# AGENDA ITEM EXECUTIVE SUMMARY: School-Specific Academic Goals

## Request

Edkey, Inc. dba Sequoia Ranch School ("Charter Holder") operates Edkey, Inc. – Children First Leadership Academy a school that serves a special population that does not have an achievement profile for state accountability. On February 15, 2018 the Charter Holder submitted a petition to the Board to adopt school-specific academic performance goals for FY17 and FY18.

*See Appendix A: School-Specific Academic Goals*

## School-Specific Academic Goals

| School Name | Edkey, Inc. – Children First Leadership Academy |
|---|---|
| Mission Statement | The mission of Sequoia Ranch is to provide high quality educational services and resources to students with wide-ranging social, emotional, and academic needs, in a safe, stable, engaging, and empowering environment, in preparation for current and future success. |
| Grade Levels Served | K-8 |
| Population | Combined Total of at Least 70% Special Education or Homeless |

| Eligible Population | |
|---|---|
| Homeless | 46% |
| Special Education | 19% |
| Homeless & Special Education | 5% |
| Total | 70%* |

*To be eligible for school-specific academic goals at least 70% of students must be identified in one of the above categories.*

| Summary of Proposed Goals | |
|---|---|
| **Goal** | **Staff Analysis** |
| **Student Growth – Reading**<br>*Average growth on DL score*<br>• **Exceeds:** 6 or more points<br>• **Meets:** 4 - 5 points<br>• **Does Not Meet:** 3 points<br>• **Falls Far Below:** Less than 2 points | The Charter Holder is proposing growth targets based on increases in DL (Developmental Level) scores as measured by Galileo benchmark assessments. The data is limited to FAY students in grades 3-8, which is the same group used for calculating A-F letter grades. The use of benchmark data within the school year will demonstrate the extent to which gaps are closed, even for students that are below grade level.<br><br>The Charter Holder stated that targets were determined by an analysis of results from FAY students for the prior school year when the school used Schoolnet as its assessment tool. For FY18 the school transitioned from Schoolnet to Galileo, which is also a standards-based assessment tool. |
| **Student Growth – Math**<br>*Average growth on DL score*<br>• **Exceeds:** 6 or more points<br>• **Meets:** 4 - 5 points<br>• **Does Not Meet:** 3 points<br>• **Falls Far Below:** Less than 2 points | Analysis of FY17 assessment data showed an average growth of five points between the first and final assessments during the school year. The "Meets" target score range provides for a slight variation from the prior year average growth points, which is reasonable given the change in assessment tool. |
| **Student Achievement – Reading**<br>*Percentage of students moving up one category*<br>• **Exceeds:** 30% or more<br>• **Meets:** 25%-29%<br>• **Does Not Meet:** 20%-24% | The Charter Holder is proposing achievement targets based on movement within benchmark proficiency bands in Galileo. The data is limited to FAY students in grades 3-8, which is the same group used for calculating A-F letter grades.<br><br>Using benchmark data rather than AzMERIT results provides the Charter Holder the ability to demonstrate progress within proficiency bands. With benchmark performance bands |

| | |
|---|---|
| • **Falls Far Below:** 19% | divided into thirds (high, medium, and low) the Charter Holder is able to monitor student progress within a performance band toward proficiency. For non-proficient students, movement up from one category to the next represents measurable progress toward proficiency. |
| **Student Achievement – Math**<br>*Percentage of students moving up one category*<br>• **Exceeds:** 42% or more<br>• **Meets:** 37%-41%<br>• **Does Not Meet:** 32%-36%<br>• **Falls Far Below:** less than 32% | Analysis of benchmark data from FY17 demonstrated that 25% of students moved up one or more category within a performance band for Reading and 38% for Math. Using the previous year's average as the lowest acceptable score sets an expectation that student achievement will not decline. |
| **Student Engagement**<br>*Attendance rates*<br>• **Exceeds:** 93% or higher<br>• **Meets:** 90% - 92%<br>• **Does Not Meet:** 85% - 89%<br>• **Falls Far Below:** 84% or lower | The Charter Holder is proposing student engagement targets based on attendance rates for FAY students in grades 3-8. Attendance rates will be calculated based on student attendance between the first and last day of school as tracked by the school's student management system.<br><br>The Charter Holder believes that consistent student attendance is a key factor for closing student achievement gaps. By setting attendance goals for the student engagement measure, the Charter Holder has demonstrated a commitment to ensuring students in this at risk population are consistently attending school.<br><br>Analysis of attendance rates for FY15, FY16, and FY17 was used to determine targets. The average attendance rate from those three years is 90%, which is the lowest acceptable rate for the "Meets" target. Although the school serves primarily homeless students, the Charter Holder clearly has set high expectations for student engagement. |

