

## The Bryan Allen Stevenson School of Excellence

### Section 4 - Performance Management

#### 1.4 Performance Management

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14 Del. C. §§ 512(4)-(7)

The DDOE will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial, and organizational performance standards, known as the Charter Performance Framework, which will be incorporated into the Performance Agreement. (**Note!** The Performance Agreement is enforceable as part of the school's Charter Contract.)

- The academic performance standards will be in accordance with 14 *Del. C.* § 512(4) and will consider status, growth, and comparative performance based on federal, state, and school-specific measures.
  - The financial performance standards will be based on standard accounting and industry standards for sound financial operation.
  - The organizational performance standards will be based primarily on compliance with legal obligations, including the fulfillment of the Board's fiduciary obligations related to sound governance.
  - The Charter Performance Framework may be found [here](#):
  - Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).
1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

The instructional staff and school leadership team will consistently and continuously monitor individual students' academic progress, student cohorts, and the school as a whole throughout the school year. Academic progress will be measured during the year through End of Unit Assessments, Growth to Goal Data Sets, and their progress to College and Career Ready.

- *End of Unit Assessments* - At the end of each academic unit, students will complete a summative assessment that allows them to demonstrate what skills they successfully mastered within that unit of study. These assessments will be common across grade levels so that we can compare students in different cohort groups.
- *Growth to Goal Data Sets* - at the beginning of each school year, students will complete a teacher-developed performance assessment that will assess students' current levels, including their reading comprehension level, math skills, and writing ability. Individual academic goals will be extrapolated from this performance assessment. Progress towards these goals will be measured based on student performance on similar performance assessments administered throughout the school year. A report on the individual students' progress towards their end of the school year goals will be sent

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home with their report cards. In grades 6 through 10, these assessments will be quarterly, and beginning in grade 11, it will be biannually (mid-winter and late spring). All performance assessments will be common so that students can be compared across cohort groups.

- *College and Career Readiness Data Sets* - In lieu of Growth to Goal data, in grade 12, students will be held accountable for meeting at least one of the measures listed in the [Delaware School Success Framework](#) (page 20) prior to graduating. Additionally, students' successful completion of their academic-service project and the subsequent paper will be included in this measure. Students' progress to completing these three measures will be tracked closely throughout their senior year, with their College and Career Measure tracked by their College and Career Counselor and their Academic Advisory Teacher throughout their entire academic career at BASSE.
  - The Framework Reference Guide lists several different options that students can meet to demonstrate their college or career readiness. In our understanding of the Delaware School Success Framework Reference Guide, schools should report out students' progress in all metrics of college and career readiness.
  - The Delaware Accountability—Technical Operation Manual for 2019-2020 states, "CCP is the percent of students who have demonstrated readiness for postsecondary education and a career after high school through success in one or more of the identified CCP indicators." Students have many options to demonstrate their preparedness for College and Career, and it would be a disservice to our future students to select a single metric to measure our diverse student population.
  - BASSE plans to report out on all required metrics, in accordance to the guidance outlined above.
- *Standardized Tests* - All students will take the Smarter Balance Assessment in grades 6, 7, and 8 and the SATs in their 11th-grade year. To prepare students for taking these assessment, students in grades 6-8 will receive support in becoming familiar with the structure of the Smarter Balance assessment through strategically planned practice assessments, and in 9th and 10th grade will take the appropriate PSATs. Additionally, certain International Baccalaureate exams will be available for students to take. Students' scores on these assessments will be included in the school's achievement data.

Each year, throughout the school year and at a retreat during the summer, the Board and School Leadership team will analyze the academic data collected and make recommendations for improving the data and closing gaps in academic achievement. They will also track how this data aligns with the student performance goals outlined in this document.

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2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The school will collect and analyze student achievement data to refine and improve instruction by providing training in Professional Learning Communities (PLC) to increase educator effectiveness and results for all students by prioritizing, monitoring, and coordinating resources for educator learning. Teachers will reflect on the goals created and implement specific Look Fors in lessons/classrooms. Participants will have opportunities to reflect on and share the positive points of their implementations and areas where the team needs to grow. There will be timed writing using flexible grouping in which participants will review multiple strategies for grouping students while the students are working through the writing process. There will be dedicated time in the schedule for teachers to collaborate across disciplines and grade-levels to evaluate the data and plan in ways that will best support student achievement. BASSE will use research-based models, such as Data Wise, to support the PLCs' structure and success.

