

1.4 Performance Management

14 Del. C. §§ 512(4)-(7)

1. Explain how the school's Board and School Leadership Team will measure and evaluate...

LTA (LTA) will use multiple data sources to enhance student learning while focusing on the need to ensure that all students are college and career ready. LTA will participate in the DDOE testing programs as well as use formative and summative assessments to: (1) make effective educational decisions designed to close the achievement gap; (2) strategically pinpoint students' academic strengths and weaknesses; (3) design appropriate academic goals; (4) determine end objectives for students; and (5) target instruction based on Common Core State Standards.

Based on the LTA Assessment Plan, the School Assessment Team and the Board of Directors will assume the responsibility of analyzing data, identifying critical issues as well as probing for causation. Consisting of the School Leader and the School Leadership Team, the LTA Assessment Team will meet regularly to disaggregate school data and monitor the school's AYP. LTA will utilize the following types of data for analysis:

- MAP (NWEA - Measures of Academic Progress)
- Smarter Balanced
- SAT/ACT
- Achievement Gap Analysis
- Accuplacer
- College and Work Readiness Assessment
- Curriculum-based formative and summative assessments in science, math reading and writing
- Organizational assessment (parent, staff and student reports)
- Rubrics and Portfolio assessments

Teachers and administrators will meet on a weekly basis in Professional Learning Communities to analyze data and focus on the instructional needs of students. Teams will collaborate on how data will be used to monitor and assess overall school performance, evaluate the rigor and quality of classroom instruction; and make necessary systemic changes in instructional design and delivery when needed.

Based on DDOE guidelines and regulations, the school's assessment plan will include the implementation of the Response to Intervention (RTI) model designed to ensure success for all students-especially those who are struggling and need extra help. In addition to RTI, an LTA Advisory Program will be established to provide on-going academic support to help students achieve optimal success in their respective STEM Archways.

2. Explain how the school will collect and analyze student academic achievement data....

The Founding Board will establish a professional data-driven culture where data is used to identify areas of student academic and behavioral need and to plan for improvement. Corrective actions will be triggered through multiple forms of school wide data and individual student data that emerge from classroom walkthroughs, student and teacher attendance patterns, student behavioral, personal and social incidents, MAP benchmark assessments, NWEA Measures of Academic Progress, Smarter Balanced assessment, the RTI process, project rubrics, and teacher made formative and summative tests and projects.

LTA plans to hire a lead teacher who has a dual certification -- data coach and a content subject. If this is not possible, after year one, a certified data coach will be contracted to assist the CEO, School Leader, Technology Teacher, School Counselor and a team of highly skilled appointed teacher leaders known as the Data Team. The Data Team will convene bi-weekly to analyze the data, identify trends and develop an ongoing plan of action with tangible deliverables. The CEO will communicate the action plan to the Board of Directors in a timely fashion during executive session meetings. The school improvement goals at minimum:

- Accelerate achievement and improve outcomes for all students with:
 - rigorous standards, curriculum, and assessments by aligning both the school curriculum and classroom assessments to DE state standards and to the Common Core Standards
 - maintain sophisticated data systems and practices by using school and state data coaches
 - establish best practices in instruction and implementing these practices in all courses by identifying professional development opportunities for teachers who are not effectively using PBL and Understanding by Design in classroom instruction
 - ensure that only HQ teachers are hired
 - collect and analyze formative and summative data to inform our decisions with regard to our emphasis on at-risk students and their unique needs during specific PLC collaborative planning times to guide classroom instruction
 - raise students proficient levels in both ELA and math
 - Compass Learning
 - Reading and Math Lab implemented as a Saturday Academy Program as needed
 - raise the proficiency level of all sub-groups of students, with particular attention to achievement gap analysis
 - Track student attendance and summative assessment
 - Analyze student health portfolio (social, emotional, family and peer relations)
 - support the RTI process school-wide to provide early intervention for struggling students
 - maintain current data on the DDOE Education Insight Dashboards, including attendance, grades and credits earned

- ensure that all teachers participate in State’s standards-related Professional Development
- develop and implement staff programs which center around key elements of equity and the achievement gap, i.e. Courageous Conversations, Differentiated Instruction and Inclusion
- create more opportunities for parents to get involved and learn about the issues of high school students

LTA will use data to guide Instruction and improve student learning. Data analysis can provide a snapshot of what our students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, LTA can make informed decisions that positively affect our student outcomes.

3. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if

According to 14 Del. C. § 512(5), LTA must propose a satisfactory plan for evaluating student performance and procedures for taking corrective action in the event that student performance at LTA falls below such standards; which are reasonably likely to succeed. Below is a sample of what would trigger corrective actions according to the NCLB Act of 2001.

School Year	School Makes AYP (Y/N)
By the end of 2016-2017	N
By the end of 2017-2018	N
Beginning of 2018 – 2019	Year 1, School Improvement (CHOICE) Student may enroll in their assigned school or school of their choice
By the end of 2018– 2019	N
Beginning of 2019 – 2020	Year 2, School Improvement (CHOICE and SES)
By the end of 2019-2020	N
Beginning 2020 - 2021	CHOICE, SES, and Corrective Action

If a school fails to make AYP by the end of the second full school year after identification (4 years total), LTA must—

- Notify parents of the school's status
- Continue to make public school choice available
- Continue to make supplemental services available
- Continue technical assistance
- Identify the school for corrective action and take at least one of the following actions based on 6 options below

Parent Notification Requirements:

- LTA will tell parents what the identification means
- Tell how the academic achievement levels at LTA compare to those at other charter high school schools and regular schools in the state
- Explain why LTA was identified

- Tell how parents can become involved. At a minimum, LTA must tell parents about the academic achievement level of students at the schools to which their child may transfer
- Share specifically how parents can obtain supplemental services for their child with descriptors of providers, their services, qualifications and effectiveness.

Technical Assistance:

LTA's Lead Teacher and Data Coach will provide technical assistance in:

- complex problem analysis
- effective, scientifically-based curriculum and instruction
- working with teachers to create positive change.

Possible Corrective Actions There are 6 options:

1. Replace school staff relevant to the failure
2. Institute and implement a new curriculum
3. Significantly decrease management authority in the school
4. Appoint outside experts to advise the school
5. Extend school year or school day
6. Restructure internal organization of the school

LTA will possess a data-driven school culture. LTA's Data Team consisting of the CEO, School Leader, Technology Teacher, School Counselor and a team of highly skilled appointed teacher will pay close attention to numerical patterns to determine how well our students are doing and what they should do next. If there is a gender disparity for example, LTA will commit to gender parity and develop action plans to remedy the problem. The Data Team and teachers alike will chart the results periodically to measure policy effectiveness. LTA's teachers will be data savvy. LTA's teachers either on a school-wide, classroom or individual level will all be essential members of a data-driven school culture. Studies show that much quantitative information in schools derives directly from their work with students. Teachers, in turn, will use the analysis of data at LTA to improve their practice. LTA's teachers will be expected to: (1) Identify questions related to student performance, i.e. information related to their classroom or statewide patterns can be informative; (2) Identify data and gather necessary information; (3) Examine and use data; and (4) Ask useful questions. See the response to Question No. 2 above for sample corrective active actions.

4. Describe how state data systems will be used and monitored to support informed ...

LTA will use eSchoolPLUS to manage student data and IEPPLUS for special education program management. LTA will use the DDOE's Education Insight Dashboard to create an aggregate of student performance data. The dashboard provides a central location for all data pertaining to a specific student. The school leader will be able to view and print reports on attendance, discipline and longitudinal data and run accountability, achievement, certification, or demographic reports. Parents will also be connected to the performance of their children through the Home Access Center which allows parents 24 hour access to student's grades and attendance. LTA's Data Team will be trained by a local DSC Data Service Center in eSchoolPlus and DSC applications as needed. Teachers will annually benefit from the training and guidance of the Technology teacher in after school training sessions. LTA will also invest a learning

management system such as “OnHand Schools” that will support the goals and objectives of Project Based Learning. OnHand Schools provides software and training solutions for K-12 educators. Their EdInsight Instructional Management System is a fully integrated suite of software tools to support teachers and administrators using data driven instruction to improve student achievement. These tools integrate student data and connect standards aligned curriculum and assessments back to classroom instruction. See website (www.onhandschool.com).

