AGENDA ITEM: Enrollment Cap Notification Request – Twenty First Century Charter Schools, Inc.

Issue

A substantively complete notification request to increase the enrollment cap from 260 to 418 was submitted by Twenty First Century Charter Schools, Inc. (TFCCS). The charter is authorized for grades K-8. TFCCS did not meet the Board's academic performance expectations for 2013, and was required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided

Rationale for Expansion Request

The narrative indicates that when TFCCS moved the Venture Academy site, formerly under its own charter, to the charter of TFCCS, the enrollment cap of TFCCS was not increased to include the enrollment cap of the Venture Academy charter. TFCCS, operating two sites, currently has an enrollment that exceeds the cap.

Support Information

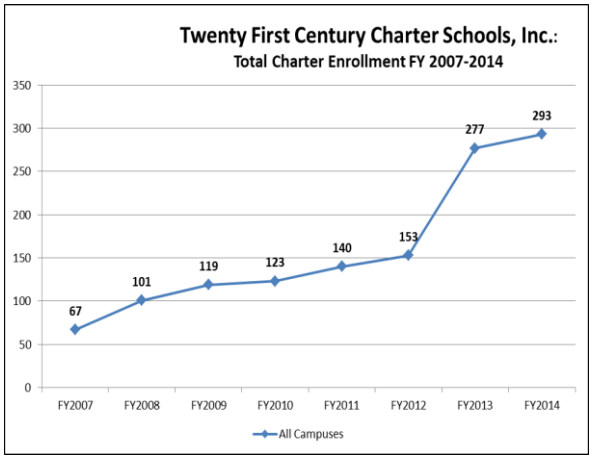
The submitted minutes of the March 13, 2014 emergency meeting of the corporate board show approval for increasing the enrollment cap of TFCCS to 418.

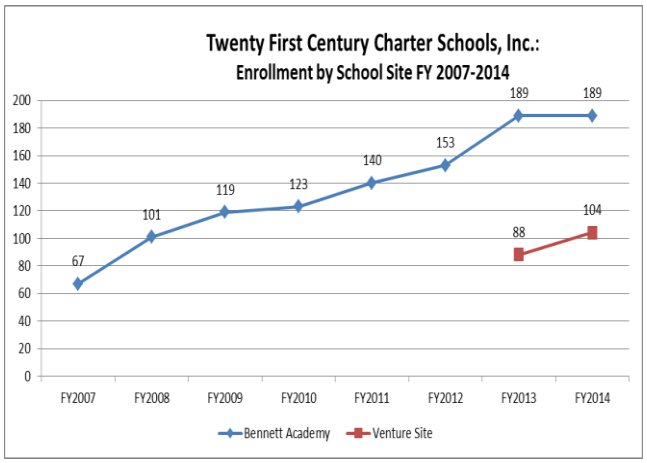
A Certificate of Occupancy for the Venture site submitted with the request indicates sufficient capacity for the increase in enrollment cap.

Background

TFCCS was granted a charter (Entity ID: 4310) in 1995 and renewed in July, 2010. TFCCS was granted a second charter (Entity ID: 79682) in 2001 to operate Bennett Academy - Venture Campus, which was voluntarily surrendered in 2012. TFCCS operates 2 schools: Bennett Academy (serves K-8 in Phoenix since 1995) and Bennett Academy – Venture Site (serves K-4 in Phoenix since 2012). At the time of the surrender of charter 79682, Venture Campus was closed as a site under that charter and opened as a new site under charter 4310.

The current enrollment cap is 260. According to ADE, the 100th day ADM for FY 2014 was 293. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM.





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

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 performance of Bennett Academy and Bennett Academy – Venture Site is represented in the dashboard below.

Bennett Academy

		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	59	75	12.5	44	50	12.5
	Reading	66	100	12.5	53	75	12.5
1b. SGP Bottom 25%	Math	64	75	12.5	63	75	12.5
	Reading	60	75	12.5	64	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	73 / 62.8	75	7.5	68 / 63.5	75	7.5
	Reading	87 / 77.3	75	7.5	86 / 77.6	75	7.5
2b. Composite School Comparison	Math	9.5	75	7.5	5	75	7.5
	Reading	9	75	7.5	8.7	75	7.5
2c. Subgroup ELL	Math	54 / 43.3	75	3.75	50 / 42.6	75	2.5
	Reading	85 / 55.8	75	3.75	83 / 52.4	75	2.5
2c. Subgroup FRL	Math	71 / 53.2	75	3.75	67 / 53.9	75	2.5
	Reading	88 / 69.8	75	3.75	85 / 70.4	75	2.5
2c. Subgroup SPED	Math	NR	0	0	42 / 23.9	75	2.5
	Reading	NR	0	0	50 / 38.8	75	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	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		79.38		100	71.88		100

Bennett Academy-Venture Site

		2013 Traditional Elementary School (K-4)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	25	25	25
	Reading	72	100	25
1b. SGP Bottom 25%	Math	NR	0	0
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	47 / 66.7	50	11.25
	Reading	60 / 76.3	50	11.25
2b. Composite School Comparison	Math	-15.8	25	11.25
	Reading	-11.4	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		D	25	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		52.19		100

The FY 2012 overall rating for Bennett Academy on the Board's academic performance measures was 79.38 including points received for the letter grade of A as reported by the Arizona Department of Education (ADE). The FY 2013 overall rating for Bennett Academy on the Board's academic performance measures was 71.88 including points received for the letter grade of B as reported by ADE.

