AGENDA ITEM: NEW CHARTER APPLICATION – THE GRANDE INNOVATION ACADEMY

The Grande Innovation Academy submitted a complete new charter application package to serve grades Kindergarten through 8 for the Board's consideration. The revised application package meets the minimum scoring requirements set by the Board for the 2016-2017 application cycle.

REPORT SUMMARY

Applicant Name: The Grande Innovation Academy

Authorized Representative Name: Patricia Messer

Proposed School Name: The Grande Innovation Academy

Proposed School Location: 950 North Peart Road in Casa Grande

Mission Statement

The Grande Innovation Academy's mission is to provide our scholars with an innovative 21st Century education. With our enduring commitment to foster an innovative and creative campus of nationally competitive individual thinkers, The Grande Innovation Academy is dedicated to the pursuit of higher knowledge and excellence, striving to make a difference in the educational field.

Target Population

The Grande Innovation Academy will serve students in the city of Casa Grande. In this area there is a higher than average population of Hispanic families, 24 percent English Language Learner families and 76 percent of students eligible for free and reduced price lunch. Of all residents in this area, only 18% have a college degree. There is a 12.8 percent rate of single mothers and 44.9 percent rate of unmarried women with a child in Casa Grande, compared to the 12.6 percent and 38.8 percent state averages, respectively.

Student Count

Year	Grades Served	# of Students
1	K-8	500
2	K-8	575
3	K-8	650

School Calendar
Standard, 146 days

Target Start Date
August 15, 2016

Application Package Scoring

	Preliminary TRP Scores		Revised TRP Scores	
Any **Falls Below the Expectations** ratings?	No		No	
Any section in which more than one evaluation area scored **Approaches**?	Yes		No	
		Percent Meets		Percent Meets
Educational Plan Score ≥ 95% Meet standard?	No	63%	Yes	97%
Operational Plan Score ≥ 95% Meet standard?	No	72%	Yes	96%
Business Plan Score ≥ 95% Meet standard?	No	93%	Yes	100%

The Technical Review Panel (TRP) provided the Applicant with written technical assistance based on its review of the preliminary written application package and the Applicant submitted a revised written application package prior to the in-person interview.

In-Person Interview Summary

During the in-person interview the Applicant responded to the questions regarding each Plan (Educational, Operational, Business).

Two members of the Applicant team attended the in-person interview including the school's authorized representative and proposed principal, Patricia Messer, and board member Kristin Boatright. The TRP found no critical elements of capacity lacking with the application, so the interview focused on obtaining evidence of the Applicant's capacity to open and operate The Grande Innovation Academy. During the capacity interview the Applicant adequately addressed questions of the TRP.

The Applicant sufficiently addressed the TRP's questions regarding the Education Plan including how the school will ensure the needs of at-risk students are met with a four-day school week with increased direct instruction. The Applicant also noted Friday childcare for families in need would be in place. Responses regarding plans to address the school's 2014 overall rating on the Academic Dashboard included interventions and systems such as an online data tracker and end of module assessments (Grande Capacity Interview, 17:30). These systems include addressing student academic needs through instructional assistants and small group opportunities.

Governing board growth and capacity were sufficiently addressed during the interview in alignment with the application. The Applicant indicated the intent to add seven to nine additional members and to diversify the board. A system to ensure the board adequately evaluates school leadership was described (Grande Capacity Interview, 26:30). A subcommittee of the board will have the responsibility for evaluation. The TRP believes this process would benefit from further development. The Applicant described the resources drawn from the school's current charter holder, The Odyssey Preparatory Academy, Inc., and a seamless transition becoming The Grande Innovation Academy.

Qualitative Analysis Summary

The TRP recommends that the application for The Grande Innovation Academy be approved because the Applicant presents a clear educational model addressing the target population of students.

