



Arizona State Board for Charter Schools

STUDY SESSION

JULY 13, 2015

Mission

To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.



Strategic Goals

1. The Board will approve quality applications and grant charters to qualified applicants.
2. To increase quality of the Board's portfolio of charter schools by monitoring academic performance and fiscal and contractual compliance.
3. Promote the Board's mission in providing quality educational choices.



Budget

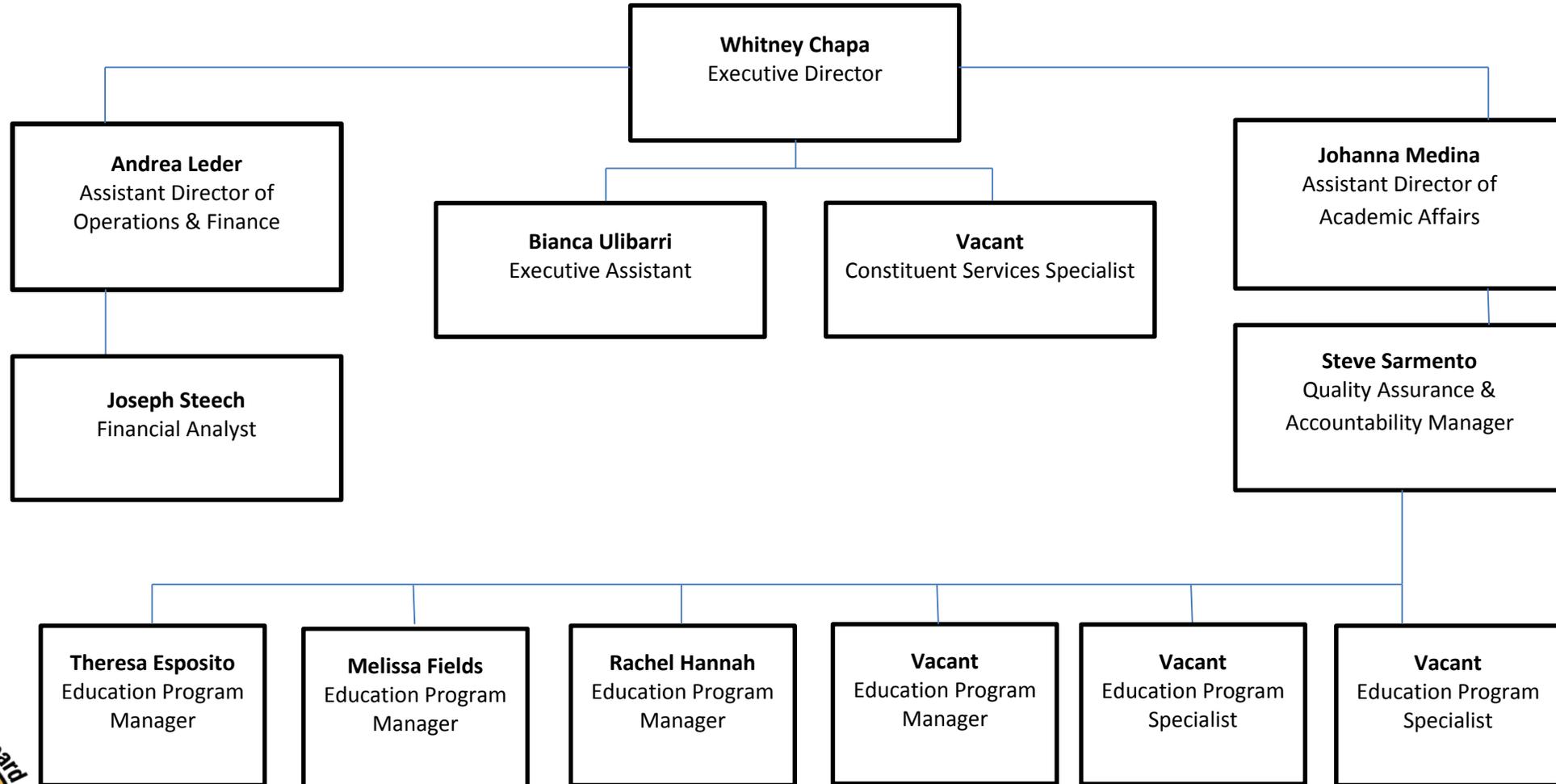
State Board for Charter Schools

	FY 2014 ACTUAL	FY 2015 ESTIMATE	FY 2016 APPROVED
OPERATING BUDGET			
<i>Full Time Equivalent Positions</i>	9.0	11.0	14.0
Personal Services	429,300	549,000	763,500
Employee Related Expenditures	178,800	203,700	194,600
Professional and Outside Services	32,000	65,400	65,400
Travel - In State	3,600	8,000	8,000
Travel - Out of State	0	3,600	3,600
Other Operating Expenditures	143,200	158,500	159,300
Equipment	0	6,500	6,500
AGENCY TOTAL	786,900	994,700	1,200,900^{1/}
FUND SOURCES			
General Fund	786,900	994,700	1,200,900
SUBTOTAL - Appropriated Funds	786,900	994,700	1,200,900
Other Non-Appropriated Funds	105,300	101,900	101,900
TOTAL - ALL SOURCES	892,200	1,096,600	1,302,800