## Profile

### Governance

| Corporate Board Members |
|---|
| Susan Ciardullo |
| Thomas Crewse |
| Mary Gifford |
| Patric Greer |
| Herald Harrington |
| Horacio Huerta |
| Karen Liepmann |
| Mark Plitzuweit |
| Jared Richardson |

| School Governing Body Members | Type |
|---|---|
| Ken Costello | Community |
| Rachael Lay | School Staff |
| Jerry Lewis | School Staff |
| Tony Rhineheart | Unknown |

## School Profile

The Charter Holder was granted a renewal charter in 2012.

| School Name | Edkey, Inc. – Children First Leadership Academy | | |
|---|---|---|---|
| Date Open | July 2008 | | |
| Location | Phoenix | | |
| FY 14 Letter Grade | F | | |
| | **FY 15** | **FY 16** | **FY 17** |
| ELA AzMERIT    (39%[+]) | 5% | 11% | 10% |
| Math AzMERIT (40%[+]) | 3% | 4% | 4% |
| Science AIMS   (53%[+]) | 14% | 9% | * |

*[+]FY 17 State Average Passing*
*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students,
the percentage for that group is redacted.*

## Enrollment and Demographic Data
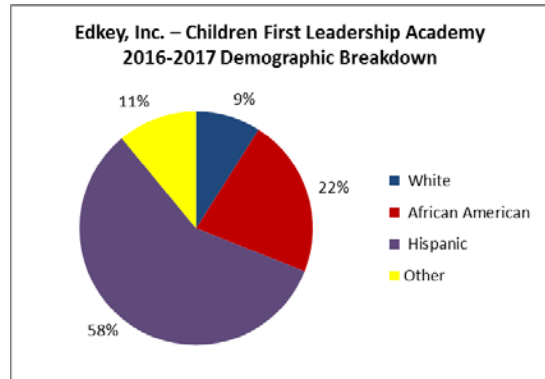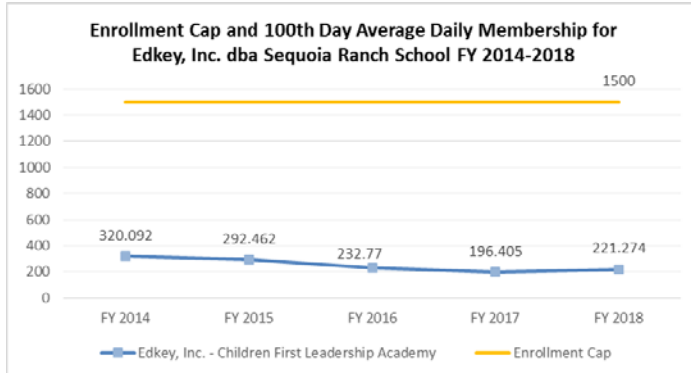




| 2016-2017 Subgroup Data | |
|---|---|
| Free and Reduced Lunch | 96% |
| English Language Learners | 8% |
| Special Education | 19% |

# Appendix A
# School-Specific Academic Goals

# SCHOOL-SPECIFIC ACADEMIC GOALS

| | | | |
|---|---|---|---|
| **Charter Holder Name** | **Edkey, Inc** | School | **Children First Leadership Academy** |
| **Charter Holder Entity ID** | **81052** | **Eligibility Based On** | **Combined Total of at Least 70% Special Education or Homeless** |
| **Submission Date** | **November 17, 2017** | | |

*Review the School-Specific Academic Goals instructions for completing this template. Each indicator and measure requires at least one goal. For additional goals under each indicator, copy and paste the "Goal" and "Narrative" tables.*