The Applicant proposes to convert the current The Odyssey Preparatory Academy–Casa Grande (TOPA-Casa Grande) to become The Grande Innovation Academy. The school will open with 500 students in kindergarten through grade eight, ultimately growing to 650 students in year three. The target area of Casa Grande was noted as exceeding the Arizona average for single mother households and "more children are living in single parent households, being raised by their grandparents, in one of the biggest crime areas in Arizona" (Educational Plan, A.2, p.2).

The Educational Plan meets the standard for approval because it supports the school's mission of "providing scholars with an innovative 21st Century education" (Educational Plan, A.1, p.4). The Applicant's approaches to meeting the needs of the target population were sufficiently described. The Applicant's ability to connect the target population directly to the educational program and establish important avenues for engaging the community (Educational Plan, A.2, p. 2) are noted by the TRP as strengths. This includes strategies to address specific subgroup populations including students with special needs and English language learners (ELLs) (Educational Plan, A.3, p.5).

The Operational Plan meets the standard for approval because it provides a clear description of the responsibilities and structure of the board which are aligned to Arizona requirements. In addition, the plan provides a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school. Both applicant team members present at the interview were able to provide detailed responses to questions about the contents of the application package.

The Business Plan meets the standard for approval because it provides a viable plan for the transition of the TOPA–Casa Grande facility and fixtures to The Grande Innovation Academy, as well as a balanced three-year operating budget reflecting the requirements for implementing the school's academic and operational plans (Business Plan, C.5, Three-Year Operational Budget). The Applicant proposes reasonable contractual agreements (Business Plan, C.5, Three-Year Operational Budget Assumptions, p.7) and provides a balanced three-year budget which does not rely on any uncommitted funds.

A. EDUCATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Educational Plan.

Plan Summary

The Applicant proposes to convert the current TOPA–Casa Grande to become The Grande Innovation Academy. The school will open with 500 students in kindergarten through grade eight, ultimately growing to 650 students in year three.

The Grande Innovation Academy will address the achievement gap by providing "direct instruction using rigorous curriculum presented in a highly engaging manner" (Educational Plan, A.1, p.1). The Applicant identifies four principles that are fundamental to the program of instruction: hiring and developing of effective teachers; data driven instruction; creative and critical thinking; and school as a place in the community. (Educational Plan, A.1, p.4) Madeleine Hunter's Essential Elements of Instruction will be employed along with student engagement strategies. (Educational Plan, A.1, p.7) The school's instructional design is informed by data and the correlation between data-driven instruction and student achievement. (Educational Plan, A.1, p.7)

The school will employ a combination of indirect and direct assessments and utilize daily checks, exit tickets, common formative assessments, and benchmark and summative assessments to evaluate students' performance and to inform instruction. The AzMERIT standardized test will be administered to all students in grades three through eight. Assessment data will inform curriculum modifications and revisions.

Academic Systems Plan

The Academic Systems Plan (ASP) for new Applicants is for the purpose of ensuring the school's essential systems are in place and appropriate for providing a quality education for each student it serves through the creation of a comprehensive, sufficiently detailed and implementable plan in the Areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development. It is also intended to focus the school on meeting the Board's Academic Performance Expectations.

The Applicant submitted an ASP that met the criteria in all areas.

Curriculum Samples

Curriculum samples were provided for grades Kindergarten through 8. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-). Details for areas that did not meet the standard can be found in the attached Scoring Rubric.

Grade	Math	Reading	Writing	Science
K	+	+	+	
1	+	+	+	
2	+	+	+	
3	+	+	-	
4	+	+	+	+
5	+	+	+	
6	+	+	-	
7	+	+	+	
8	+	+	+	+

Educational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Educational Plan Score ≥ 95% Meet standard?	No	47 of 75	Yes	73 of 75
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	28		2	

Analysis of Educational Plan

The Educational Plan meets the standard for approval because the Applicant presents a clear educational model for students in the target community. The TRP found the mission, "providing scholars with an innovative 21st Century education" (Educational Plan, A.1, p.4) to be a strength. The Applicant also notes their rationale for connecting the school with the community: "when our scholars succeed, society benefits in several ways including increasing the college graduation rate, reducing the single mother household, and fewer grandparents raising their grandchildren." (Educational Plan, A.1, p.4)

