

Charter School Proposal Application Review_ IMA Submission 5.31.17

6.21.17		5.31.17 Submission		12.5.16 Submission	
		Rating	Notes	Rating	Notes
School Information					
	Vision, Mission, Goals	Meets Expectations		Meets Expectations	
	Values and Instructional Theory	Meets Expectations		Meets Expectations	
Governance Council & Leadership Structure					
	Governance Council	Meets Expectations		Meets Expectations	
	Leadership Structure	Meets Expectations		Meets Expectations	
Student Body and Demographics					
	Student Body/ Demographics	Meets Expectations	<p>IMA has stated that only the children of the five individuals who were on the planning committee would be considered school founders and exempt from the lottery as "founders kids." Names and guidelines would be included in the contract.</p> <p>After discussions with IMA, they have reduced their enrollment goals to a more reasonable and defensible enrollment target. The school would still go from 4K to 9 with the proposed transitions in place for the 9th graders; however, it would be a smaller school with a first year school size of 170 and the school maxing out capacity at 264. This is smaller than the first year size of 200 and a max capacity of 374. This reduction helps to reduce the risk of unfilled seats in the budget as well as the risk of impact on the other schools in the attendance area, while ensuring access to the Montessori method for our families in the proposed school attendance area.</p> <p>After discussions with DPI regarding new charter regulations, the school transportation area remains as proposed in their November Plan, including Lakeview, Gompers, Emerson, Mendota, Hawthorne, and Sandburg including their respective middle and high school feeder patterns. However, per DPI, the school attendance area cannot be limited and therefore will need to be the MMSD district boundaries.</p>	Meets Expectations	<p>The Committee previously requested information regarding the number of lottery exempted students. We need to know this information to understand how the school will meet their enrollment goals. This information was not provided.</p> <p>The Committee previously requested concrete support for enrollment targets in the plan, specifically on the Upper Elementary and Secondary level estimates. This information was not provided.</p>
School Data					
	Academic Achievement Data & Analysis	Meets Expectations	<p>IMA and MMSD have met to further understand the IMA's proposed student academic expectations. Based on these discussions, IMA has proposed the following amendments to the original IMA plan.</p> <ul style="list-style-type: none"> - Change the title on page 12 from "Proficiency Goals" to "Proficiency Aspirations" and page 13 from "Growth Goals" to "Growth Aspirations," and delete the "for SIP Targets Groups" language. - Add as amended: <p>"As a not yet existing school, there is no baseline data for the target measures. For this plan our baselines are projected based on an analysis of school level data for the slate of elementary and middle schools that proximate the IMACS attendance area. This was the basis for the assumptions behind the aspirational proficiency benchmarks for all the groups and the aspirational growth goals for IMACS initial target subgroups. The charter committee considered the strength of the effect of the method as proven in many other districts discussed throughout this report in order to establish these aspirational goals. With the known limitations without baseline student data and in order to establish goals for the first year, IMACS will adopt the District's minimum proficiency and growth goals as our minimum goals, which we understand to be 2% improvement in proficiency and growth per year with 5% improvement expectations for student groups that are well below the district averages. After the first year, we will move to a traditional spring to spring proficiency measurement cycle, a fall to spring growth measurement cycle and the overall SIP metric setting process. For the first year, IMACS SBLT anticipates and plans to commit the time and resources in the initial charter year to finalize these minimum goal expectations via the SIP process after reviewing Fall assessment data. This will include a thorough data analysis and necessary adjustments to the SIP, ensuring that goals are appropriate and targeted to close any specific achievement gaps identified."</p> <ul style="list-style-type: none"> - Add a 9th grade achievement measure. ACT Aspire. It will also have 2% and 5% minimum improvement expectations like the other measures. <p>We will incorporate these metrics into the final contract.</p>	Meets Expectations	<p>The Committee believes in the possibility of aggressive student growth in a high performing school; however, the basis of the growth projection on page 16 isn't adequately supported to understand the calculations or estimates being made, nor does it tell us the time it took for the school and the students to see this type of growth.</p> <p>Additionally, we had hoped to see the methodology behind the proficiency and growth goals were set for each line in the table provided. For example, why is there 10% gains on one student group but 25% gains in another student group? While we suspect there is good reason for these calculations, we cannot see the calculation in what was provided. For example, it states that low-income students would grow 22% while African American students would grow 44%.</p> <p>The Committee can't tell how the data on the subgroup level leads to the overall academic goals of the charter.</p>
	Student access to Opportunities	Meets Expectations		Meets Expectations	
	Other Goals	N/A		N/A	