## Indicator: Student Growth - Reading

*Student growth is academic improvement over time in Reading on valid and reliable state assessment data.*

| Goal | Targets | Metrics (Method of evaluating a measure) | Documentation |
|---|---|---|---|
| By June 2018, FAY students in grades 3 -8, will demonstrate an average of 5 points of growth on their DL score as measured by Galileo benchmark assessments in Reading.<br><br>The baseline from 2016-2017 Schoolnet showed an average of 5 points of growth between the first and final assessment. | Exceeds:  Average growth of 6 or more points for FAY students in grades 3 – 8.<br><br>Meets: Average growth of 4 - 5 or points for FAY students in grades 3 – 8<br><br>Does Not Meet:  Average growth of 3 points for FAY students in grades 3 – 8<br><br>Falls Far Below:  Less than 2 average growth points for FAY students in grades 3 – 8 | Average points of growth for all FAY students in grades 3 – 8 as measured by Galileo benchmark assessments. | Galileo Benchmark Summary Report |

*In the box below provide a narrative that describes:*

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

## Indicator: Student Growth - Math

*Student growth is academic improvement over time in Math on valid and reliable state assessment data.*

| Goal | Targets | Metrics (Method of evaluating a measure) | Documentation |
|---|---|---|---|
| By June 2018, FAY students in grades 3 -8, will demonstrate an average of 5 points of growth on their DL score as measured by Galileo benchmark assessments in Math.<br><br>The baseline from 2016-2017 Schoolnet showed an average of 5 points of growth between the first and final assessment. | Exceeds:  Average growth of 6 or more points for FAY students in grades 3 – 8.<br><br>Meets: Average growth of 4 - 5 or points for FAY students in grades 3 – 8<br><br>Does Not Meet:  Average growth of 3 points for FAY students in grades 3 – 8<br><br>Falls Far Below:  Less than 2 average growth points for FAY students in grades 3 – 8 | Average points of growth for all FAY students in grades 3 – 8 as measured by Galileo benchmark assessments. | Galileo Benchmark Summary Report |

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*years despite the gaps that students possess due to outside influences.  This creates a clearer picture of the educational progress we are making with our students despite the negative outside influences they face. The average growth targets listed are appropriate for the population being served based on our previous analysis of benchmark scores. These goals will be reviewed and revised after having comparable data for a 2 year period using the same assessment platform.*

## Indicator: Student Achievement - Reading

*Student achievement is academic proficiency in Reading on valid and reliable state assessment data.*

| Goal | Targets | Metrics (Method of evaluating a measure) | Documentation |
|---|---|---|---|
| By June 2018, a minimum of 30 % of FAY students in grades 3 -8, will demonstrate movement from one thirds category to another as measured by their DL score on the Galileo benchmark assessment in Reading as reported in Alpine Achievement.  The baseline from 2016-2017 Schoolnet assessment showed 25.17% of FAY students in grades 3 – 8 moved one or more thirds. | Exceeds:  30% or more of FAY students in grades 3 – 8 will move from one thirds category to another.  Meets:  25% - 29% of FAY students in grades 3 – 8 will move from one thirds category to another.  Does Not Meet:  20% - 25% of FAY students in grades 3 – 8 will move from one thirds category to another.  Falls Far Below: Less than 19% of FAY students in grades 3 – 8 will move from one thirds category to another. | Movement from one thirds category to another based on Galileo benchmark data from first to final assessment.  Thirds is calculated in Alpine Achievement based on data upload from Galileo. | Thirds report from Alpine Achievement based on Galileo benchmark data. |

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- *How the goal was determined*
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- *How the goal is appropriate for the students served at the school*

**Narrative**
*Edkey moved from one standard based assessment (Schoolnet) to another standards based assessment (Galileo) at the beginning of the 2017-2018 school year.  While the assessments are not the same they do measure progress on grade level standards.  Within Alpine Achievement benchmark results are categorized into thirds.  The minimally proficient band therefore has high minimally proficient, medium minimally proficient and low minimally proficient, thus creating 12 performance bands across the 4 performance levels.  In looking at moving students from one level to the next, we are working to lessen the gap and move students closer to proficiency.  Due to the challenges students face at CFLA moving them from one thirds level to another represents the efforts being made to ensure students have access to a high quality education despite their*

*social/emotional/families challenges. Using Galileo data as opposed to AzMERIT allows us to articulate growth within proficiency levels which creates a clearer picture of the educational progress we are making with our students despite the negative outside influences they face. These goals will be reviewed and revised after having comparable data for a 2 year period using the same assessment platform.*

