

1.4 Performance Management

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 at:

<http://www.doe.k12.de.us/infosuites/schools/charterschools/files/CharterPerfFramework.pdf>

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 school's Board and School's Leadership Team will measure and evaluate the academic progress of the individual student's, student cohorts, and the school as a whole utilizing the Vine's Department of Education Charter School Office Performance Framework throughout the school year, at the end of each academic year, and for the term of the charter contract. Students will be measured based on a "meets standards" to "fall far below standard." Each month, the school leader will compile a report for the Board. This report will include metrics from all three areas of the Performance Framework: academic, financial, and organizational. This report will be shared at each month's board meeting as a regular agenda item.

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 Leader will be responsible for all school wide student assessment data, as well as for overseeing the administration and analysis of common classroom assessments at each grade level. Vine's Prep student assessment scores will be analyzed in grade-level teams in regular data review cycles and by the school leaders throughout the school year, as well as longitudinally, to identify trends. The school leader will collect and analyze student academic achievement data based on students' grades and state testing. Scores will be used in comparison of scores from other schools. The Delaware Department of Education Charter School Office Performance Framework will be utilized. Based on the

findings and recommendations from the school Board, adjustments and improvements will be implemented.

The Board will use the report from the School Leader to track student performance in accordance to the Delaware Department of Education Charter School Office Performance Framework. The board will use this report to track student performance and other metrics to ensure that the school is staying 'on target' in all aspects of its Performance Agreement. The Board will receive training during the planning year on the Performance Framework and how to examine data.

The teachers will be responsible for using student data to create learning opportunities that allow students to discover ideas and construct knowledge for themselves. Staff members will collect informal and formal student assessments on a daily basis, ranging from quizzes, standardized diagnostic, formative or summative tests, observational information, student surveys, exit tickets, and other student work samples. These assessments will be used to inform and monitor instruction and achievement and will be included in student portfolios to demonstrate students' progress towards meeting academic and non-academic goals. Grade-level and subject-area teams will also examine assessment data and student work samples regularly, checking for alignment between standards, learning targets, instruction, and assessment. These teams of teachers will analyze student work to evaluate the quality of instruction at Vine's Prep, individual student progress, and the effectiveness of the core curriculum. Teachers will be supported in this work by the school leader.

Vine's Prep will engage parents through whole school communications, email, letters mailed, and conversation about their children's progress and data. There will be parent-teacher conferences at the end of each semester discussing progress toward meeting academic benchmarks. In addition to parents and or teachers may request a parent teacher conference at any time throughout the year.

This process can be used for the whole school, individual students, and cohorts of students. At Vine's Prep, data will be reviewed not only at the individual level, but also as a whole school and in student cohorts to monitor specific groups of students and the effectiveness of various programs and interventions. Additionally, data will be disaggregated by demographics and analyzed for possible areas of concern. The review of school-wide data will include data sets that are in alignment with the Charter School Performance Framework (CSPF) and will include academic and school culture data such as attendance, as well as the numbers of students who will not be on target to meet grade level benchmarks.

Financial data will comprise the last category of review, such as enrollment, income, debt, and cash flow. During the planning year, the school leader, and board chairperson will finalize a schedule of data review for the monthly board meetings that is based on the Performance Framework. Once finalized, this schedule and regular data monitoring will allow the board to track data trends over time and monitor the progress of the school as it pertains to the Charter School Performance Framework. School wide data can also be reported to the faculty, media, and can be used in promotional materials for the school. While school-wide data are useful to see broad trends and patterns across the school, using data to inform the school's personnel, intern placement, and/or curricular choices requires that the

school leader create an accurate picture of how cohorts of students are performing. Data points similar to those listed above for school wide collection will be disaggregated by team, grade level, and classroom/teacher to examine trends and patterns and to look for areas to celebrate and/or root causes when students are not exhibiting achievement. These data can be shared with teachers and teams of teachers who are responsible for those students to ensure appropriate planning and to safeguard that the needs of students are being met.