School Improvement Planning					
	School Improvement Planning Process	Meets Expectations		Meets Expectations	
Family Engagement					
	Family Engagement	Meets Expectations		Meets Expectations	
Curriculum, Instruction & Assessment					
	Curriculum	Meets Expectations		Meets Expectations	
	Instructional Design	Meets Expectations	MMSD and IMA have spent a considerable amount of time trying to understand each other's staffing plans to meet the instructional needs of students and the pedagogy of the model. We have developed an agreed to staffing configuration that meets the needs of both parties. This is documented in both the amended budget along with the amended student enrollment table. See attached. Additionally, IMA has submitted clarifying language to be amended to their plan for their instructional design for students with disabilities and English language learners. See attached.	Fails to Meet Expectations	The Committee continues to have concerns about the staffing model and how it interacts with the budget plan. Using the staffing assumptions put into the application on page 24, including the teacher to student ratio and the support of an educational assistant, bilingual professional and/or special education professional supports with the population expected to be served, the support staff estimates seems to be too low to be supported within the budget plan put forward. The SEA supports and the BRS supports for the population served (especially as there may be multi-languages needed) are the main questions that remain unanswered. The Committee had hoped to see a staffing plan and/or the formula used to calculate the budget.
	Assessment Plan	Meets Expectations		Meets Expectations	
Student Behavior Management					
	Student Behavior Management System	Meets Expectations		Meets Expectations	
Key Partnerships					
	Key Partnerships	Meets Expectations		Meets Expectations	
Human Resources					
	Staff Recruitment and Retention	Meets Expectations		Meets Expectations	
	Staff Evaluation Plan	Meets Expectations		Meets Expectations	
Transportation					
	Transportation Plan	Meets Expectations		Meets Expectations	
Waivers					
	Use of Statutory Waivers	Meets Expectations		Meets Expectations	
	Use of Waivers of Board Policy	Meets Expectations		Meets Expectations	
	Use of waivers of Employee Handbook	Meets Expectations		Meets Expectations	
	Method of Communicating waivers to stakeholders	Meets Expectations		Meets Expectations	
Financial Operations					

	Financial Operations	Meets Expectations	<p>IMA has provided MMSD with a new budget that incorporates the new enrollment limits and the discussed staffing configurations. See attached.</p> <p>This new budget is within a reasonable range of breakeven in year one and year two given that there are many assumptions built into a budget model. For year three, four and five the primary drivers of increased costs are 1) the fact that estimated staffing increases over time outpace the estimated State student multipliers, and 2) rent estimates based on the number of students. Since staffing costs, the State student multiplier, and rent increases are all based on estimates, we feel this is within a reasonable range. Budgets will need to be reviewed and looked at annually. Contract language will include such considerations to ensure the limited financial risk of the school district.</p> <p>IMA/MMSD contract language will also include a clause that requires IMA to fundraise for the minimum limits included in their budget, approximately \$60,000 each year, and that IMA parent organization continue to fund their portion of the budget as stated respectively \$120,000 in year one, \$60,000 a year for the following three years, and \$100,000 in year five.</p>	Fails to Meet Expectations	<p>Similar to the statements made in the Instructional Design sections, the budget plan provided does not appear to adequately support the staffing model articulated in the Instructional Design section of the application.</p> <p>The heavy reliance on external funding continues to be a concern of the Committee. There is only one, one-time \$100,00 of support provided. There were no additional fundraising plans, or backup strategies offered, as requested.</p>
Facility/Safety Planning					
	Facility Plan	Meets Expectations		Meets Expectations	
	Process for ensuring health and safety of students	Meets Expectations		Meets Expectations	
Legal Requirements					
	Process to ensure legal compliance	Meets Expectations		Meets Expectations	
	Process for ensuring equitable access to all students	Meets Expectations		Meets Expectations	