



# FOCUS GROUP RESULTS

---

REVISIONS TO THE ACADEMIC INTERVENTION SCHEDULE AND PMP/DSP  
PROCESSES

AUGUST 17, 2015

# Overview

---

- Focus Group
- Intervention Schedule
- PMP & DSP
  - Template
  - Feedback
  - Evaluation Scoring



# Focus Group

---

The focus group took place on July 22, 2015 at the Charter Board office. Nine stakeholders representing charter schools actively participated. The discussion focused on the required information (PMP and DSP) assigned to charter holders that don't meet the Board's standard for academic performance based on the Academic Intervention Schedule. Their suggestions have been compiled and are presented to the Board in this presentation.



# Questions for the Focus Group

---

- An area of concern addressed by stakeholders indicated that the criteria and evaluation rubric used lack specificity and leave room for subjectivity during the review process. What are your thoughts on this?
- What concerns do you have about the scoring process?
- Based on the final evaluation, in what ways can the feedback be improved?
- What improvements can be made to the template?
- How can the intervention schedule be interpreted to allow for prioritizing and efficient use of the Charter Holder's and staff time?



# Focus Group Summary

---

- When assigning the required information, “triage” the schools based on historical performance.
- Differentiate what sections of the required information will be assigned based on historical performance.
- Provide exemplars of the required information.
- Clarify the guiding questions and instructions on the Data section.
- Conduct pre-meetings.
- In the feedback process, include a post-meeting with Board staff to review the results.