FY16 Organizational Chart

Arizona State Board for Charter Schools



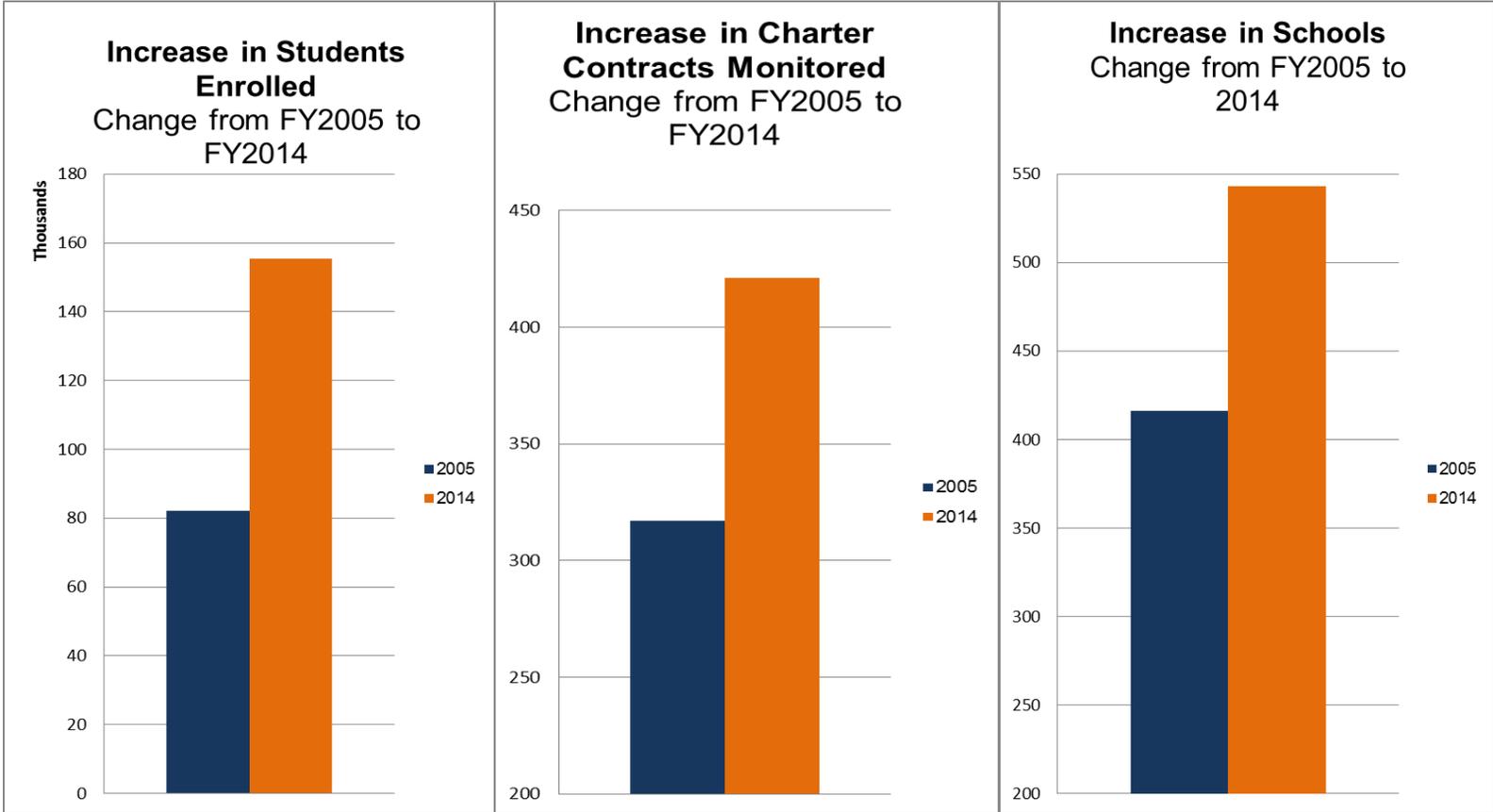
Portfolio

	FY 2015
Charter Schools	543
Charter Holders	421
Students	163,673*

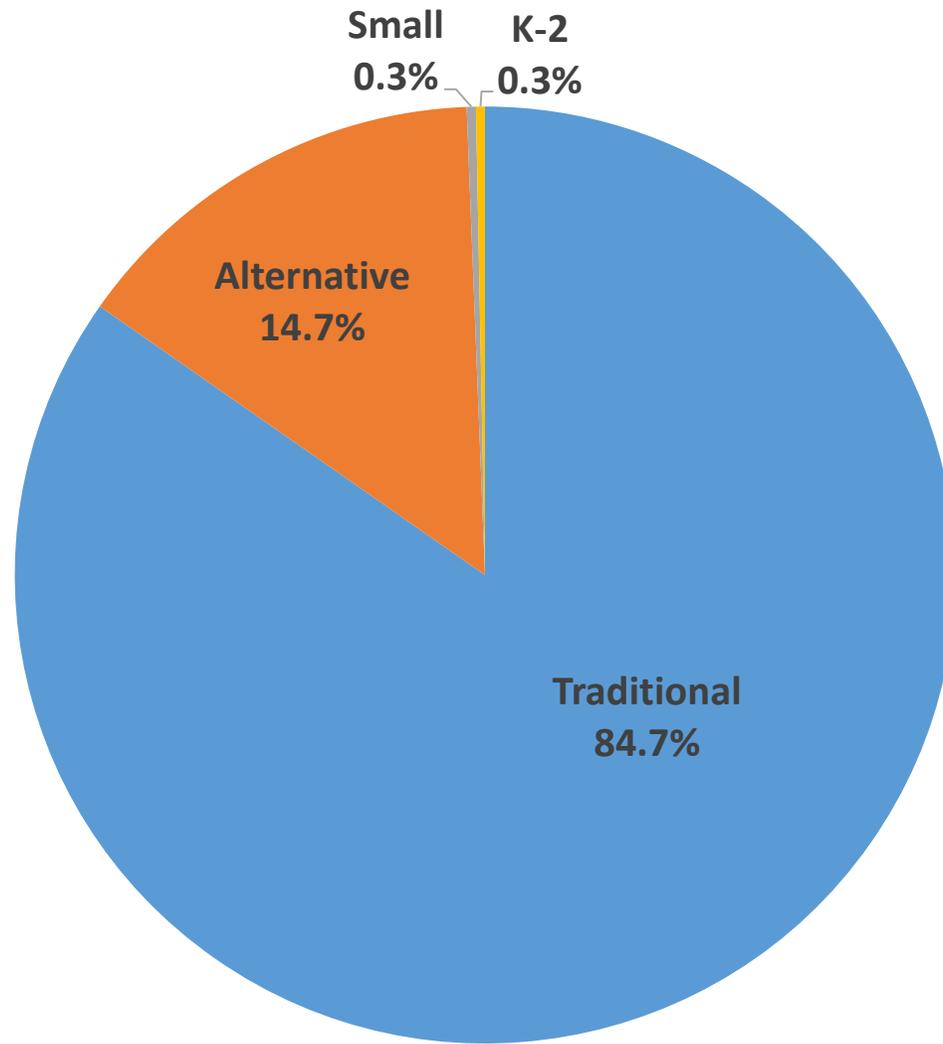
*October 1, 2014 Enrollment



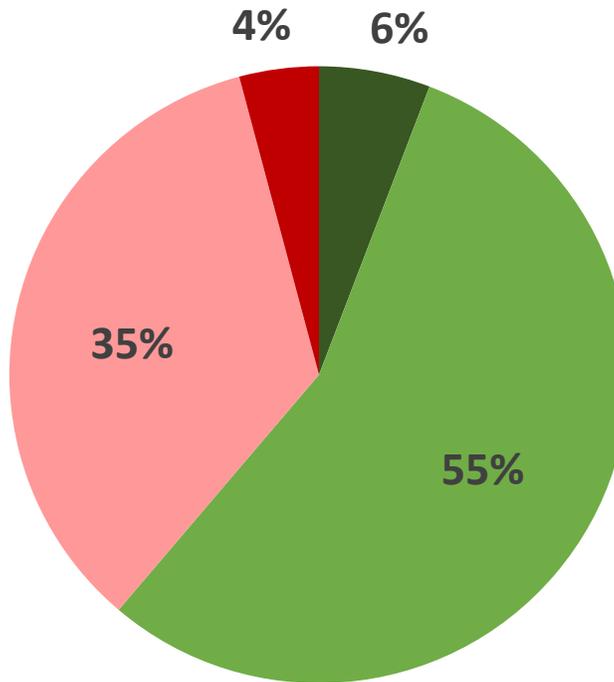
Caseload Growth



Student Enrollment by School Type



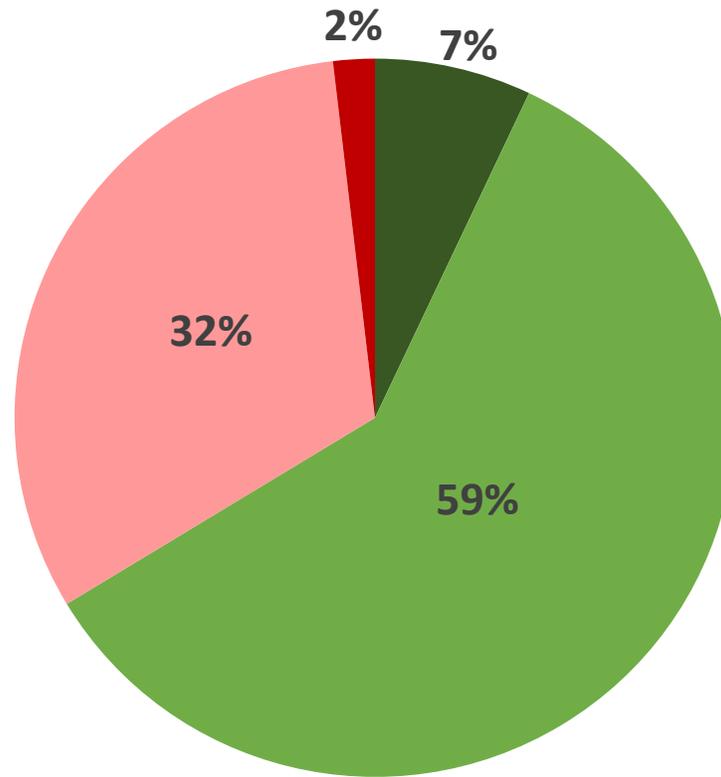
FY 2014 Academic Dashboard Overall Ratings



■ Exceeds ■ Meets ■ Does Not Meet ■ Falls Far Below



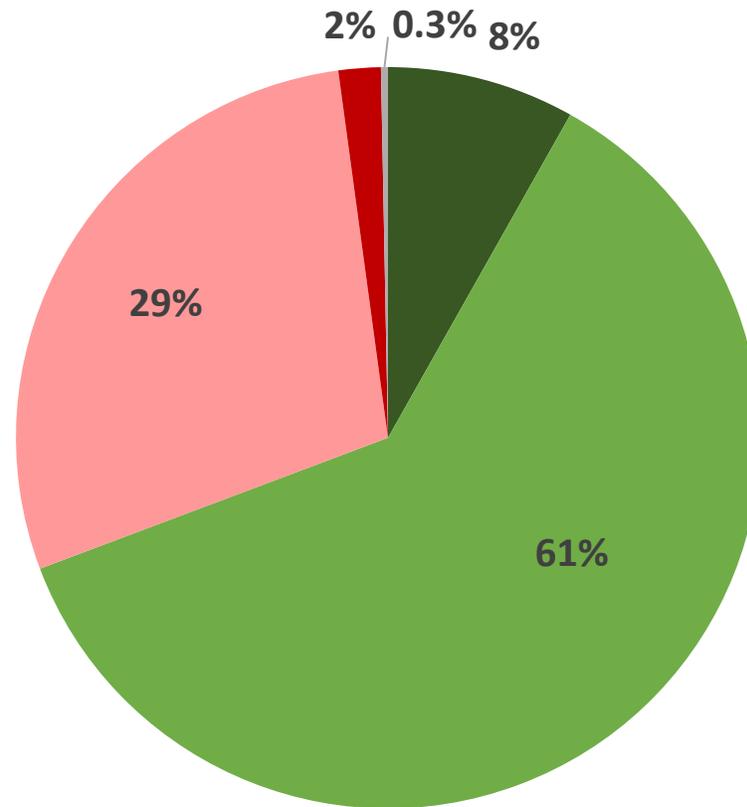
FY 2014 Overall Rating and Student Enrollment All Charter Schools



■ Exceeds ■ Meets ■ Does Not Meet ■ Falls Far Below



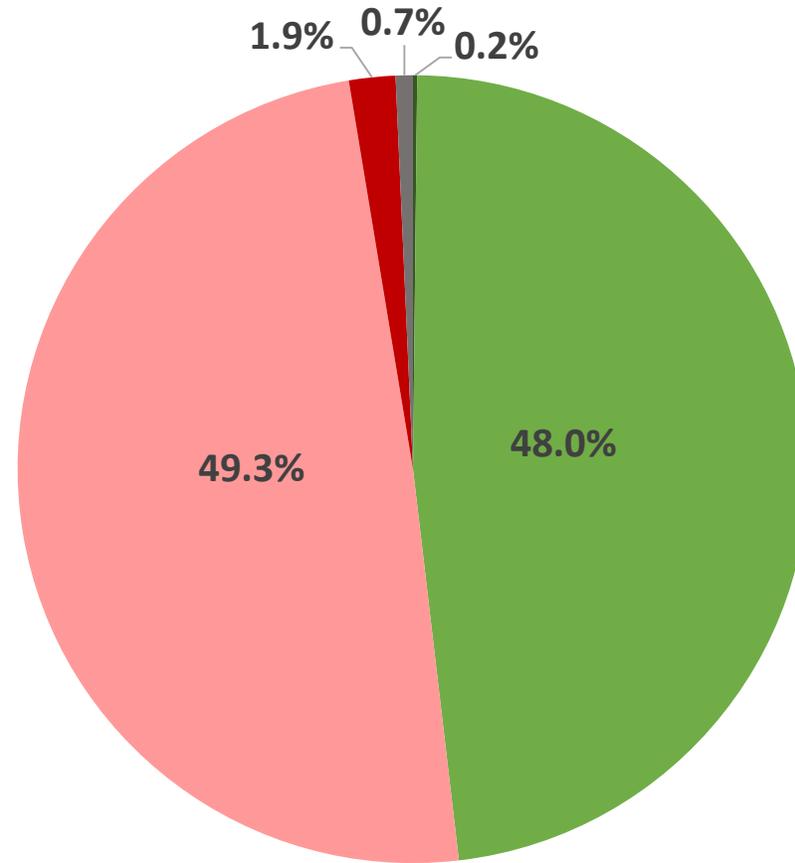
FY 2014 Overall Rating and Student Enrollment Traditional Schools