The FY 2013 overall rating for Bennett Academy-Venture Site on the Board's academic performance measures was 52.19 including points received for the letter grade of D as reported by ADE.

The academic performance of TFCCS did not meet the Board's academic performance expectations set forth in the performance framework adopted by the Board. A Demonstration of Sufficient Progress (DSP) was submitted by the charter representative (presented in the charter holder's notification portfolio: c: DSP Narrative). Following a preliminary evaluation of the DSP, staff conducted a site visit of Bennett Academy-Venture Site on February 24, 2014 (presented in the charter holder's notification portfolio: d: DSP Evaluation Instrument). The following representatives of TFCCS were present at the site visit:

Name	Role
Dr. Nancy Bennett	Charter Representative
Fred Bennett	Charter Representative, CFO
Shawn Lane	Principal

Demonstration of Sufficient Progress

The DSP submitted by TFCCS was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence and documentation at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant documentation.

After considering information in the DSP, evidence and documentation provided at the time of the site visit, and additional documentation submitted following the site visit, the charter holder provided evidence of a system for creating, implementing, revising and evaluating curriculum aligned to Arizona's College and Career Ready Standards (ACCRS), a systematic process for monitoring and recording the implementation of the standards in instruction, a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum, and a comprehensive professional development plan that was aligned to teacher needs. Data and analysis was provided to support growth and increased proficiency in Math in the whole school population, as well as growth in Math and Reading in the bottom 25% and increased proficiency in Math and Reading for the whole school population and for students in the ELL,FRL and SPED subgroups. A summary of findings for each required area as evaluated is provided below:

Curriculum:

- Texts and materials confirmed the use of Scott Foresman Reading Street and Saxon Math, which included teacher editions, student books and correlation guides and evidenced alignment to ACCRS.
- TFCCS provided evidence of curriculum maps for reading and math for all grade levels and completed lesson plans with standards addressed.
- TFCCS has a tiered Response to Intervention (RtI) system used for students in need of additional support. School leadership meets with the teachers weekly to discuss the curriculum and strategies used for specific students and whether revisions to the curriculum are required. This was evidenced by student study team documentation that includes areas of concerns, intervention/strategies provided, meetings completed, and how the student responded.

TFCCS provided evidence of a system to adopt, implement, evaluate, and revise curriculum aligned to ACCRS and supported by data and analysis.

Monitoring Instruction:

- TFCCS provided evidence of the collection and review of lesson plans by the school leader which included email communications to teachers to revise their plans when issues were identified.
- The school leader meets weekly with each teacher to discuss topics related to instruction that include the use of curriculum maps, creating ILLPs, and specific related student information.

These meetings were evidenced by a log that contained the date, time, and topic for each teacher she met with. In addition, TFCCS provided handwritten notes that indicated how the school leader is supporting the teacher in the classroom.

- The school leader conducts annual formal evaluations and informal walkthroughs which were evidenced by completed formal evaluations and documentation for walkthroughs.
- TFCCS provided evidence of monthly meetings with teachers and bi-monthly meetings with site leaders to review student data.

TFCCS demonstrated a system to monitor the integration of ACCRS into instruction and the evaluation of instructional practices of the teachers supported by data, data analysis and feedback to further develop the system.

Assessment:

- TFCCS provided evidence of standards-based assessments and data review teams, providing documentation that addresses what course of action is taken for every student.
- TFCCS provided evidence of the data collection from multiple assessments, including curricular assessments and DIBELS. The data provided was also broken down by subgroups for grades K-4.
- Students are assessed weekly and monthly and results are tracked by the school leader which is later shared in teacher team collaborations which occur weekly. This was evidenced by an analysis that provided what growth the students had made. For students in RtI, the student data is revisited quarterly to assess each student's progress.

TFCCS demonstrated a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data analysis from multiple assessments supported by data and data analysis from valid and reliable assessment sources.

Professional Development:

- TFCCS provided evidence of sign in sheets, agendas, and materials for professional development sessions conducted in throughout the year.
- TFCCSS provided a schedule and sign-in sheets for meetings conducted by the school leadership that were based on math and reading student data. In addition, the school leader provided an assessment binder that addressed the areas covered during these meetings.
- TFCCS provided evidence of follow-up and monitoring in the form of student intervention needs and feedback provided to teachers from classroom observations.

TFCCS demonstrated a comprehensive professional development plan that is aligned with teacher learning needs, that includes follow up and monitoring strategies, and is supported by data and analysis.

Following the site visit, staff determined, through an evaluation of the written submission, including information and documentation collected that the charter holder demonstrated sufficient progress towards the Board's academic performance expectations.

Board Options

Option 1: 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 Twenty First Century Charter Schools, Inc. to 418.

Option 2: 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 Twenty First Century Charter Schools, Inc. to 418 for the reasons that: (Board member must specify the reasons the Board found during its consideration.)