## Indicator: Student Achievement - Math

*Student achievement is academic proficiency in Math on valid and reliable state assessment data.*

| Goal | Targets | Metrics (Method of evaluating a measure) | Documentation |
|---|---|---|---|
| By June 2018, a minimum of 42 % of FAY students in grades 3 -8, will demonstrate movement from one thirds category to another as measured by their DL score on the Galileo benchmark assessment in Math as reported in Alpine Achievement. <br><br> The baseline from 2016-2017 Schoolnet assessment showed 38.37% of FAY students in grades 3 – 8 moved one or more thirds. | Exceeds: 42% or more of FAY students in grades 3 – 8 will move from one thirds category to another. <br><br> Meets: 37% - 41% of FAY students in grades 3 – 8 will move from one thirds category to another. <br><br> Does Not Meet: 32% - 36% of FAY students in grades 3 – 8 will move from one thirds category to another. <br><br> Falls Far Below: Less than 35% of FAY students in grades 3 – 8 will move from one thirds category to another. | Movement from one thirds category to another based on Galileo benchmark data from first to final assessment. Thirds is calculated in Alpine Achievement based on data upload from Galileo. | Thirds report from Alpine Achievement based on Galileo benchmark data. |

*In the box below provide a narrative that describes:*

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- *How the goal was determined*
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**Narrative**
*Edkey moved from one standard based assessment (Schoolnet) to another standards based assessment (Galileo) at the beginning of the 2017-2018 school year. While the assessments are not the same they do measure progress on grade level standards. Within Alpine Achievement benchmark results are categorized into thirds. The minimally proficient band therefore has high minimally proficient, medium minimally proficient and low minimally proficient, thus creating 12 performance bands across the 4 performance levels. In looking at moving students from one level to the next, we are working to lessen the gap and move students closer to proficiency. Due to the challenges*

*students face at CFLA moving them from one thirds level to another represents the efforts being made to ensure students have access to a high quality education despite their social/emotional/families challenges. Using Galileo data as opposed to AzMERIT allows us to articulate growth within proficiency levels which creates a clearer picture of the educational progress we are making with our students despite the negative outside influences they face. These goals will be reviewed and revised after having comparable data for a 2 year period using the same assessment platform.*

## Indicator: Post-secondary Readiness (High School only)

*Post-secondary readiness includes outcomes in key subjects that indicate future success and that are aligned to college and career readiness such as graduation rates, SAT/ACT performance, workforce readiness, credit/course completion, or other metrics provided by the Department of Education.*

| Goal | Targets | Metrics (Method of evaluating a measure) | Documentation |
|---|---|---|---|
| NA | | | |

*In the box below provide a narrative that describes:*

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- *How the goal is appropriate for the students served at the school*

**Narrative**

## Indicator: Student Engagement

*Student engagement includes predictors of student achievement such as suspension rates, in-seat attendance rates, and positive socio-emotional or psychological adjustment rates.*

| Goal | Targets | Metrics (Method of evaluating a measure) | Documentation |
|---|---|---|---|
| By June 2018, FAY students in grades 3 – 8 will demonstrate a 90% or higher attendance rate as measured by attendance data in our student management system, PowerSchool. Attendance is reported twice daily. | Exceeds: FAY students in grades 3 – 8 will demonstrate 93% or higher attendance rates.<br><br>Meets: FAY students in grades 3 – 8 will demonstrate 90% - 92% or higher attendance rates. | Attendance rates calculated between the first and last day of school as evidenced by attendance tracking in our student management system, PowerSchool. | ADA/ADM student report in PowerSchool |

| This goal was based on the following data:<br>2014-2015: 92%<br>2015-2016: 89%<br>2016-2017: 91% | Does Not Meet:  FAY students in grades 3 – 8 will demonstrate 85% - 89% attendance rates.<br><br>Falls Far Below:  FAY students in grades 3 – 8 will demonstrate 84% or lower attendance rates | | |

*In the box below provide a narrative that describes:*

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

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**Narrative**

The ADA/ADM by Student Report was pulled and a calculation added to show the total attendance percentage for each of the 3 years listed in the baseline data.  Having such high attendance rates is impressive at a school that serves homeless and at risk students.  Our buses travel hundreds of miles a day to ensure that students are getting to school and able to access education.  We work with families to stress the importance of attending school and make every effort and accommodation to help students and families. Consistent attendance is key to closing the achievement gap and increasing student outcomes.  By measuring attendance rates, for a large special education and homeless population, we are able to see increases in our overall outcomes, thus making this a valuable measure in evaluating our ability to reach every child.