■ Exceeds ■ Meets ■ Does Not Meet ■ Falls Far Below ■ Not Rated



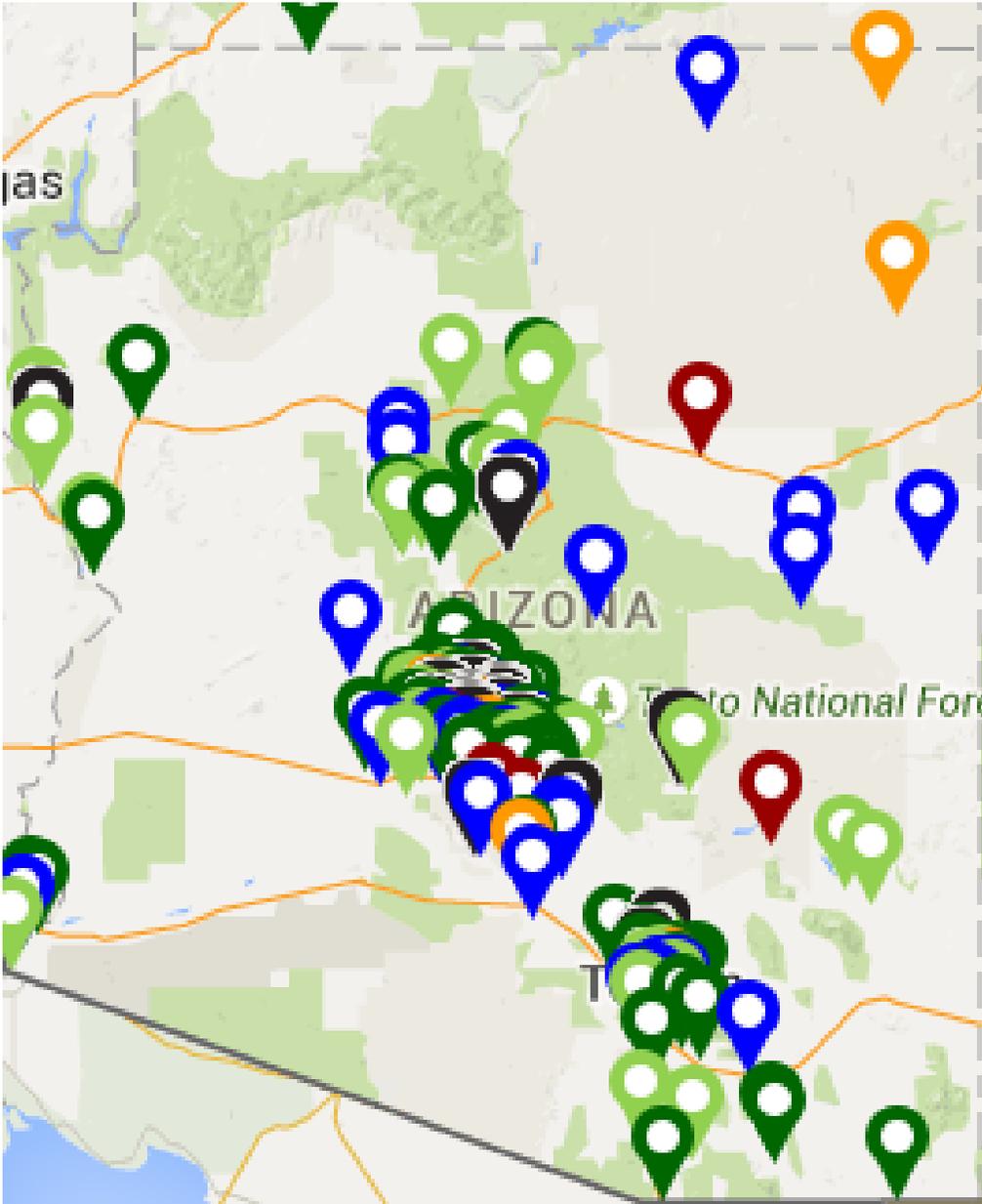
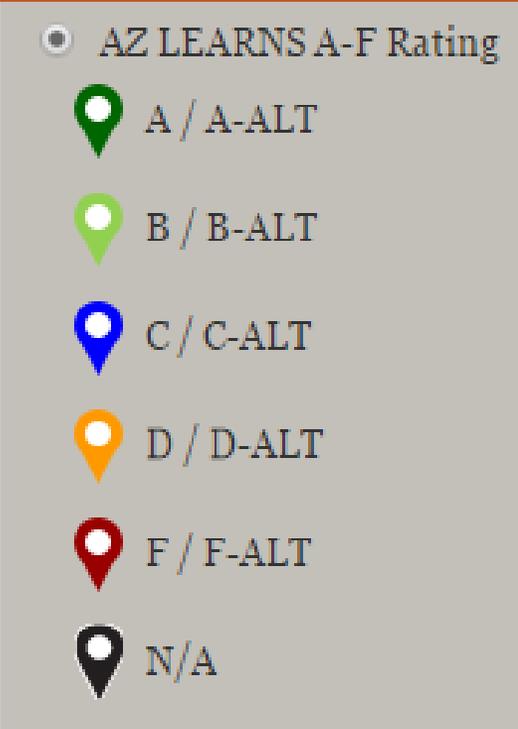
FY 2014 Overall Rating and Student Enrollment Alternative Schools



■ Exceeds ■ Meets ■ Does Not Meet ■ Falls Far Below ■ Not Rated



Map of Charter Schools by Letter Grade



Source: Arizona Charter Schools Association Education Evaluator

Academic Performance Framework

A.R.S. 15-183

R. The sponsoring entity of a charter school shall have oversight and administrative responsibility for the charter schools that it sponsors. In implementing its oversight and administrative responsibilities, the sponsor shall ground its actions in evidence of the charter holder's performance in accordance with the performance framework adopted by the sponsor. The performance framework shall be publicly available, shall be placed on the sponsoring entity's website and shall include:

1. The academic performance expectations of the charter school and the measurement of sufficient progress toward the academic performance expectations.
2. The operational expectations of the charter school, including adherence to all applicable laws and obligations of the charter contract.
3. Intervention and improvement policies.



Academic Performance Framework

Academic Performance Expectations

- Indicators
- Measures

Models

- Traditional School
- Small School
- Alternative School



Academic Performance Expectations

A Charter Holder meets the Board's academic performance expectations if all schools operated by the Charter Holder receive an Overall Rating of "Meets Standard" or "Exceeds Standard" in the two most recent fiscal years that State assessment data is available.



Indicator	Measure	Metric
Student Progress over Time	1.a	Adequate growth: Student growth percentiles (SGP)
	1.b	Adequate growth lowest 25%: SGP Improvement (Alternative Schools)
Student Achievement	2.a	School-wide student proficiency
	2.b	Comparative proficiency: statewide composite
	2.c	Comparative proficiency: individual subgroups
State Accountability	3	State grading system
Post-Secondary Readiness	4.a	Graduation rate
	4.b	Academic Persistence (Alternative Schools)



Student Growth

A Student Growth Percentile (SGP) calculates each student's progress in comparison to his or her academic peers—students with similar performance on previous assessments.

A student with an SGP of 50 demonstrated higher growth than at least half of his academic peers across the state with similar performance in current and past years.

A school median SGP of 50 indicates that at least half of the students in the school showed more growth than at least half of their academic peers with similar performance across the state in current and past years.

A school median SGP of 35 indicates that at least half of the students in the school showed less growth than 65 percent of their academic peers with similar performance across the current and past years



Student Achievement

- Proficiency on state assessments for math and reading
- Based on FAY students only



Student Achievement

Grade level	Number tested at charter school	Percentage of students meeting proficiency statewide
3	0	51%
4	0	60%
5	0	55%
6	0	53%
7	0	65%
8	0	75%
10	288	60%
11	135	65%
12	134	75%
Total	557	--

State average weighted to charter school grade-level number tested = 64.82%

$$\frac{(288 \times 60\%) + (135 \times 65\%) + (134 \times 75\%)}{557}$$



Student Achievement

- Comparative proficiency to a statewide composite
- Comparative proficiency for individual subgroups



Student Achievement

Subgroup	Grade	State-wide Proficiency	Number Tested	Expected Number of Students Proficient
SPED	10	40%	8	3.20
	11	38%	5	1.9
	12	39%	5	1.95
FRL	10	73%	124	90.52
	11	69%	50	34.5
	12	75%	50	37.5
ELL	10	57%	4	2.28
	11	53%	1	.53
	12	60%	0	0
SPED + FRL	10	27%	25	6.75
	11	28%	8	2.24
	12	30%	8	2.4
SPED + ELL	10	21%	7	1.47
	11	13%	0	0
	12	15%	1	.15
FRL + ELL	10	34%	10	3.40
	11	39%	3	1.17
	12	45%	0	0
SPED + FRL + ELL	10	20%	3	.60
	11	12%	0	0
	12	15%	1	.15
No subgroup	10	90%	107	96.30
	11	86%	68	58.48
	12	90%	69	62.1
				Total: 407.59
Composite proficiency rate = 73.17%				
$\frac{(\text{Total Expected Number of Students Proficient})}{(\text{Total Number of Students Tested})} = \frac{407.59}{557}$				



State Accountability and Post-Secondary Readiness

- Rating from ADE
- Graduation Rate



Weighting of the Academic Framework

Measure	Traditional and Small Charter Schools Weight			Alternative Charter Schools Weight		
	Elementary and Middle	High School	K-12	Elementary and Middle	High School	K-12
1a. SGP	25%	15%	20%	30%	5%	15%
1b. SGP of Bottom 25% (Improvement for alternative high schools)	25%	15%	20%	20%	25%	25%
2a. Percent Passing	15%	20%	15%	15%	20%	15%
2b. Composite School Comparison (Not used for alternative schools)	15%	15%	10%	NA	NA	NA
2c. Subgroup proficiency	15%	15%	15%	10%	10%	10%
3a. A-F Letter Grade State Accountability System	5%	5%	5%	10%	5%	5%
4a. High School Graduation Rate	NA	15%	15%	NA	15%	15%
4b. Academic Persistence – (Alternative Schools)	NA	NA	NA	15%	20%	15%



Traditional Schools

Example of Traditional Elementary

		2012 Traditional Elementary School (K-6)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	45	50	12.5	53	75	12.5	33	25	12.5
	Reading	49	50	12.5	59	75	12.5	49.5	50	12.5
1b. SGP Bottom 25%	Math	53	75	12.5	56	75	12.5	32	25	12.5
	Reading	55	75	12.5	67	100	12.5	50.5	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	61 / 65.8	50	7.5	61 / 65	50	7.5	46.3 / 64.4	25	7.5
	Reading	80 / 76.9	75	7.5	81.2 / 77.7	75	7.5	76.5 / 78.3	50	7.5
2b. Composite School Comparison	Math	-2.4	50	7.5	0.9	75	7.5	-9.2	50	7.5
	Reading	4.8	75	7.5	7.5	75	7.5	5.5	75	7.5
2c. Subgroup ELL	Math	40 / 42.3	50	2.5	35.2 / 40.8	50	2.5	19.1 / 38.4	50	2.5
	Reading	62 / 51	75	2.5	58.3 / 50.3	75	2.5	48.7 / 50.4	50	2.5
2c. Subgroup FRL	Math	60 / 56.4	75	2.5	61.8 / 55.9	75	2.5	45 / 54.4	50	2.5
	Reading	81 / 69.1	75	2.5	80.3 / 70.2	75	2.5	75.5 / 70.4	75	2.5
2c. Subgroup SPED	Math	15 / 30.4	50	2.5	13.8 / 27	50	2.5	13.9 / 31.1	50	2.5
	Reading	26 / 38.6	50	2.5	34.5 / 38.3	50	2.5	22.2 / 39	50	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	C	50	5
Overall Rating		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		63.13			74.38			47.5		
		100			100			100		



