AGENDA ITEM: Adding Grade Levels to Charter Amendment Request – Kaizen Educational Foundation dba Havasu Preparatory Academy

Issue

On April 12, Kaizen Education Foundation dba Havasu Preparatory Academy (KHPA), requested to add grade 9 to the charter currently authorized for grades K-8. As the charter holder did not meet the Board's academic performance expectations for 2012, they were required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided

Rationale for the expansion request

The narrative states that parents currently attending Havasu Preparatory Academy Public Charter Elementary School (HPA) have asked the school to add 9th grade.

Support for methods of instruction and mission of the charter

The narrative describes (presented in the charter holder's amendment portfolio: b: Amendment request materials). the HPA philosophy of developing rigor, relevance, and relationships, supported by The Leona Group's commitment to maintaining high standards of instruction that encourage mastery of content, critical-thinking and the real-world application of knowledge. The narrative states that methods of instruction, with direct and small group instruction, discovery learning with an emphasis on critical thinking, and frequent assessment to guide remediation and reinforce skills, support adding high school grades. The narrative supports the addition of a high school program to the current K-8 charter.

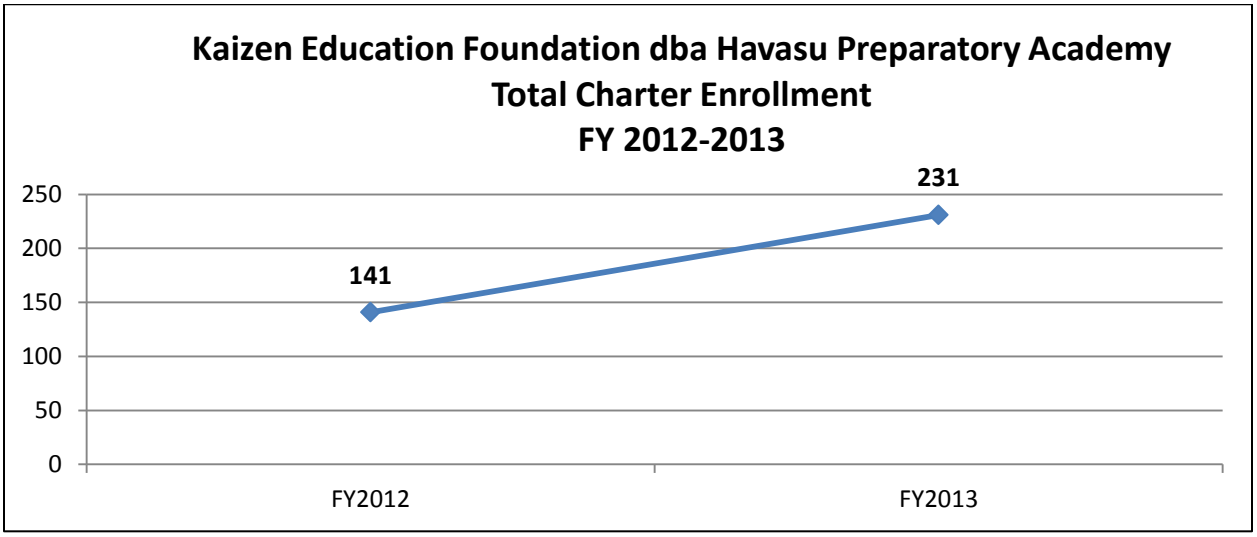
Supporting Information

The narrative states that the current teachers of middle school subject areas are highly qualified for high school as well, and are planning to continue employment next year. The narrative also describes plans for hiring any new teachers needed.

Background

KHPA was granted a charter in January 2009. It operates one school: Havasu Preparatory Academy Public Charter Elementary School (serving grades K-8 in Lake Havasu City since August 2011).

HPA operates on a 180 day calendar. The graph below shows 100th day average daily membership (ADM) for fiscal years 2012-2013.



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 HPA for the FY2012 school year, as based on the Board's academic framework, is represented in the dashboard below:

Academic Performance Rating FY 2012

Charter Holder: Kaizen Education Foundation dba Havasu Preparatory Academy Entity ID 90535

Charter School: Havasu Preparatory Academy Public Charter Entity ID 91157, Grades K-8

1. Growth

Traditional Elementary		1a. SGP		1b. SGP Bottom 25%	
School	**School Year**	**Math**	**Read**	**Math**	**Read**
Havasu Preparatory Academy	2011-2012	30	39	NR	NR
Points Assigned		25	50	0	0
Weight		25	25	0	0

2. Proficiency

Traditional Elementary		2a. Percent Passing		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	**School Year**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**
Havasu Preparatory Academy	2011-2012	49/64	82/78	-14.7	3.7	NR	NR	50/55	82/69	NR	NR
Points Assigned		50	75	50	75	0	0	50	75	0	0
Weight		7.5	7.5	7.5	7.5	0	0	7.5	7.5	0	0