The school leadership team, primarily the Dean of Academic Excellence, will collect and analyze the entire building's assessment data. The Dean of Academic Excellence's process will be replicated by grade-level, content-level, and individual student-level teams. Every instructional staff member in the building impacts assessment data, so each academic team member must be involved in the analysis process.

3. Describe the corrective actions the school will take, pursuant to 14 *Del. C.* § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

All students will be involved in the Multi-Tiered System of Support (MTSS). If a student receiving Tier 1 instruction alone fails to meet the academic standards, they will be moved forward in the MTSS process. In this process, instruction is differentiated based on student performance and assessment results, and any interventions implemented are research-based and offered in small-group or individualized settings for six weeks, depending on the student's support tier. The student's academic support team will initiate this process if a student's individual academic progress is insufficient.

If a pattern reveals itself from students' data in the same class, grade-level, or building-wide, the problem then lies in the instruction itself. Similar to the MTSS process implemented for students, interventions such as coaching and professional development will be provided to the appropriate educators in small-groups or as individuals. Issues with instruction at the classroom- or grade-level will be addressed with the teacher(s) delivering classroom content. The Dean of Academic Excellence will increase the teachers' support and analyze data with them. Additionally, our partnerships with Jounce Partners and Relay Graduate School of

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Education will give the Dean of Academic Excellence additional resources to support these teachers.

If the data reveals that the instructional issues are building-wide, the initial steps of corrective action are the same: the entire instructional staff will receive a ramp-up of coaching and instructional support. To further determine the root causes of the issue, school staff will review the instructional materials, school culture, classroom environments, and survey students and families. If deemed necessary, the Dean of Academic Excellence will reach out to the International Baccalaureate Organization to support curriculum implementation. The instructional issues could also be caused by other issues, such as staff members' lack of cultural competency. If it is determined that another problem, beyond content instruction, is the primary reason instruction is failing, the appropriate professional development will be delivered. At all levels of intervention for staff, progress monitoring is tantamount to ensure progress is being made to improve student achievement.

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

BASSE will utilize the Delaware System of Student Assessments portal applications, such as the Test Information Distribution Engine (TIDE) to manage the testing process, the Assessment Viewing Application (AVA), and other portal applications to support our academic decision making. We will also utilize the training and certifications application to provide the proper training to the relevant staff members.

BASSE will also use PerformancePLUS, eSchoolPLUS, and Data Service Center to track student achievement data, manage financial systems, and other organizational necessities. BASSE will provide continuous professional development on the data management systems to our faculty and staff.

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

The BASSE School Leadership Team and Board of Directors will oversee and monitor compliance with the requirements outlined and measured by the Organizational Framework as defined in the table below.

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Indicator & Measures	School Leadership Team & Board Committee Responsible	Frequency of Reports
<p><b>Education Program</b></p> <p>a. Mission Fidelity</p> <p>b. Applicable State and Federal Requirements</p> <p>c. Students with Disabilities (SWDs)</p> <p>d. English Learners (ELs)</p>	<p><b>Dean of Academic Excellence is responsible for all sections and will receive additional support from:</b></p> <p>a. Education Committee which will include at least one Board Member, one Teacher Representative, one Parent &amp; Family Representative, and one Student Representative</p> <p>b. Education Committee as well as staff members responsible for services for Students with Disability, Test Coordination, and the Development Committee.</p> <p>c. Staff members responsible for providing services to Students with Disabilities</p> <p>d. Staff members responsible for services to English Learners</p>	<p>a. Bi-Annually</p> <p>b. Quarterly</p> <p>c. Monthly</p> <p>d. Monthly</p>
<p><b>Governance and Reporting</b></p> <p>a. Governance and Public Stewardship</p> <p>b. Oversight of School Management</p> <p>c. Reporting Requirements</p>	<p><b>Executive Director is responsible for all sections and will receive additional support from:</b></p> <p>a. Governance Committee and Financial Committee</p> <p>b. Governance Committee</p> <p>c. Governance Committee</p>	<p>Bi-Annually</p>
<p><b>Students and Staff</b></p> <p>a. Student Rights</p> <p>b. Requirements on Teacher Certification and Hiring Staff</p>	<p><b>Executive Director is responsible for all sections and will receive additional support from:</b></p> <p>a. Governance Committee</p> <p>b. Executive Committee</p>	<p>a. Quarterly</p> <p>b. Bi-Annually</p>
<p><b>Facilities, Transportation, Health, and Safety</b></p>	<p><b>Executive Director &amp; Dean of Community Partnership are responsible for all sections and will receive additional support from:</b></p> <ul style="list-style-type: none"> <li>● Executive Committee</li> </ul>	<p>Bi-Annually</p>

6. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each

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measure, and the targets that you plan to use to assess student academic performance against these goals. (**Note!** mission-specific goals are optional unless you are proposing to serve students at-risk of academic failure.)

The Bryan Allen Stevenson School of Excellence has three mission-specific goals that we plan to use.

The first of these are students' development of 21st Century Skills. According to the nonprofit Battelle for Kids, 21st-century skills "ensure student success in a world where change is constant and learning never stops." The P21 Framework covers such skills as, the mastery of key subjects and themes, learning and innovation skills, information, media, technology skills, and life and career skills. BASSE's innovative design will provide multiple opportunities to assess students' development of the aforementioned skills through traditional means of assessment, as well as student performance tasks, portfolios, and reflection surveys.

The second mission-specific goal is to provide all of our students with real-world professional experiences. Our students must have professional experiences before they graduate high school to be best prepared for their post-secondary experiences. Providing students with opportunities to learn about workplace culture and apply the knowledge they've gained in the classroom to the real world will be critical for their success.

Students will first complete a Summer Intensive Program (SIP) prior to their junior year. During the SIP, students will be paired with a community organization, such as a nonprofit, or service provider, such as a hospital, to learn about their organization, their visions and missions, and the challenges they're facing through job shadowing and completion of internship-like tasks. The SIP will also allow students to develop their final ideas for their Individualized Service Practicum (ISP). The ISP will continue students' real-world working experience; students will embed themselves in a community organization or service provider to complete a service project that will promote their sponsor organization's mission. School-time will be allotted for students to complete this work at the organization, providing them with even more real-world work time.

The final mission-specific goal is each student's successful completion of a service-learning project, also known as their Individualized Service Practicum. Academic service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students apply what they are learning in their classes to community issues. Students will have three major service-learning project experiences over the course of their student life at BASSE.

During the middle grades, including their freshman year of high school, the first of these takes place as they work on a class-based service-learning projects. These initial projects will be teacher-driven to guide the students to success and provide them with an experience to draw from as they gain independence. Gradually, students will lead their projects as a class demonstrating their preparedness to enter the next phase of the service-learning design. The second phase of service-learning projects occurs during the students' sophomore year with small groups of like-minded students. These students will work together to design and

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implement their projects developed from knowledge and skills gained in their middle school and freshman years and research completed in the first semester of sophomore year. Finally, students will complete a two-year service-learning project, the ISP. Students will individually select their partner organization (with support from their Advisory Teacher and the Community Partnerships department), their project's focus and design, and conduct the necessary research to implement their project by the end of their senior year. Students will also be required to document this experience either through a traditional paper or through a unique portfolio (which will include a written component).

7. If you are proposing to serve students who are at-risk of academic failure, pursuant to 14 DE Admin. Code § 275.4.2.1.5, describe the expected performance of each student on the State's mandatory assessments in each grade during the initial charter period and what, if any, portion of the Performance Framework (see links below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. (**Note!** Applicants proposing to serve students who are at-risk of academic failure are required to have one or more mission-specific goals.)

[Delaware School Success Framework](#)

BASSE is not proposing to predominantly serve students who are at-risk of academic failure. However, the school is intentionally designed to support all students, regardless of how they are performing academically before coming to us. Students who need additional supports or alternative assessments will be evaluated and in partnership with the school support team and their families, and at such time appropriate scaffolds, modifications, accommodations, and alternative measures will be designed and implemented to provide the best academic (and social-emotional) outcome for the student.