Example of Traditional K-12

		2012 Traditional K-12 School (7 to 12)			2013 Traditional K-12 School (7 to 12)			2014 Traditional K-12 School (7 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	36	50	10	32	25	10	44	50	10
	Reading	50	75	10	37	50	10	41	50	10
1b. SGP Bottom 25%	Math	47	50	10	46	50	10	46	50	10
	Reading	52	75	10	43	50	10	44.5	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	65 / 59.1	75	7.5	61.9 / 60.4	75	7.5	65.7 / 60.4	75	7.5
	Reading	87 / 78.5	75	7.5	84.7 / 80.1	75	7.5	85.4 / 79.7	75	7.5
2b. Composite School Comparison	Math	2.5	75	5	-2.8	50	5	1.2	75	5
	Reading	5.6	75	5	1	75	5	1.9	75	5
2c. Subgroup ELL	Math	68 / 45.5	75	2.5	63.6 / 48.9	75	2.5	41.9 / 39.2	75	2.5
	Reading	86 / 64	75	2.5	84.8 / 69.7	75	2.5	61.5 / 58.2	75	2.5
2c. Subgroup FRL	Math	64 / 49	75	2.5	51.7 / 50.1	75	2.5	57.3 / 50.1	75	2.5
	Reading	86 / 71.5	75	2.5	79.9 / 72.1	75	2.5	78.6 / 73.1	75	2.5
2c. Subgroup SPED	Math	21 / 15.6	75	2.5	6.5 / 15.3	50	2.5	17.1 / 15.2	75	2.5
	Reading	62 / 36.1	75	2.5	40 / 34.9	75	2.5	46.9 / 40.5	75	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	B	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		98	100	15	98	100	15	96	100	15
Overall Rating		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		73.75			64.38			68.75		
		100			100			100		



Small Schools

- Fewer than 30 test records from FAY students in either math or reading
- ADE definition is based on fewer than 30 test records from FAY students as a combined total for math and reading
- Pooled data of FAY students from each of the past 3 years
- Same measures and weights as a traditional school



Example Performing Small - Traditional K-8 School

		2012 Small Elementary School (K-8)			2013 Traditional Elementary School (K to 7)			2014 Traditional Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	57.5	75	12.5	74	100	12.5	66	100	12.5
	Reading	52	75	12.5	64	75	12.5	64	75	12.5
1b. SGP Bottom 25%	Math	56.5	75	12.5	77	100	12.5	64	75	12.5
	Reading	52	75	12.5	63.5	75	12.5	60	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	95 / 47.3	100	7.5	98.3 / 65	100	7.5	98.4 / 63.3	100	7.5
	Reading	95 / 67.9	100	7.5	98.3 / 78.4	100	7.5	100 / 78.7	100	7.5
2b. Composite School Comparison	Math	44	100	7.5	23.1	100	7.5	22.8	100	7.5
	Reading	23.4	100	7.5	10.7	75	7.5	10.9	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	96 / 39.7	100	3.75	92.3 / 55.2	100	7.5	93.8 / 55.3	100	7.5
	Reading	96 / 61.8	75	3.75	100 / 72	100	7.5	100 / 71.5	100	7.5
2c. Subgroup SPED	Math	100 / 21.9	100	3.75	NR	0	0	NR	0	0
	Reading	86 / 32.9	75	3.75	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	A	100	5	A	100	5
Overall Rating		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		85.63			91.88			88.75		
		100			100			100		



Alternative Schools

Indicator	Measure	Metric
Student Growth	1.a	Adequate growth: Student growth percentiles (SGP)
	1.b	Adequate growth lowest 25%: SGP
		Improvement (Alternative Schools)
Student Achievement	2.a	School-wide student proficiency
	2.b	Comparative proficiency: statewide composite
	2.c	Comparative proficiency: individual subgroups
State Accountability	3	State grading system
Post-Secondary Readiness	4.a	Graduation rate
	4.b	Academic Persistence (Alternative Schools)



Example of Alternative K-12 school

		2012 Alternative K-12 School (K-12)			2013 Alternative K-12 School (K to 12)			2014 Alternative K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32	50	7.5	33	50	7.5	31.5	50	7.5
	Reading	34	50	7.5	39	50	7.5	44	75	7.5
1b. SGP Bottom 25%	Math	33	25	6.25	33	25	6.25	38	50	6.25
	Reading	41	50	6.25	39.5	50	6.25	47	50	6.25
1b. Improvement	Math	36.5	75	6.25	26	50	6.25	43.1	100	6.25
	Reading	46	75	6.25	50.5	75	6.25	45	75	6.25
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	27 / 24.3	75	7.5	28 / 24.6	75	7.5	24.3 / 25.2	50	7.5
	Reading	48 / 46.8	75	7.5	47.7 / 48.7	50	7.5	54.8 / 53.3	75	7.5
2b. Subgroup ELL	Math	23 / 17.1	75	1.67	24.6 / 16.8	75	1.67	24.1 / 18.3	75	1.67
	Reading	35 / 32.3	75	1.67	35.4 / 31.5	75	1.67	50.9 / 38.2	75	1.67
2b. Subgroup FRL	Math	26 / 23.7	75	1.67	29 / 24.4	75	1.67	26.1 / 26	75	1.67
	Reading	48 / 47.4	75	1.67	48.4 / 49.2	50	1.67	56.3 / 53	75	1.67
2b. Subgroup SPED	Math	6 / 8	50	1.67	3.6 / 9	50	1.67	7.8 / 9.3	50	1.67
	Reading	22 / 21	75	1.67	13 / 24	50	1.67	11.1 / 23	50	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	C-ALT	50	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		98	100	15	95	100	15	95	100	15
Overall Rating		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		68.66			64.38			71.35		
		100			100			100		



Improvement

- Non-proficient students showing an increase on state assessments in reading and math.
- Cannot be calculated for FY15 due to change in state assessment
- AzMERIT is course based rather than content area based



Academic Persistence

- The percentage of students who remained enrolled in school from the previous year
- Students must enroll in either the same school or a different school by October 1



State Accountability Transition

FY 2015 Dashboards

- Data required to run the FY 2015 dashboards is not available until January 2016
- ADE's Accountability Department projects that FY 2015 dashboards could be delivered to ASBCS by **April 2016**.
- The Accountability Department projects FY 2016 dashboards to be available in **July 2016**.

Estimated Data Availability Schedule

The data reporting schedule below refers to the availability of this information statewide. While there is NO embargo on any of the data below so schools may report their own rates, ADE will report this information with Accountability business rules applied. **Updated May 2015.*

August 2015	Graduation 4, 5, 6, and 7 year Rate (s)
August 2015	Persistence Rate
August 2015	Dropout rate
*September 2015	Reclassification on AZELLA rate
August 2015	AZELLA Test Participation Rate
August 2015	AIMS & AIMS A Science Proficiency
November 2015	College and/or Career Readiness Index Information
November 2015	ELA/Math/Science Test Participation Rate
November 2015	AzMERIT (All Subjects) Pass or CCR rate
January 2016	Student Growth Percentiles
January 2016	NCSC pass rate
February 2016	Reward, Focus, Priority PILOT Determinations

Arizona's Accountability Transition Plan

Arizona's Accountability Transition Years: Reward, Focus, & Priority								
School Year	August	October-November	December	January	February	March	June	July
2014-2015	Year 1 of new Assessment aligned to Arizona standards							
					Suspend A-F for FY15 and FY16 based on SB1289; Develop criteria for Reward, Focus, & Priority	SBE adopts new Priority criteria to identify "below average" schools for FY15 and FY16 as required by SB1289	Request ESEA Waiver with updated criteria, current priority & focus schools;	Begin reporting available 2014-2015 data ASAP
2015-2016	Development of Arizona's new state accountability system							
		2014-2015 student achievement data available, reported	Submit revised accountability legislation	Submit AMOs	Use new criteria to EXIT Cohort 1 Focus & Priority schools based on 14-15 data.		Use new criteria to identify qualifying Reward, Focus, & Priority schools using FY14 (Priority), FY15, and FY16 data.	<u>PILOT</u> new state accountability system based on 2015-2016 data (informational purposes)
2016-2017	First year of Implementation of Arizona's Revised State Accountability System							
	Begin Year 1 of implementation for newly identified Focus & Priority schools						Use new criteria to identify and/or exit qualifying Reward, Focus, & Priority schools using FY14 (Priority A-F points) thru FY17 data.	Issue 2017 Accountability determinations based on 2016-2017 data; Request to realign ESEA criteria with new state system.

Impact to the Framework

- Delayed data availability and timing of the FY 2015 dashboards
- State Accountability profiles currently make up 5% of the Framework
- Improvement scores for alternative schools will not be available with AzMERIT



Academic Intervention Schedule

Charter Accountability

Implementation of Intervention Schedule

- Annual Monitoring
- 2nd Year Review
- 5-Year Interval Reviews

Required Information

- Performance Management Plan
- Demonstration of Sufficient Progress



Purpose

- An evaluation is conducted annually to confirm that the charter holder meets the performance expectations as set forth in the Board's Academic Performance Framework.
- 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.