The Applicant sufficiently describes the school's approaches to meeting the needs of the target population including hiring, developing, and retaining effective teachers and ensuring the school is an active, contributing member of the community. (Educational Plan, A.2, p.3) The TRP determined the Applicant's specific education model was well articulated in the Application as well as during the capacity interview. This includes strategies to address specific subgroup populations including students with special needs and ELLs. (Educational Plan, A.3, p.5)

The Applicant supported their assertion that the school's curriculum provides "a foundation of learning in literacy and core content areas to ensure scholars success in college, life and society." (Educational Plan, A.3, p.1) The curriculum will be aligned with the Arizona College and Career Readiness Standards. The Applicant intends to use Thinking Maps in all subject areas to help students with organization of thoughts.

In conclusion, the Applicant's ability to connect the target population directly to the educational program and establish important avenues for engaging the community are noted as strengths. There is clarity of mission and the application; these things along with the capacity interview allowed the TRP to conclude this is a sound plan with the potential to provide a valuable option in the target community.

B. OPERATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Operational Plan.

Plan Summary

The Grande Innovation Academy is a non-profit corporation, located in Casa Grande, Arizona that was created on February 2, 2015 for charitable, religious, educational or scientific purposes with three Directors: Leah Bowers (took office February 5, 2015), Kristin Boatright (took office February 5, 2015) and Patricia Messer (took office February 5, 2015).

The board of directors of the Grande Innovation Academy will serve as the school governing board (Operational Plan, B.2, p.1). The board of directors is currently comprised of three individuals including the school's executive director, Patricia Messer, academic coach, Kristin Boatright, and Leah Bowers. During the capacity interview, they spoke of expanding the board if the application receives approval. (Grande Capacity Interview, 26:30)

The Operational Plan included skills for key school leadership as well as the school's 3-year growth projections increasing enrollment from 500 students to 650. The organizational charts for years one through three (Operational Plan, B.1, Organizational Charts, pp.3-4) provided detail on school reporting structures. The school intends to contract for payroll, accounting, and financial management services as well as special education, auditing, and technology support. (Operational Plan, B.3.2, p.1)

School Governing Body Member Type	Number	Name
Organization Principal(s)	3	Patricia Messer, Kristin Boatright, Leah Bowers

Principal Background Information

Authorized Representative and Principal: *Patricia Messer*
Confirmed Education History: Masters in Educational Psychology, University of Connecticut, 2008
Confirmed Employment History: Liberty Elementary School District, Gifted Coordinator, August 2002 - May 2011; The Odyssey Preparatory Academy Goodyear and Buckeye, Instructional Coach/IB Coordinator/Curriculum Coordinator, June 2010-present; The Odyssey Preparatory Academy Casa Grande, Principal, May 2011 to present
Arizona FCC Expires: February 9, 2016
Current or Past Charter Affiliations[1]: The Odyssey Preparatory Academy

Principal Name: *Leah Bowers*
Confirmed Education History: Master of Education in Elementary Education, Arizona State University, 1991
Confirmed Employment History: Calibre Academy, Inc., Coordinator/Teacher, August 2005 - present
Arizona FCC Expires: May 22, 2021
Current or Past Charter Affiliations[1]: none

Principal Name: *Kristin Boatright*
Confirmed Education History: Post Graduate Coursework, University of San Diego, 2014
Confirmed Employment History: Liberty Elementary, Teacher, August 2006 - May 2011; The Odyssey Preparatory Academy, Teacher, August 2011-December 2011; DODEA Joan K Mendel, Teacher, April 2012 - May 2015; The Odyssey Preparatory Academy, Teacher, July 2015 to present.
Arizona FCC Expires: October 19, 2017
Current or Past Charter Affiliations[1]: none

[1] *In this section, "Current or Past Charter Affiliations" refers to a leadership or decision-making role in an existing charter school operation, such as charter representative, charter principal, or school site leader.*

Operational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Operational Plan Score ≥ 95% Meet standard?	No	18 of 25	Yes	24 of 25
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	7		1	

Analysis of Operational Plan

The Operational Plan meets the standard for approval because it provides a clear description of the responsibilities and structure of the board adhering to Arizona requirements. In addition, the plan provides a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.