Each Archway comes with its own staff development program for teachers. Each will provide outlines and agendas for teachers to follow.

PLTW is the center of the instructional program for LTA’s *Biomedical and Global Health Sciences* Curriculum -- www.pltw.org. PLTW supports project based learning teaching strategy and the Understanding by Design teaching Model.

Professional Development Centered on Student and Teacher Success

Biomedical Science teachers represent a wide variety of backgrounds and share a passion for empowering students with the skills, knowledge, and habits of mind necessary for future success. The Biomedical Science Professional Development model is designed to create dynamic learning experiences for teachers through robust and flexible instructional support and ongoing professional community.

Robust and Flexible 365 Learning

To support and strengthen instructional practices and content knowledge related to each Biomedical Science course, Biomedical Science teachers participate in a three-phase professional development model. The model provides teachers with robust and flexible learning opportunities that emphasize proper preparation, in-depth training, and continuing education. The three phases of the model are Readiness Training, Core Training, and Ongoing Training.

Readiness Training focuses on preparation and awareness to ensure that teachers have basic technical and content knowledge prior to participating in pedagogy, skill, and knowledge enhancement training experiences. LTA will use the PLTW Learning Management System (LMS) to deliver Readiness Training, which consists of self-paced e-Learning resources. Successful completion of Readiness Training is required before teachers attend Core Training.

Core Training focuses on building awareness and confidence related to STEM education; activity-, project-, and problem-based learning; the role of the teacher and student as it relates to instruction; and course-specific STEM content. Core Training is a collaborative, in-person training experience offered at PLTW Affiliate Universities across the nation and facilitated by PLTW Master Teachers. After successful completion of Core Training, teachers receive access to the National Biomedical Science Professional Learning Community (PLC), course-specific student and classroom instructional resources, and Ongoing Training resources all through the PLTW LMS.

Ongoing Training consists of self-paced and live online e-Learning resources that provide enhancement opportunities and ongoing learning for educators. Ongoing Training encourages teachers to move beyond baseline knowledge and skills related to both content and pedagogy

to deepen their understanding. Teachers also have access to training resources related to course updates and new releases.



Professional Learning Communities

Through the National Biomedical Science Professional Learning Community (PLC) Biomedical Science teachers can connect with other professionals from across the nation and share experiences and expertise. This PLC allows teachers to build a supportive network that can positively impact both instructional practice and student learning. By sharing practices with colleagues around the country, Biomedical Science teachers benefit from collective learning and application of knowledge and skills. See website:

(<https://www.pltw.org/our-programs/biomedical-science/biomedical-science-professional-development>)

Engineering by Design Consortium Processes of Design and Engineering will be supported by the -- International Technology and Engineering Education (ITEEA).