# Intervention Schedule

---

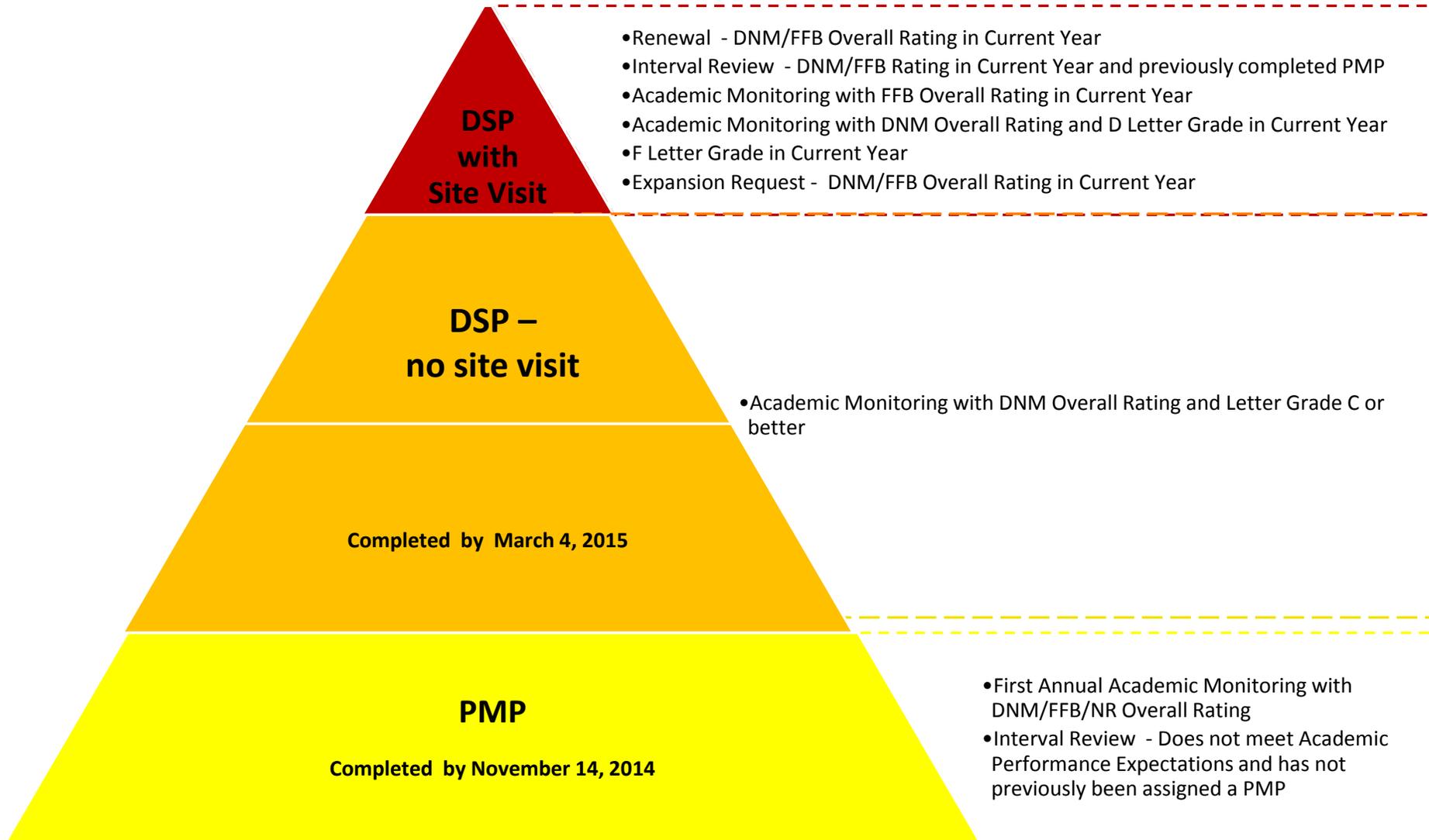
# Intervention Schedule

---

**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 by assigning a PMP or DSP.



# Annual Monitoring Tiered Interventions– FY15



# Policy Considerations

---

- **Current Requirements:** Charter Holders operating schools that have received an overall rating of “Does Not Meet Standard”, “Falls Far Below Standard”, or “No Rating” on the Academic Performance Framework in the most recent year are assigned required information, either a DSP or PMP.
- **Recommendation:** Differentiate use of the intervention schedule based on prior year academic required information.



# Recommendation

FY 2015	FY 2016	
REQUIRED INFORMATION	REQUIRED INFORMATION	MONTH
No Prior Required Information	<ol style="list-style-type: none"> <li>1. Review FY2015 Academic Dashboard</li> <li>2. Assign PMP if not meeting standard</li> </ol>	April 2016
1 <sup>st</sup> Year Site Visit	<ol style="list-style-type: none"> <li>1. Assign Data for YR 1 in August</li> <li>2. Assign comparative Data for YR 2</li> <li>3. Data review determines if a PMP is required</li> </ol>	August January
<ul style="list-style-type: none"> <li>• Assigned <u>PMP and evaluated as DNM</u></li> <li>• Assigned <u>DSP and evaluated as limited systems</u> and a PMP was assigned</li> <li>• Assigned <u>DSP and evaluated as fragmented systems</u></li> </ul>	<ol style="list-style-type: none"> <li>1. Assign PMP (<i>fragmented systems only</i>)</li> <li>2. Revise PMP</li> <li>3. Assign Data</li> <li>4. Further action determined by rating of PMP and/or Data</li> </ol>	August September January
<ul style="list-style-type: none"> <li>• Assigned <u>DSP and evaluated as comprehensive systems</u></li> <li>• Assigned DSP with no site visit and evaluated as <u>DNM</u></li> </ul>	<ol style="list-style-type: none"> <li>1. Assign Data</li> <li>2. Conduct desk audit or site visit for Data not showing improvement</li> <li>3. Further action determined by Data and/or evidence</li> </ol>	October November



## Charter Holder Tracks for Required Information

CH operates at least one school with a Dashboard rating of DNM/FFB/NR



No Prior Required Information

1<sup>st</sup> Year Site Visit

Assigned PMP in prior year

DSP-evaluated as Limited Systems in prior year, and assigned a PMP

DSP-evaluated as Frag. Systems in prior year

DSP-evaluated as Comp. Systems in prior year

DSP-evaluated without Site Visit in prior year



## No Prior Required Information

Review FY15 Dashboard  
(April 2016)