History of Academic Interventions

Performance Management Plans (2010)

- Renewals
- Interval Reviews

Academic Performance Framework and Guidance (2012)

- October 9, 2012
- September 9, 2013
- January 13, 2014
- October 14, 2014

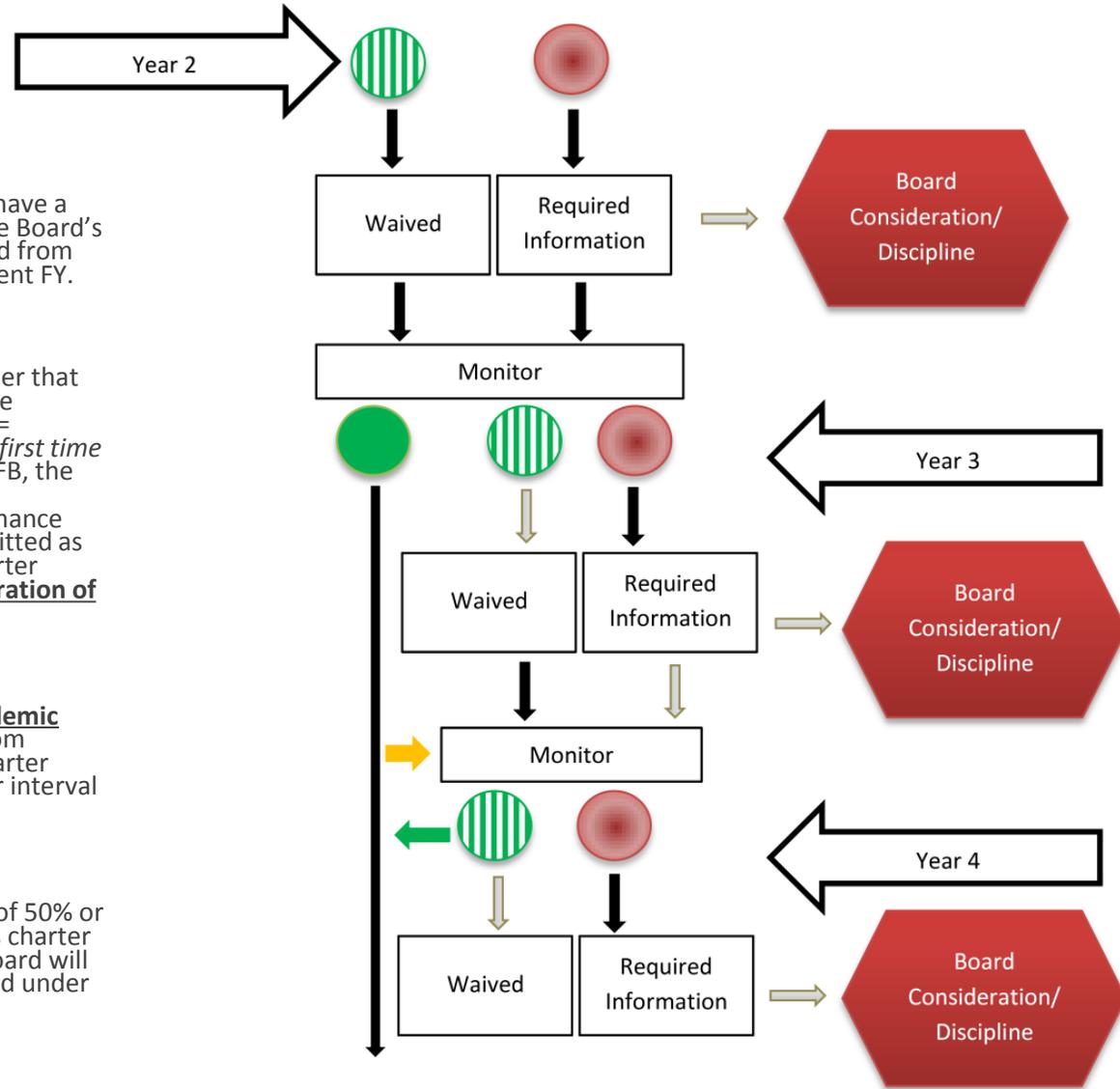
Demonstration of Sufficient Progress (2013)

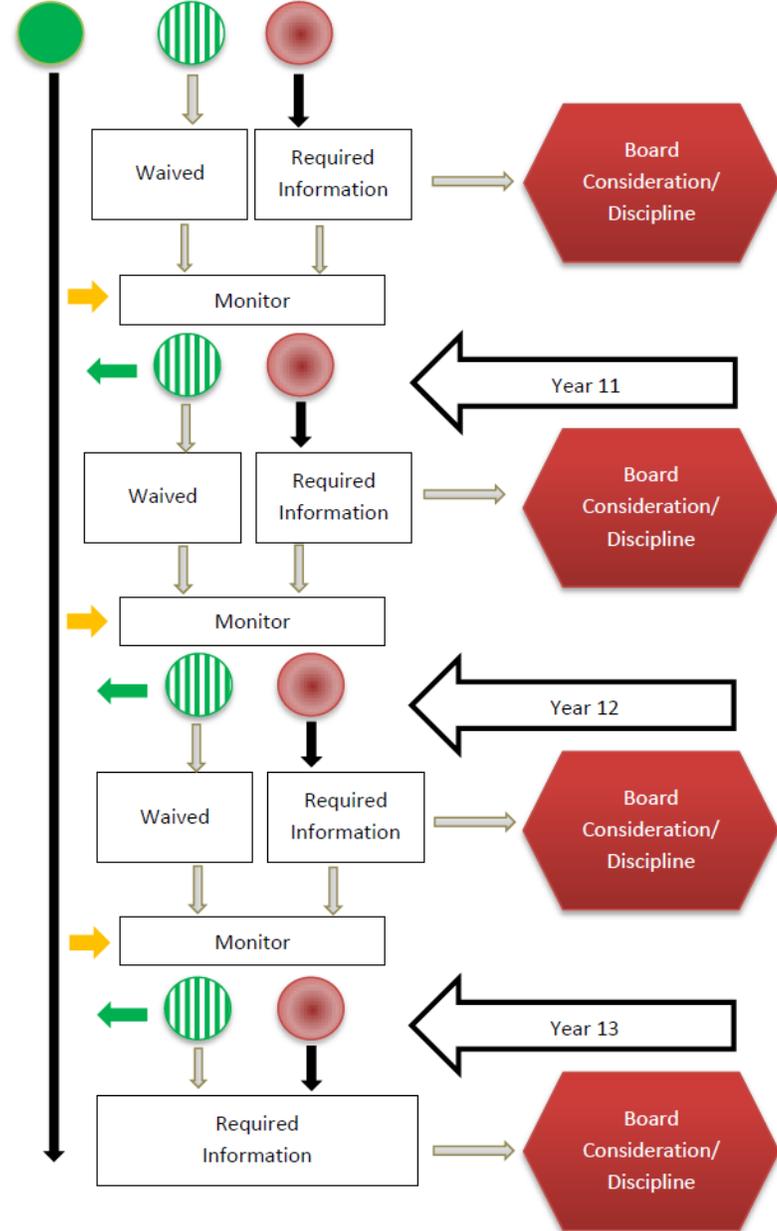
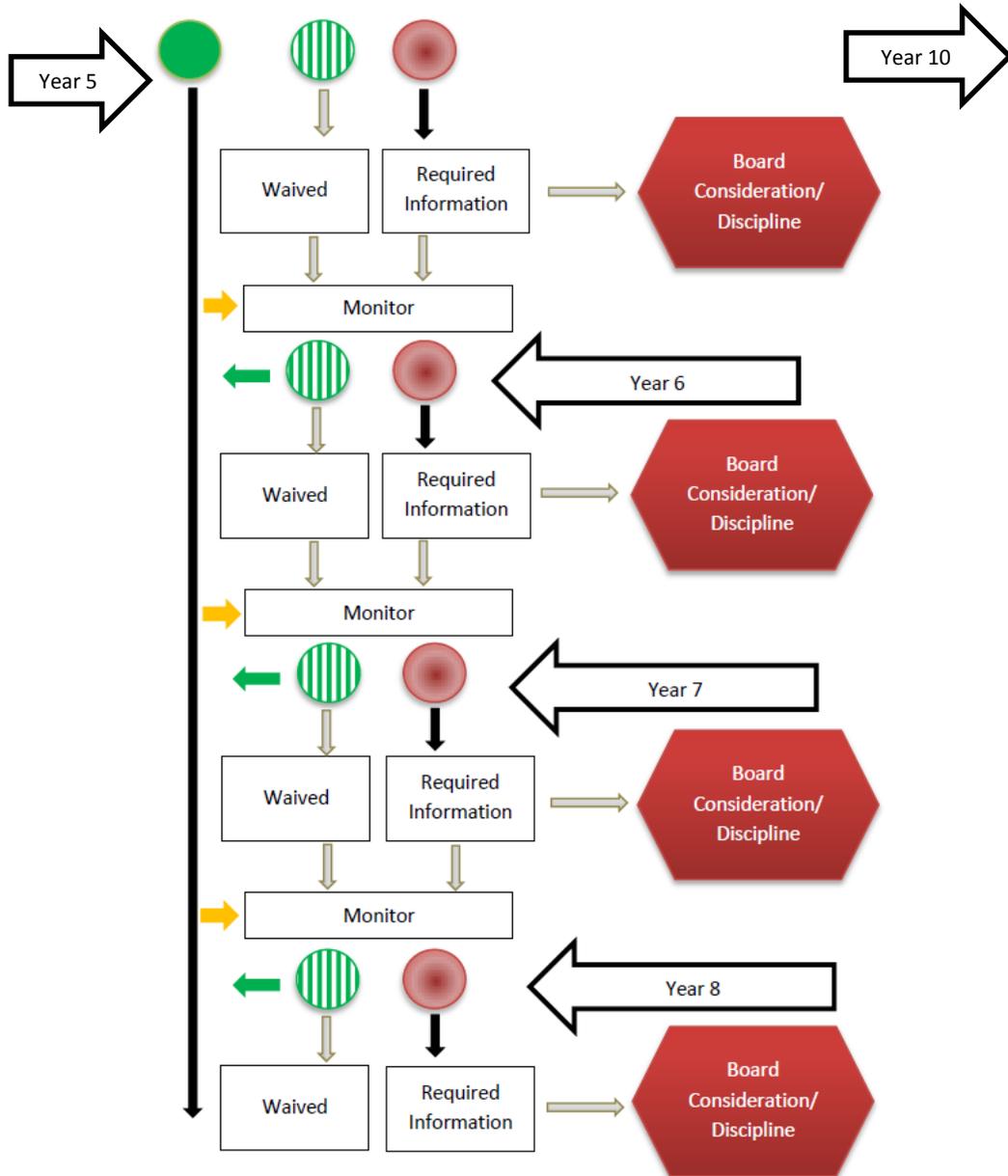
- Annual Reports for FY2012 – FY2013