The Grande Innovation Academy board of directors includes the school's executive director and academic coach. The school's founder and executive director, Patricia Messer, is noted by the TRP as having appropriate experience. The capacity interview supported the governing board expansion plans noted on page 4 of the Organizational Charts in Section B.1. The governing board responsibilities are well-detailed in the application including ensuring mission alignment, academic oversight, financial oversight, and policy development. (Grande Capacity Interview, 26:30)

The management and operations section of the application includes clear organizational charts and detailed position descriptions listing critical skills. (Operational Plan, B.3) The management plan meets criteria and includes distinct detail regarding position responsibilities (Operational Plan, B.3, pp.1-2). The TRP found that an administrative staff consisting of an executive director, part time business manager, academic coach, and office manager for year one, and transitioning the business manager to full time in year two to be sufficient. (Operational Plan, B.3, p.1)

The Applicant thoroughly describes the school's contractual relationships with Aspire Business Consultants for payroll, accounting, and financial management services. (Operational Plan, B.3.2, pp. 1-2) The Applicant also describes contracted services for special education, legal counsel, auditing, and technology. The TRP determined the balance between a small, skilled staff and contracted business services allows for effective management.

The written application provides detailed enrollment procedures. (Operational Plan, B.3, p.5) Additionally, during the capacity interview the Applicant described marketing strategies that support the Applicant's ability to meet projected enrollment goals, (Grande Capacity Interview, 17:00) especially when taking into consideration the student population enrolled in the school this year who have expressed a desire to attend the school when it opens as The Grande Innovation Academy.

C. BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Business Plan.

Plan Summary

Facility Information

Proposed School Name:	The Grande Innovation Academy
Proposed Location:	Confirmed location: The Grande Innovation Academy will acquire the existing TOPA–Casa Grande building located at 950 N. Peart Road, Casa Grande, Arizona, 85122. The current two-story, 25-classroom facility was specifically built for The Odyssey Preparatory Academy, Inc. in June 2013 and financed by American Charter Development, LLC, located in Springville, Utah. The Grande Innovation Academy will acquire the building and the lease payment will remain the same. All payments will be made to American Charter Development, LLC.
Facilities Requirements:	The facility is a two story building with 25 classrooms and 37,500 square feet on 10 acres of land. There is a cafeteria, four bathrooms each for staff and students, a nurse's office, principal's office, conference room, reception area, and a staff lounge. Classrooms and all included furniture currently in use by The Odyssey Preparatory Academy at the facility will be acquired by The Grande Innovation Academy.

Budget Summary

During the start-up period, the school expects revenue in the form of a loan of $100,000 provided by The Odyssey Preparatory Academy, Inc. for start-up funding including staff and operations. (Business Plan, C.4, Start Up Budget Narrative, p.1) The loan in the amount of $100,000 was confirmed by the financial institution. Expenses during this period are related to administrative salaries, curriculum, resources, advertising, and promotions. The operational budget projects revenue based on state funding with $36,183.83 carryover of start-up funding; the school intends to open with 500 students with revenue based on state equalization funding at 90 percent of the grade-level target enrollment. In all three years, the majority of expenditures are on personnel cost and student material costs. Benefits are projected annually at 10 percent of salaries. Within the three-year operational budget assumptions, the description of employee benefits includes the notation that the school "will provide employees with the opportunity to save into a voluntary 403B plan," however, in the first three years of operation the school will not be able to match contributions. (Business Plan, C.5, p.5) The proposed budget for year one has an ending balance of $108,039.87.