<http://www.iteea.org/EbD/CATTS/catts.htm>

 <p>Engineering byDesign™STEM Center for Teaching and Learning™EbD™ ConsortiumEbD Pathway Extensions™Technological Literacy Standards (STL)Invention, Innovation, Inquiry (I3)Human Exploration Project</p>  <p><u>DON'T MISS A THING WITH ITEEA'S ONLINE COMMUNITIES</u></p> <p>ITEEA 1914 Association Dr. Suite 201 Reston, VA 20191 (703) 860-2100 FAX (703) 860-0353 iteea@iteea.org</p>	<p style="text-align: center;">Engineering byDesign™ STEM Center for Teaching and Learning™</p> <hr/> <p>The STEM Center for Teaching and Learning™ was established in 1998 to strengthen professional development and advance technological literacy. Center initiatives are directed toward four goals: development of standards-based curricula; teacher enhancement; research concerning teaching and learning; and curriculum implementation and diffusion.</p> <p>The STEM CTL is the professional development arm of the International Technology and Engineering Educators Association (ITEEA). ITEEA is the largest professional educational association, principal voice, and information clearinghouse devoted to enhancing technology education through experiences in our schools (K–12). Its membership encompasses individuals and institutions throughout the world with primary membership in North America.</p> <p>The STEM CTL promotes the use of <i>Standards for Technological Literacy</i>, created from ITEEA's Technology For All Americans Project, a nationally supported initiative designed as a basis for curriculum and resources pertaining to the study of technology.</p> <p>The STEM CTL provides teacher enhancement opportunities through selected programs, workshops, and conferences ranging from the elementary to university level.</p> <p>The STEM CTL conducts research on teaching and learning through directed programs designed for quality teaching practices and assessment, development of resource materials, and support of teaching environments.</p> <p>The STEM CTL develops and disseminates educational materials through Consortium work involving participants from states/provinces through local educational agencies or groups. Consortium participants receive quality products and services specific to their local and professional development needs.</p> <p>The STEM CTL promotes partnerships with agencies, organizations, and other associations to advance technological studies in order to achieve common goals for developing technological literacy and improving student achievement.</p>
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5. Describe how the School Leadership Team will oversee and monitor compliance ...

LTA will use a project management software dashboard (Quickbase, Smartsheet, LiquidPlanner) to monitor compliance with statutory requirements by the Organizational Framework. The Executive Team (comprised of the CEO, School Leader, Lead Teacher and subsequently a Data Coach) will meet each first Thursday of the month to review data around student attendance, behavioral system, classroom grades, interim assessment data and report cards. LTA's School Leader will ensure that the school "Meets Standards" of the three areas of the Performance Framework: academic, financial, and organizational. This report will be shared at every board meeting as a regular agenda item

6. Describe any mission-specific academic goal(s) that the school plans to use...

The mission of LTA is to ensure that students are academically prepared to meet the challenges of a global economy; including career readiness and successful completion of a post-secondary education.

Career Readiness

- Exceeds Standards: More than 90% of LTA's seniors are accepted to a competitive postsecondary institution or earn a certificate in their pathway/archway to begin a career.
- Meets Standards: Between 75% and 89% of its seniors are accepted to a competitive two or four year institution or earn a certificate in their pathway/archway to begin a career.
- Does Not Meet Standard: Between 45% and 74% of its seniors are accepted to a competitive two or four year institution or earn a certificate in their pathway/archway to being a career.
- Falls Far Below Standard: Less than 25% of its seniors are accepted to a competitive two or four year institution or earn a certificate in their pathway/archway to being a career.

College Completion

- Exceeds Standards: More than 76% of its students who graduate from a competitive postsecondary institution.
- Meets Standards: Between 60% and 75% of its students who graduate from a competitive two or four year institution.
- Does Not Meet Standard: Between 45% and 59% of its students graduate from a competitive two or four year institution.
- Falls Far Below Standard: Less than 45% of its students graduate from a competitive two or four institution.

The Founding Board has developed accountability Framework to be in line with the Delaware Department of Education Performance Framework for academic, fiscal and organizational standards. LTA aims to use the Performance Framework standards in its assessments and strategic action planning to prepare for external evaluators who will judge our schools performance and sustainability.

By 2021, LTA's expectation is to achieve the overall rating of "meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, LTA will show growth within

its overall rating putting them on track to achieve our academic performance expectations.

Section 1 -- Academic Performance

Student Progress Over Time (Growth)

- a. Instructional Scale Score – 80% of the students will meet or exceed the growth targets in tested subject grade on the Smarter Balanced Assessment.
- b. Lowest – Performing students Instructional score – 80% of the lowest performing students {the lowest quartile} of performance will meet or exceed growth targets in tested subject grade on the Smarter Balanced Assessment.
- c. Growth to Proficiency – 90% of the students in grades 9 and 10 will make growth sufficient to meet or exceed growth to proficiency by 10th grade.