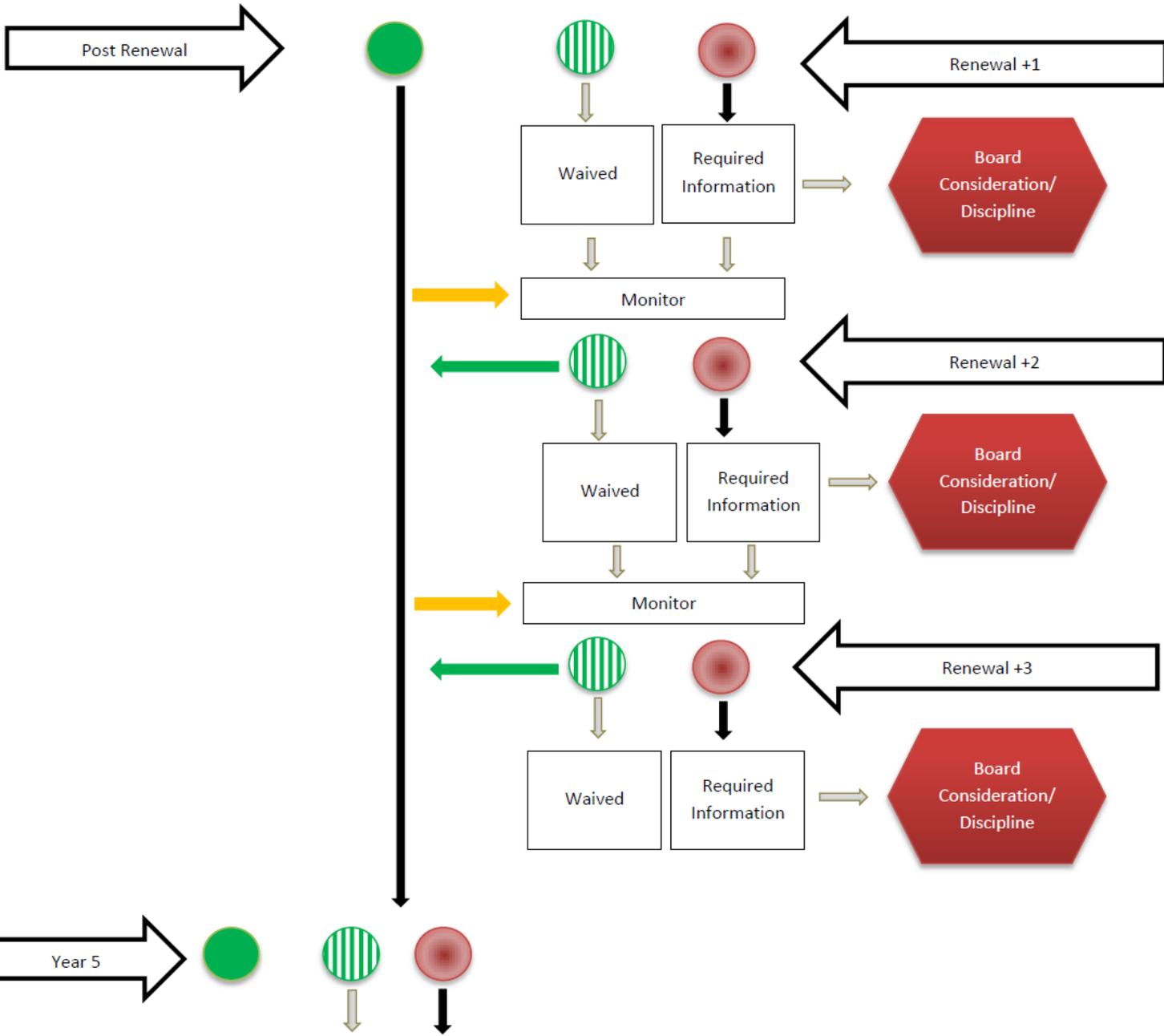


Intervention Schedule

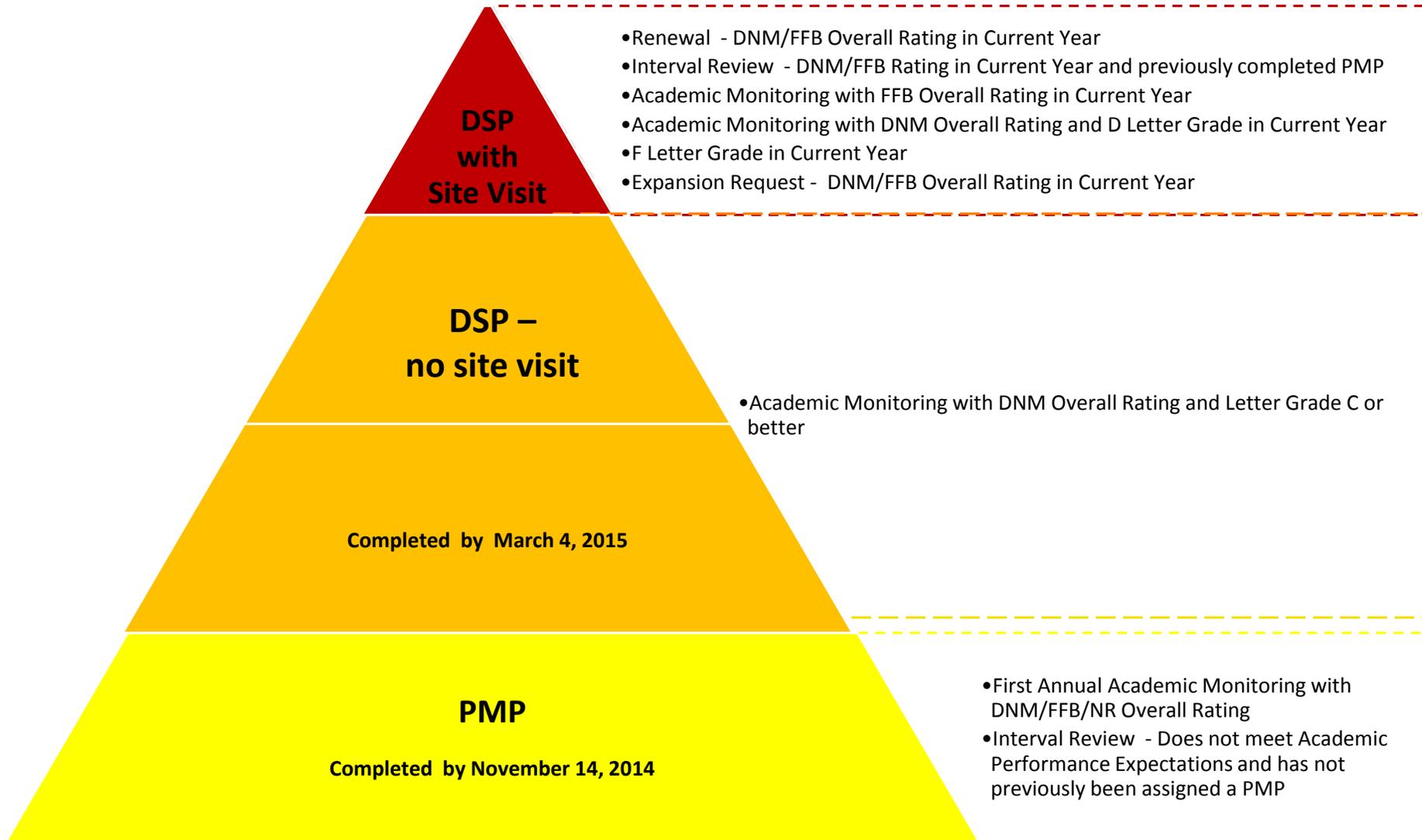
-  If all schools operated by the charter holder have a current overall rating of meets or exceeds the Board's standard for academic performance = Waived from submitting any required information for current FY.
-  For each school operated by the charter holder that has a current overall rating of DNM or FFB the Board's standard for academic performance = Required to submit PMP or DSP. If this is the *first time* the school has received a rating of DNM or FFB, the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**.
-  A charter holder that meets the Board's **academic performance expectations** will be waived from submitting any required information. The charter holder will be reviewed again at the five-year interval review.
-  However, if the charter holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter.