The table below presents a summary of the budget by year:

	Startup Period	Year 1	Year 2	Year 3
Projected Full Enrollment:		500	575	650
# Students Budget Based On:		450	517.5	585
Total Revenue:	$100,000.00	$2,578,411.83	$3,030,688.87	$3,356,933.10
Total Expenditures:	$63,816.17	$2,470,347.96	$2,893,344.00	$3,277,560.88
Ending Balance:	$36,183.83	$108,063.87	$137,345.10	$79,372.22

Business Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Business Plan Score ≥ 95% Meet standard?	No	26 of 28	Yes	28 of 28
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	2		0	

Analysis of Business Plan

The Business Plan meets the standard for approval because it provides a viable plan for the transition of the TOPA–Casa Grande facility and fixtures to The Grande Innovation Academy, along with a balanced three-year budget (Business Plan, C.5) that reflects the requirements for implementing the school's academic and operational plans. During the capacity interview, the school's executive director noted "The Grande Innovation Academy will be taking out a loan from Odyssey Prep for start-up fees with repayment beginning in August 2016." (Grande Capacity Interview, 35:10) The TRP finds this to be a reasonable method of obtaining start-up funding to support the school's conversion.

The Applicant proposes reasonable contractual agreements including reasonable costs per year for special education services. (Business Plan, C.5, p.7) The Applicant provides a balanced three-year budget which does not rely on any uncommitted funds but is appropriately dependent on revenue based on state equalization funding at 90 percent of the grade-level target enrollment.

A detailed advertising and promotion plan is provided in which the Applicant notes the likelihood of retaining "currently enrolled scholars while also enrolling new scholars at a high rate." (Business Plan, C.2, p.1) The Applicant's recruitment campaign, based on "analysis of market needs and trends, parent personas, and competition" is considered by the TRP as good strategic thinking and a positive attribute of the plan. An additional strength of the proposal is the Applicant's plans to ensure the school's advertising and promotion calendar was designed for the first three years ensuring long term strategic thinking.

The Applicant's personnel plan details a recruitment and hiring process as well as professional training needs for new personnel. Professional development plans provide for "ongoing, individualized professional development as needed" on the Arizona College and Career Ready Standards, Core Knowledge Sequence, NY Engage Math Modules, curriculum mapping, thinking maps, and Response to Intervention training. These professional development opportunities are aligned to the Applicant's Educational Plan.

EVIDENCE OF CAPACITY

Applicant Summary

The table below describes the participation of the Applicant in the In-Person Interview:

Name	Role	Attended Interview?
Patricia Messer	Charter Principal / Authorized Representative	Yes
Kristin Boatright	Charter Principal / Board Member / Academic Coach	Yes
Leah Bowers	Charter Principal	No

Analysis of Applicant Capacity

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a high-quality school.

The Applicant presented sufficient detail during the capacity interview regarding The Grande Innovation Academy education plan and Academic Systems Plan. In particular, the Applicant spoke directly to strategies to ensure that students receive the rigor and instruction necessary to be successful within a four-day per week schedule. In addition, the Applicant's concern for parent challenges was evident as they described their plans for Friday care and eventually offering a food program. (Grande Capacity Interview, 10:48) During the course of the interview, the Applicant also noted strategies for addressing the complex issues accompanying students who have special needs including the modification of instruction, modeling, guided practice, "scaffold by the teacher," the use of small group instruction a minimum of twice per day, and weekly meetings between the classroom teachers and special education personnel.

A question was raised by the TRP regarding the school's current academic performance and the methods to be used to track student progress. The Applicant shared information regarding an online data tracker they have designed as well as varied methods of informal, formative, and summative assessments addressing the TRP's question. (Grande Capacity Interview, 17:30) In response to a question about the group's plan for analyzing data and determining strategies to improve instruction, the Applicant provided information regarding analysis of pedagogy and classroom strategies, teacher walk-throughs, and lesson plan reviews (Grande Capacity Interview, 21:10). The participation in the capacity interview by the academic coach as well as the inclusion of this position in the school leadership structure was noted as a strength by the TRP.