Assignment of PMP  
determined by Dashboard

Further action only if PMP  
rates FFB, otherwise CH is  
evaluated in subsequent years



## 1<sup>st</sup> Year Site Visit

Submit Data-YR 1  
(August)

Submit Data-YR 2  
(January)

Assignment of PMP  
determined by Data



Assigned PMP and evaluated as DNM/  
DSP—evaluated as Limited Systems in prior year

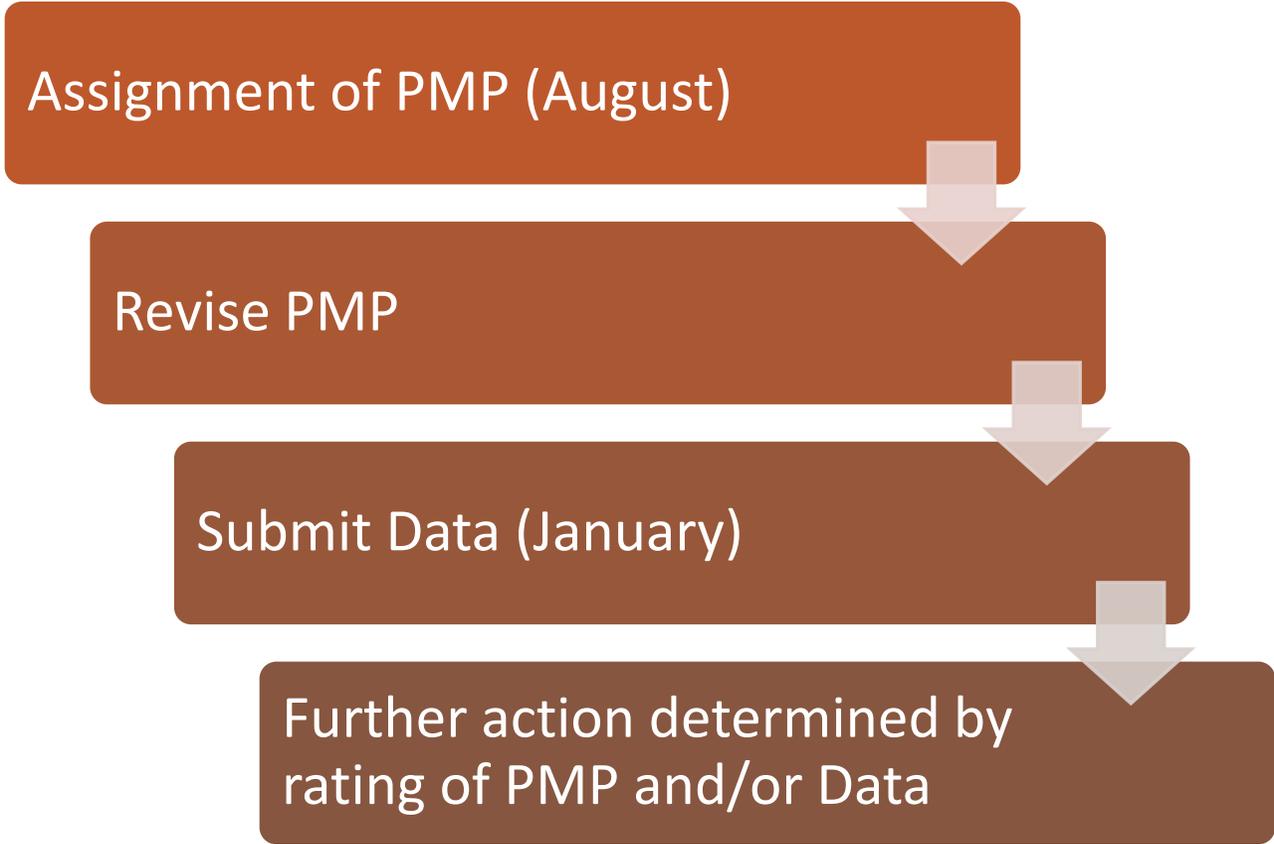
Revise PMP (September)

Submit Data (January)