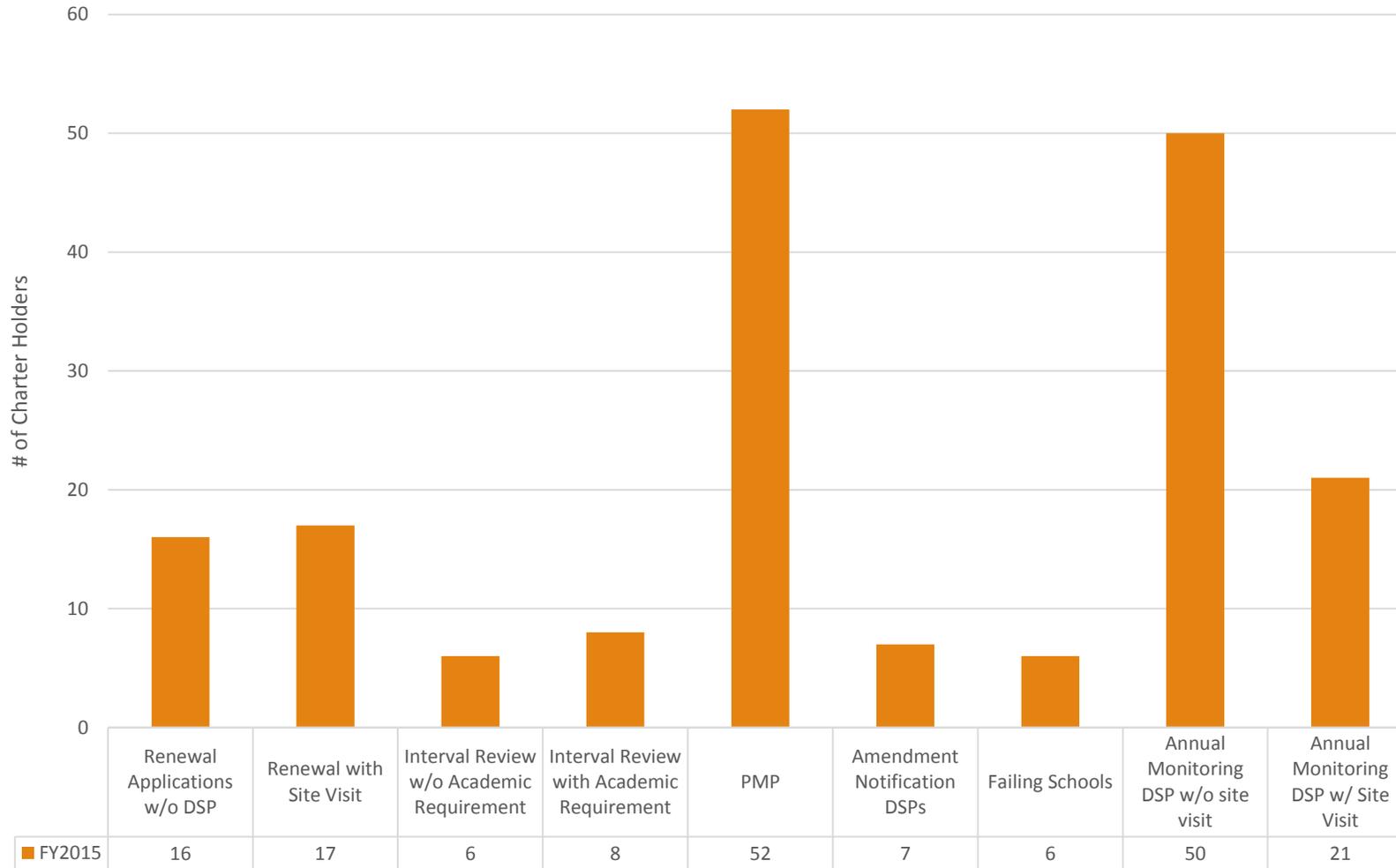




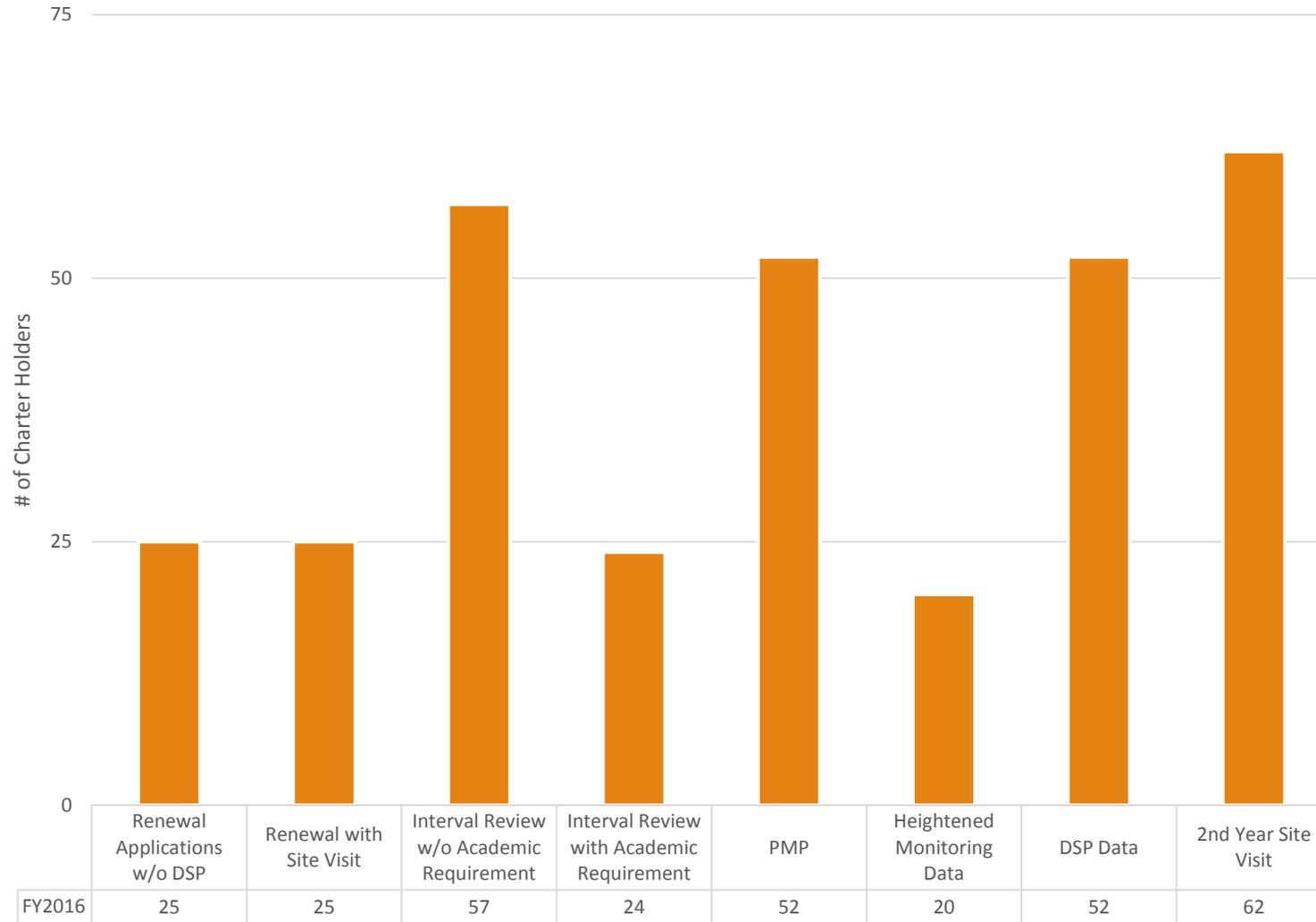
Annual Monitoring Tiered Interventions– FY15



FY2015 Academic Interventions



FY2016 Academic Interventions



Recommendation

Differentiate use of the intervention schedule based on prior year required information

FY 15	FY 16
No Prior Required Information	Assign PMP
Assigned PMP	Revise PMP in early August Assign DSP data in January
No Prior Required Information	2 nd year review Assign DSP data for YR 1 (beginning to end) in early August Assign DSP data for YR 2 (comparative) in January Data determines if a PMP is required
Assigned DSP - comprehensive	Assign DSP data and documentary evidence based on final evaluation of prior year DSP in early October
Assigned DSP – limited systems (PMP)	Revise PMP in early August Assign DSP data in January
Assigned DSP – ad hoc (PMP and target goals)	Heightened monitoring (revise PMP and quarterly monitoring)
Assigned DSP with no site visit	Assign DSP data or DSP data with desk audit in early October



Performance Management Plan

PMP

- **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.



PMP

Through creation of comprehensive, detailed, implementable plan in:

- Curriculum
- Assessment
- Monitoring Instruction
- Professional Development
- Data

Focus school on meeting Board's academic performance expectations

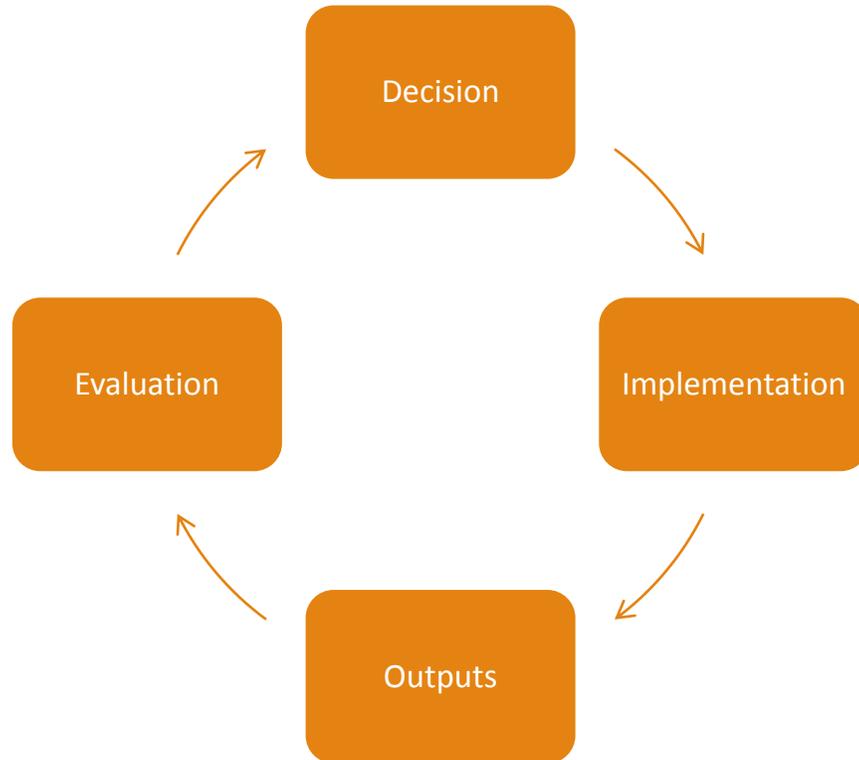


Preparing a PMP

- Each area requires detailed action steps
- For each action step, components include:
 - Essential Details
 - Responsible Party(ies)
 - Intervals
 - Evidence of Meeting Action Step



What's a System?



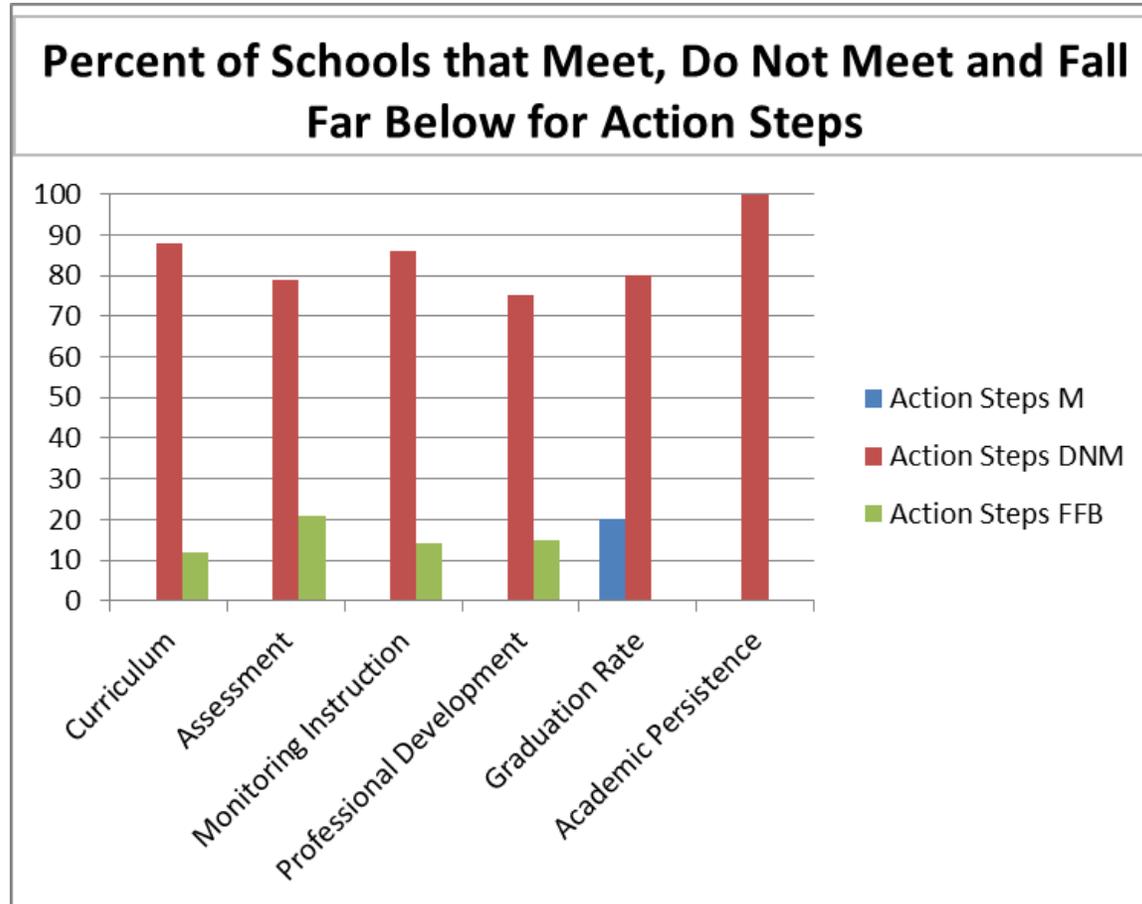
These “systems” are the implementation of continuous improvement *plans*. Plans are intentional by definition and result in measurable outputs.