3. State Accountability & Overall Rating

Traditional Elementary		3a. State Accountability	Overall Rating
School	**School Year**	**Grade**	
Havasu Preparatory Academy	2011-2012	50	49.375
Points Assigned		50	
Weight		5	100

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

For additional information, see *Academic Performance Framework and Guidance*, available on the ASBCS webpage http://asbcs.az.gov

6/26/2013

The academic performance of HPA 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 amendment portfolio: c. Demonstration of Sufficient Progress). The DSP was evaluated using the criteria provided in Appendix D of the Board's *Academic Performance Framework and Guidance* document (presented in the charter holder's amendment portfolio: d. DSP Evaluation Instrument).

The initial DSP submitted by the charter holder for HPA provided a narrative describing systems for implementation of curriculum, assessment, and professional development that contribute to increased student growth and proficiency in Math and Reading, but lacked detail regarding systems for monitoring the integration of the AZ Academic Standards into instruction, curriculum for students with growth percentiles in the lowest 25%, student proficiency in Math and Reading for ELL students, and student proficiency in Math for FRL students and students with disabilities. Data was not provided to support sufficient progress for students in these subgroups, resulting in a determination of Not Acceptable for each.

On June 6, staff conducted a site visit and met with Mary Berg (Vice President of Academic Support), Julia Angel (HPA School Leader) and Amy Hannon (HPA Assistant School Leader/Reading Specialist/Curriculum Coach) to confirm the information presented in the DSP and collect additional information and documentation to be considered in the final evaluation (presented in the charter holder's amendment portfolio: d. DSP Evaluation Instrument).

Ms. Angel started by describing the population at HPA, and how they went from mixed-grade classrooms to single grade classrooms by December 2011. She described the curriculum in use, including Envision Math, and the Literature Circle model for ELA. She presented examples of in-classroom assessments and follow-up. She also described the AVID college readiness study skills program for grades 4-8. Ms. Hannon described the RTI intervention system for students in the bottom 25%, ELL, and students with disabilities, and the use of Galileo and DIBELS. Intervention programs included Phonics First, Read Naturally, Read 180 Stage A. All Tier 2 and 3 students have access to free after-school math tutoring using Buckle Down. Ms. Angel described the population of students with disabilities, presented a sample SPED file showing meetings and monitoring, and described how she monitors differentiation in classroom observations daily. She discussed using Rosetta Stone for the 6 ELL students, and provided tracking records.

Ms. Angel presented and analyzed Galileo benchmark data and presented preliminary AIMS data. Ms. Berg identified the Student Growth Percentiles in the data. Ms. Hannon presented data from the DIBELS benchmarks for all students, and biweekly monitoring for students in Tiers 2 and 3. Ms. Angel described the quarterly data meetings held at the EMO central office, with best practice collaboration with other Leona sites.

Ms. Angel provided examples of formal teacher evaluations and informal teacher observations with feedback, as well as teacher self-evaluations and growth plans. She stated she reviews lesson plans weekly, and provided examples. She described how school leaders monitored teachers when benchmarks identified issues.

Ms. Angel described how mentoring and professional development were driven by data analysis. She described teacher training in Phonics First, Read Naturally, and Daily 5, and presented training logs. She described how teachers that demonstrate strengths provide professional development and peer coaching. The visit concluded with a description of the conferences held with every parent each fall.

The charter holder provided additional evidence and documentation for HPA (presented in the charter holder's amendment portfolio: e. DSP Evidence) regarding all areas not sufficiently addressed in the submitted DSP including a plan for monitoring the integration of the AZ Academic Standards into instruction, including for students with growth percentiles in the bottom 25%, and curriculum and systems for addressing the needs of ELL students, FRL students, and students with disabilities. The charter holder provided assessment data demonstrating increases in the percent of students demonstrating mastery.

Following the site visit, staff determined, through an evaluation of the information and documentation collected at the site visit, that the charter holder demonstrated sufficient progress toward meeting the Board's academic performance expectations. The final evaluation of the DSP resulted in a determination of Acceptable in all areas.

Board Options

1. Approve the amendment request for Kaizen Education Foundation dba Havasu Preparatory Academy. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, that the Board approve the request to add 9th grade to the charter held by Kaizen Education Foundation dba Havasu Preparatory Academy.
2. Deny the amendment request for Kaizen Education Foundation dba Havasu Preparatory Academy. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, that the Board deny the requests to add 9th grade to the charter held by Kaizen Education Foundation dba Havasu Preparatory Academy, for the following reasons: (Board member must specify reasons the Board found during its consideration.)