Further action determined by  
rating of PMP and/or Data



# DSP—evaluated as Fragmented Systems



DSP—evaluated as Comprehensive Systems/  
DSP—without Site Visit and evaluated as DNM

Submit Data (October)

Desk Audit or Site Visit for  
Charter Holder not showing  
improvement (November)

Further action determined by  
Data and/or evidence



# FY2016 Academic Interventions

No Prior Required Information	1 <sup>st</sup> Year Site Visit	Assigned PMP in prior year	DSP-evaluated as Limited Systems in prior year, and assigned a PMP	DSP-evaluated as Frag. Systems in prior year	DSP-evaluated as Comp. Systems in prior year	DSP-evaluated without Site Visit in prior year
?	31	52	6	8	7	52

# Performance Management Plan & Demonstration of Sufficient Progress

---

# Performance Management Plan

---

**Purpose:** A Performance Management Plan is an improvement plan and an accountability agreement between the Charter Holder and the Board for the academic performance of schools operated by the Charter Holder.

## Elements:

- The creation of a comprehensive, detailed, implementable plan in the following areas: Curriculum, Assessment, Monitoring Instruction, Professional Development, and Data.
- Each area requires detailed action steps with the following components: Essential Details, Responsible Party(ies), Intervals, and Evidence of Meeting Action Step.



# Demonstration of Sufficient Progress

---

**Purpose:** A Demonstration of Sufficient Progress is an 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*.

## Elements:

- Systematic Improvement Efforts—evidence of the implementation of systems around Curriculum, Monitoring of Instruction, Assessment, and Professional Development (Increasing Graduation Rate, and Academic Persistence)
- Data and Analysis—evidence of *improved* student performance, as compared to prior years, in relation to indicators on Academic Dashboard



# Template

---

## Focus Group Concerns:

- There is ambiguity in the questions and they can be misinterpreted. Although the OTAs have been helpful, the explanations have not been thorough.
- Data expectations are not explicit.

## STAFF RECOMMENDATIONS:

- The guiding questions have been clarified and will be aligned with both processes.
- Instructions have been updated to provide clear and concise processes for the data and DSP/PMP.
- Add a glossary of terms.



# Template Guiding Questions

Original	Revised
<p><u>Curriculum:</u> Who will be involved in the process for adopting or revising curriculum?</p>	<p>Removed</p>
<p><u>Assessment:</u> How will the assessment system provide for analysis of assessment data? What intervals will be used to analyze assessment data?</p>	<p>What will be the <u>ongoing process</u> for collecting and analyzing each type of assessment data listed in the <u>Assessment System Table</u> in section A?</p>
<p><u>Monitoring Instruction:</u> What will be the Charter Holder’s process for monitoring the integration of standards into classroom instruction? How will the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity? How will the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?</p>	<p>How will the Charter Holder monitor that the instruction taking place is</p> <ul style="list-style-type: none"> <li>• Aligned with ACCRS standards,</li> <li>• Implemented with fidelity, and</li> <li>• Effective throughout the year?</li> </ul>
<p><u>Professional Development:</u> How will the Charter Holder provide the resources that are necessary for high quality implementation?</p>	<p>What will be the Charter Holder’s ongoing process for identifying concrete resources, necessary for high quality implementation, for instructional staff?</p>



# Assessment System Table

**A. Developing the Assessment System**—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

Assessment System Table:

- Complete the table below with the Charter Holder’s applicable information.

Source of Assessment Tool	What grade(s) uses this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What report is used? What performance measures are assessed?	When/how often is it administered?
Galileo	K-8	formative	Development Profiles—SGP, Math and Reading	Weekly
Galileo	K-8	summative	Development Summaries—Proficiency, Math and Reading	Monthly
Galileo	K-8	benchmark	Aggregate Multi-Test—Percent Passing, Math and Reading	Quarterly



# PMP Template

**A. Monitoring Instruction**—Monitoring the integration of Arizona’s College and Career Ready Standards into instruction.

**Guiding Question #1:** How will the Charter Holder monitor that the instruction taking place is

- Aligned with ACCRS standards,
- Implemented with fidelity, and
- Effective throughout the year?

