D.1. After receiving the Data inventory list, the Charter Holder provided copies of these documents so Board staff could confirm the calculations. A review by Board staff is reflected in portfolio: d. Inventory Documents, i. Site Visit Inventory - Data D1 Revised.

grade-level standards are covered within the academic year?		
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?"	N/A	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: d. 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 common/benchmark assessments?	Yes	A4
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-	Yes	A8

proficient students?		
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?	N/A	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: d. 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?	N/A	M10

Professional Development

The area of Professional Development is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements. For more detailed analysis see Professional Development Inventory (portfolio: d. 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?	Yes	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 meet the needs of Free and Reduced Lunch (FRL) students?	N/A	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	N/A	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. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance 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, comprehensive instructional monitoring system, and comprehensive professional development system. All that taken into consideration, the Board recognizes the interest of the current 11th grade students in having the option to complete their secondary education at their current school, and approve the request to add grade 12 to the charter contract of The Odyssey Preparatory Academy, 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 grade 12 to the charter contract of The Odyssey Preparatory Academy, 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.)

Board Options – Enrollment Cap Notification Request

Option 1: The Board may approve a portion of the Enrollment Cap Notification 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. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance 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, comprehensive instructional monitoring system, and comprehensive professional development system. All that taken into consideration, the Board recognizes the interest of the current 11th grade students in having the option to complete their secondary education at their current school, and approves increasing the enrollment cap of the charter contract of The Odyssey Preparatory Academy, Inc. from 2500 to 2586 for Fiscal Year 2016 to accommodate the matriculation of the number of 11th grade students enrolled with the Charter Holder as of the 40th Day of Fiscal Year 2015.

Option 2: The Board may approve the Enrollment Cap Notification Request. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap of the charter contract of The Odyssey Preparatory Academy, Inc. from 2500 to 2700.

Option 3: The Board may deny the Enrollment Cap Notification 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 increase the enrollment cap of the charter contract of The Odyssey Preparatory Academy, 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.)