Another point to examine is the data from cohorts of students who fall into low-achieving categories. When a cohort of students from a low achieving category is not performing, it will be critical for leaders and teacher to know who those students are within the category, determine who their teachers are, examine assessment data to identify their needs, and ensure that their gaps in knowledge of content or processes are filled. As there may be students who fall into multiple categories, accurately identifying the names and instructional needs of students who fall into each of the low-achieving category and cross-walking them across categories will allow leaders and teachers to create a list of high-priority students who need close monitoring to ensure their success. As the school begins operations, the school leader and special education coordinator will track IEP meetings to ensure that the paperwork for special education students is in compliance.

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.

The Board is committed to staying abreast of the school's academic achievement measures. If Vine's Prep's student academic achievement goals do not reflect a healthy/growing academic program and a comprehensive, progressive, high quality college/career preparatory education, a process will be in place to self-correct and put the school and its students back on track to academic success. During the planning year, as part of the board training schedule, the Board will receive training on the Delaware Charter School Performance Framework and will develop their Performance Agreement with the State Board of Education. On a monthly schedule and in alignment with the assessments given to students (fall and spring DCAS or other state assessment, and fall, winter, spring of MAP) the school leader will prepare a data report for the board so that student achievement data may be regularly monitored.

If the data reported suggests that the school will not meet its Performance Goals, the Board will begin a process of gap analysis and course correction to see what areas of the school need attention and support. The gap analysis will include an in-depth investigation of the following areas of school operations: School Academics and Focus; Organizational Leadership and Governance; Financial Integrity and Soundness; Operational Effectiveness and Compliance; and, Community and Parent Relationships. The gap analysis will be conducted by the school leader with oversight provided by the Board. The gap analysis will involve an instructional culture survey, interviews and focus groups with students, teachers, and parents, conversation with the Board, surveys, document analysis, building walkthroughs, and a thorough analysis of disaggregated data. Based on the gap analysis, and the discovery of root causes for the lack of student achievement, the board, and the school leader, will develop a strategic plan which

outlines the goals and action steps that are necessary to improve student performance. The school leader will be given the task of implementing the plan and following through on all deliverables. All sections of the action plan and the metrics defined to measure the deliverables will be monitored on a monthly basis at regular board meetings until an improvement in student achievement data is realized.

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.

Vine's Preparatory proposes to utilize eSchoolPlus to manage student performance data and IEPPLUS for special education program management. 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 with full confidence in the accuracy of the data. The school leader will be responsible for warehousing the data. Parents will also be more connected to the performance of their children through the Home Access Center which allows parents 24 hour access to student's grades and attendance.

In addition to e-SchoolPlus, Vine's Prep will use the DDOE's Education Insight system to create an aggregate of student performance data. The dashboard shows a comprehensive view of each student. The view consists of items such as student biographical information, schedule, attendance, assessment scores, grades and credits. The data provides a single location for Vine's Preparatory Charter School. It will include data from the state's eSchoolPlus system and DCAS – and provides a central location for all data pertaining to a specific student.

The professional development around using and interpreting data will take place in whole school professional development sessions. The school leader will use the information available through e-School Plus, and DDOE's Education Insight system as a model for teachers to show how to take a class set of data and use it to place students in flexible work groups based on common areas for growth. Afterwards, the school leader will work with each teacher individually or in the grade level team to talk about how instruction can be adjusted and daily agendas can be created to meet the needs of individual students, cohorts of students, and the class as a whole.

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 Board will ensure that all statutory requirements measured by the Organizational

Framework are met. Each of the criteria from the Organizational Framework which is listed in the "Meets Standard" performance rating will be included in these governance documents and will be monitored on a monthly, quarterly, or annual basis. Each month, the school leader will compile a report for the Board. This report will include metrics from all three areas of the Performance Framework:

academic, financial, and organizational. This report will be shared at each month's board meeting as a regular agenda item.

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 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.)

Vine's Preparatory is not proposing any mission-specific academic goal(s).

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 link 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.)

<http://www.doe.k12.de.us/infosuites/schools/charterschools/files/CharterPerfFramework.pdf>

Vine's Preparatory Charter School does not propose serving students who are at risk of academic failure, while it is likely that Vine's Prep will serve students at risk of academic failure, the Board does not seek waivers or exemptions.