Action Step (number the steps)	Person(s) responsible for completion of the Action Step	List the specific steps the person(s) responsible will implement to execute the Action Step.	Frequency and timing of Action Step	Evidence of meeting Action Step
1.1 Informal observations and check-ins	Instructional Leadership Team	-checks for objectives posted and cross references content taught to weekly lesson plans. -meets with each teacher after informal observation to conduct follow-up. Follow-up includes review of Informal Observation Checklists and discussion of strength/growth areas as they relate to effective standards-based instruction.	completes informal observations twice monthly for each teacher	-Informal Observation Checklist -One-on-One Meeting Log



# Data Template

## Area I: Data

Determine *what* specific internal data is collected within the school year and *when* and *how* it is evaluated within the school year to understand and demonstrate *year-over-year* changes in each of the applicable measures below. For more information on each of the measures, refer to the Required Information Guidance Document.

Complete the questions below, identifying the school’s internal benchmarking data for math and reading and describing how the data is valid and reliable.

1. **Internal benchmarking** data shall be disaggregated by *reading* from: Choose an item. If other, please list: Choose an item.
2. **Internal benchmarking** data shall be disaggregated by *math* from: Choose an item. If other, please list: Choose an item.
3. **Explain** how the Charter Holder knows that the internal data is valid and reliable (*see Terms to Know*): (type explanation here)

Measure	Students Who Will be Measured	Identifying Data	How will the data be reported?
Student Median Growth Percentile (SGP) – <b>Math</b>	Choose an item.	Choose an item.	
Student Median Growth Percentile (SGP) – <b>Reading</b>	Choose an item.	Choose an item.	
Student Median Growth Percentile (SGP) Bottom 25% – <b>Math</b>	Choose an item.	Choose an item.	



# Data Template

Complete the table below, explaining how the school's internal data will address each measure required by the Board's Academic Performance Framework.

Measure	Students Who Will be Measured	Identifying Data	How will the data be reported?
Student Median Growth Percentile (SGP) – <b>Math</b>	Choose an item.	Choose an item.	
Student Median Growth Percentile (SGP) – <b>Reading</b>	All Students All FAY Students "Persistent" Students "Non-persistent" Students	Choose an item.	
Student Median Growth Percentile (SGP) Bottom 25% – <b>Math</b>	Choose an item.	Choose an item.	

Complete the table below, explaining how the school's internal data will address each measure required by the Board's Academic Performance Framework.

Measure	Students Who Will be Measured	Identifying Data	How will the data be reported?
Student Median Growth Percentile (SGP) – <b>Math</b>	Choose an item.	Choose an item.	
Student Median Growth Percentile (SGP) – <b>Reading</b>	Choose an item.	Growth between testing periods Median Change in Student's Scores Percent of Student's Scoring High Growth Average Change of Growth Other (explain in last column)	
Student Median Growth Percentile (SGP) Bottom 25% – <b>Math</b>	Choose an item.		



# Feedback

---

## Focus Group Concerns:

- It usually takes a site visit interaction in to order to understand how to correctly present data.
- Feedback does not allow for reflection time.
- Feedback does not address why one “does not meet” or how close one is to “meets”.

## STAFF RECOMMENDATIONS:

- Conduct PMP meetings or DSP Desk Audit/Site Visit after initial review.
- Conduct Data meetings after initial review.
- Provide exemplars on ASBCS Online help files.



# Evaluation Scoring

---

## Focus Group Concerns:

- A scoring of “Meets” should not be evaluated as 100%.
- Rubric is too vague; there is subjectivity in what is “sufficient”.
- Deletion of assessment tools affects comparative data.

## STAFF RECOMMENDATIONS:

- Questions for Subcommittee to consider:
  - How can schools be held accountable when no comparative data is available?
  - What range constitutes a Meets, DNM, and FFB?
  - Should each element of the criteria be expanded to identify what it means to meet?
  - Should certain criteria be weighted differently?



# Any Questions?

---