The Board expects that each of the “parts” of these systems are intentionally executed.

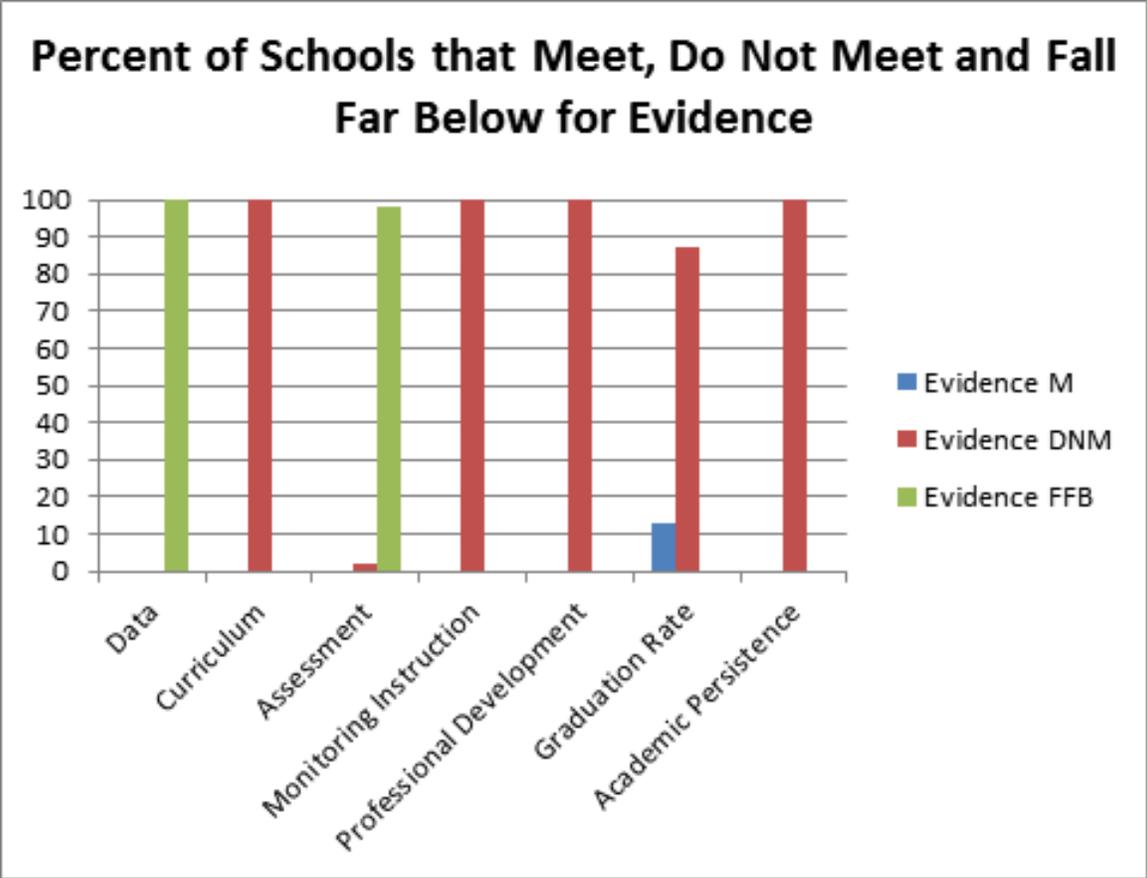
System :

- a set of connected things or parts forming a complex whole, in particular.
- a set of things working together as parts of a mechanism or an interconnecting network.
- a set of principles or procedures according to which something is done; an organized scheme or method.

PMP Evaluations FY 15



PMP Evaluations FY 15



PMP Process and Planned Improvements

	Current	Planned Improvements	Expected Benefits
Preparation	Charter Holder completes Reflection and Template	Clarify guiding questions based on criteria, include key terms, and make Reflection optional Provide workshop	More efficient use of Charter Holder time
Initial Evaluation	Criteria and evaluation rating based, each evaluation includes technical guidance	Conduct an administrative completeness review For an initial evaluation that DNM or FFB, provide opportunity for revisions with specific timeframe	Allows Charter Holder opportunity to improve PMP and Board staff to evaluate a complete document
Final Evaluation	Criteria and evaluation rating based	No change	Provides a higher quality PMP for Charter Holder based on staff feedback which may result in quality DSP



Recommendations

Revisions to the PMP

- Clarify guiding questions
- Modify instructions
- Provide key terms
- Allow for a revised PMP based on feedback
- Provide workshop



Demonstration of Sufficient Progress

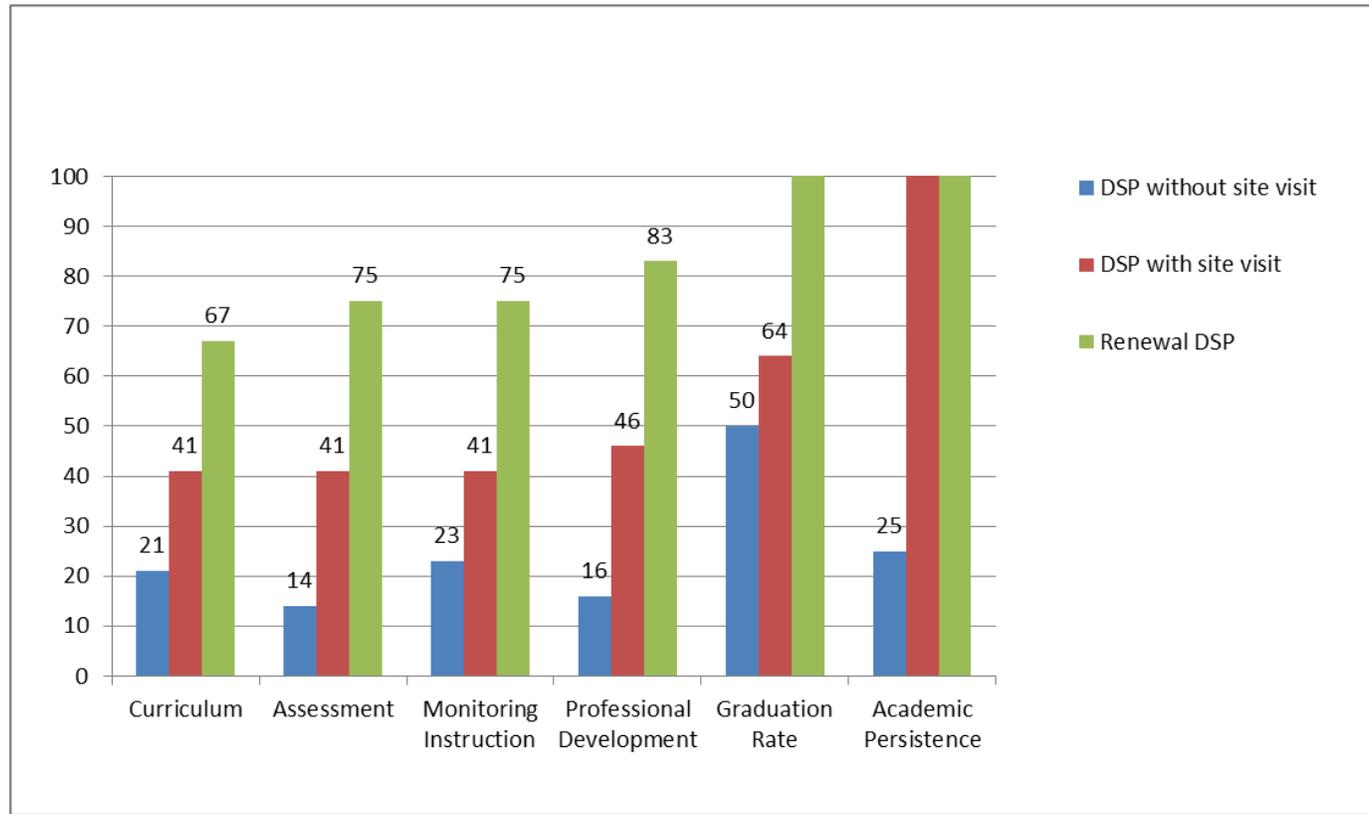
DSPs

- **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



DSP Evaluations FY15

Percent of Schools that Meet per Area



DSP Process and Planned Improvements

	Recent	Planned Improvements	Expected Benefits
Preparation	Charter Holder narrative based on guiding questions	Clarify guiding questions based on criteria and include key terms Align with PMP revisions Provide workshop	More efficient use of Charter Holder time
Initial Evaluation	Criteria and evaluation rating based, include technical guidance	Conduct an administrative completeness review	Technical guidance can be used to prepare for final evaluation Board staff will evaluate a complete document
Site Visit	Staff guided with guiding questions based on criteria Within limits, Charter Holder is able to structure time to ensure most efficient use of time and opportunity to manage visit In FY 15, # schools and expansions received a site visit	Conduct site visits or desk audits to provide Charter Holder opportunity to provide evidence implementation Differentiate required information based on prior year academic required information	More efficient use of Charter Holder time and Board staff time
Final Evaluation	Detailed analysis of the evidence provided by the Charter Holder	No change	Supports the legal processes when the board takes action



Recommendations

- Revise the DSP Report template to align with PMP revisions
- Modify instructions
- Consider review of evidence implementation for all DSPs assigned
- Provide workshop



Any Questions?