Student Achievement {Status}

- a. Overall Proficiency – LTA’s average proficiency rate on Smarter Balanced Assessment reading and math assessments will meet or exceed the *statewide* average student.
- b. Demographic Subgroups Proficiency – 90% of the students in grades 9 and 10 will meet or exceed growth sufficient to maintain or achieve proficiency in *demographic subgroups* on state exams in math and reading by the 10th grade.
- c. District Comparison – LTA’s average proficiency rate on Smarter Balanced Assessment reading and math assessment will meet or exceed the average student performance of students in the *local districts* in the same grades.
- d. Similar School Comparison – LTA’s average proficiency rate on Smarter Balanced Assessment reading and math assessments will meet or exceed the average student performance of students in *similar schools*, in the same grades.

State and Federal Accountability

- a. Adequate Yearly Progress – LTA will meet Delaware AYP targets
- b. Common Core State Standards – LTA will meet the standards of the state and national common core state standards

Post Secondary Readiness

- a. SAT Reflect College Readiness -- 60% of LTA’s seniors will meet or exceed the number of students who score a combined SAT score of 1550.
- b. Graduating From High School – LTA’s graduation percentage will meet or exceed the the graduation percentage goal of students who graduate from high school in 2020 by 99%.

Mission-Specific Academic Goals (optional)

LTA will surpass its mission-specific academic goals by exceeding the standards of in all categories.

Section II -- Financial Performance

Indicators and Measures

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....

LTA students will be expected to perform at levels consistent with rigorous college and career standards. All students (including students with disabilities, ELLs, and ELLs with disabilities) are to be held to the same expectations for participation and performance on state assessments. Delaware State led Smarter Balanced consortium is working collaboratively to develop next-generation assessments aligned to the **Common Core State Standards (CCSS)** that accurately measure student progress toward college and career readiness. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process to help all students thrive in a knowledge-driven global economy. The Smarter Balanced assessment system will measure the full depth and breadth of the **Common Core State Standards** in ELA/literacy and mathematics. The authors of the Common Core explicitly focused on the cognitive skills and knowledge that students need to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. Critical-thinking, problem-solving, and communication skills are a major focus in the standards. Through innovative items and performance tasks, Smarter Balanced will measure these important skills. Additionally, Delaware has invested considerable resources through Race to the Top initiatives in designing assessment systems that measure what Delaware's students should know and are able to do at each grade level in reading, math, science, social studies and 21st century skills. Therefore, the Founding Board supports measuring our student performance in accordance with DOE accountability standards. Listed below are assessments LTA will use as effective measures of academic performance:

- a. Smarter Balanced Assessments in grade 11 English language arts (ELA)/literacy, mathematics and next generation science.

Rationale: a) A computer adaptive summative assessment administered during the last 12 weeks of the school year. This assessment can be used to describe our student achievement and growth of student learning as part of program evaluation for our school and state accountability systems. b) Optional computer adaptive interim assessments administered at locally determined intervals. These assessments provide information about student progress throughout the year. c) Formative tools and resources that help teachers differentiate instruction and meet the unique needs of each student. d) An online tailored reporting system that provides access information about student progress toward college and career readiness.

- b. Smarter Balanced – Alternative Assessments in grade 11 English language arts (ELA)/literacy, mathematics and next generation science.

Rationale: b) The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The assessments will address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do. The Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* describes the proposed supports for Smarter Balanced assessments. The document provides guidance to classroom teachers, English development educators, special education teachers, and related services personnel in selecting and implementing supports. The Guidelines are also helpful to assessment staff and administrators who oversee the decisions made for instruction and assessment.

LTA's Special Education Team will responsively do its homework by reviewing caseloads to determine the following for students with disabilities: What accommodations are needed for the test? Are they aligned to the smarter balanced? Which IEP need to be revised – by amendment? By annual IEP, how specific does the language in the IEP need to be?