The capacity interview confirmed the TRP's evaluation of the application package as meeting the standards for approval. The Applicant was clearly passionate regarding the need for The Grande Innovation Academy, noting the challenging community environment detailed in Section A.2 Target Population. It was evident plans for the conversion have been thought through and put into place allowing for a smooth transition from TOPA–Casa Grande to The Grande Innovation Academy.

ADDITIONAL BACKGROUND INFORMATION

Additional data is included below to provide information related to the Applicant's principals' experience, qualifications, and current and prior charter compliance as an indicator of the Applicant's ability to implement a charter or operate a charter school.

Charter Principal Affiliations
Principal Name: Patricia Messer
Current Affiliation(s): The Odyssey Preparatory Academy (TOPA)
Comments: Ms. Messer served as the Instructional Coach, International Baccalaureate Coordinator and the Curriculum Coordinator for the Buckeye and Goodyear campuses of TOPA from June 2010 to the present. She was moved to the TOPA - Casa Grande location in June 2013 to serve as the principal. The academic dashboard of TOPA-Casa Grande is presented below:

The Odyssey Preparatory Academy-Casa Grande

		2014 Small Elementary School (K to 5)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	46	50	25
	Reading	32	25	25
1b. SGP Bottom 25%	Math	NR	0	0
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	52 / 51.8	75	11.25
	Reading	76 / 72	75	11.25
2b. Composite School Comparison	Math	-7.7	50	11.25
	Reading	-5	50	11.25
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup SPED	Math	NR	0	0
	Reading	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		C	50	5
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		49.38		100

TOPA – Casa Grande is the school site that The Grande Innovation Academy is taking over in this new charter application. The authorized representative of The Grande Innovation Academy is currently the school principal for TOPA-Casa Grande since the opening of the school. Currently TOPA-Casa Grande serves grades K-7 and is in their third year of operation.

Board staff conducted a first year site visit of this school in the fall of 2013, and no issues related to academic performance were noted. See Appendix A for the initial site visit letter.

In the 2013-2014 school year, TOPA-Casa Grande received a letter grade of C and did not meet the Board's Academic Performance Expectations. Additionally, TOPA-Casa Grande, came before the Board on August 17, 2015 for an expansion request. Because the school was not meeting the Board's academic performance standard, a Demonstration of Sufficient Progress (DSP) site visit was conducted. The evaluation of the DSP report submitted with the expansion request was based on information in the DSP Report and evidence provided at the time of the site visit, which was conducted on July 23, 2015. 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 plan.

However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years (2013-2014 and 2014-2015), and demonstrated declines in academic performance in 6 out of 8 measures required by the Board. See the final evaluation (Appendix A: DSP Final Evaluation) for measure detailed information.

Based on the 2014 academic dashboard, findings summarized above and described in the DSP final evaluation, staff determined that TOPA did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

BOARD OPTIONS

Option 1: The Board may approve the application package and the charter. The following language is provided for consideration: Based upon review of the contents of the portfolio provided for this Applicant and the information provided by the representatives of the Applicant during consideration, I move to approve the application package and grant a charter to The Grande Innovation Academy to operate The Grande Innovation Academy charter school to serve grades K-8.

Option 2: The Board may deny the charter. The following language is provided for consideration: Based upon a review of the contents of the portfolio provided for this Applicant and the information provided by the representatives of the Applicant during consideration, I move to deny The Grande Innovation Academy's request for a charter for the reason(s) that:

- ❑ The Applicant is not sufficiently qualified to operate a charter school based on (insert the facts that form the basis for determination [i.e., background/fingerprint/credit report of the specific Officers, Members, Directors, or Partners]).
- ❑ The Applicant is not sufficiently qualified to operate a charter school based on the (insert the facts from the financial, operational and/or academic performance of associated schools or affiliated schools that form the basis for the decision).