

General Consent Calendar
December 10, 2015

A. Updated Charter Fidelity Monitoring Review report

Dr. Heywood updated the Charter Fidelity Monitoring Review report (see pgs. 2 – 3).

B. Request for Proposal (RFP)

The RFP for Regional Seminars to (1) identify and share effective innovations that improve student academic growth and achievement, (2) improve school and teacher performance, and (3) provide professional development is recommended for approval.

C. Minutes

The minutes from the November 12, 2015 meeting are recommended for approval.

Charter Fidelity Monitoring Review Surveys Report – December 2015

Overview

The Charter Fidelity Monitoring Review (CFMR) surveys were constructed for 90 charter schools authorized by the State Charter School Board (SCSB). The surveys were intended to serve several purposes: (1) To fulfil the law for the SCSB to "annually review charter agreements" and ensure schools "comply with their charter agreements" (R277-481-3 and U.C.A. 53A-1a-501.6); (2) to facilitate charter school Governing Boards in reviewing their own fidelity to the Charter Agreements and to discover possible discrepancies between their contractual details of the school program and actual school practice; (3) to provide the SCSB and the school Governing Boards with foundational information for potential amendment requests to the Charter Agreements. The first surveys were submitted in January 2015, and as of December 2015, 84 schools have submitted surveys. The final six schools will submit surveys in January 2016 to complete this project. The surveys included all charter schools authorized by the SCSB; they did not include schools that are not authorized by the SCSB nor satellite schools (though one LEA decided to provide individual survey data for its multiple schools).

The Surveys

The surveys were constructed using the Charter Agreements for the schools dating back to the late 1990s. Over the past 15 years, the Charter Agreement has come to refer to two separate documents: (1) The Charter Agreement document – this is largely contractual language but in some instances includes listed Goals, especially in recent years; (2) The Charter Application document – this is the founding document subsumed within the Charter Agreement – this document lays out the details of the school's program and organization and usually includes Goals as well. The surveys were constructed using any school Goals listed in the Charter Agreement or Charter Application documents and using Key Elements pulled from the school's Charter Application. The survey extracted typically between 10-25 Key Elements (depending on how detailed the Charter Application was in describing the school's purpose and organization). Basically, a Key Element was an identifiable descriptor of the school's program centered on its mission, vision, or purpose. These Key Elements were extracted in the style of an audit, where they were not meant to be as a whole all-inclusive of a school's organizational description; rather, they were meant to give the "auditor" some sense of the school's fidelity to its organizational framework described in its Charter Application. For each Goal and each Key Element, a set of questions was repeated for the Governing Board to answer.

Survey Results

The tables following this "Results" section provide a synopsis of some of the key questions in the surveys. The tables show the aggregate results for the 84 schools that submitted surveys between January 2015 and December 2015. Individual school reports are also available. There are a number of concerns arising out of the surveys. First, while 82% of the Goals are in use, only 58% were met last year, and Governing Boards reported that they want to revise or eliminate 42% of the Goals. There seem to be many schools that are in need of amending the Goals within their Charter Agreements. This is probably the primary area of concern arising out of the survey data. Second, while 85% of the Key Elements are in operation within the schools, Governing Boards reported a desire to revise or eliminate almost 30% of the identified Key Elements which reveals a strong desire to revise school practice among various schools. Because

this seems to involve a relatively small number of schools, this is a secondary concern arising out of the survey data. Third (and this relates directly to the primary Goals concern), the number of Goals set by schools seems to vary widely depending on the year the school was established. A total of 9 schools (over 10% of those surveyed) have zero goals (most of these were the early charter schools, though there is at least one that was recently allowed to sign a Charter Agreement with zero Goals). Finally, there is a significant reported discrepancy between the alignment of Board Bylaws and Charter Agreements.

# of Schools Reporting	84	
Total # of Goals in these reporting Charters	978	
Survey Questions about actual Goals in Charter Agreements		
	YES	NO
Is this currently a school Goal in use?	803 (82%)	175 (18%)
Did the Governing Board meet this Goal in the last complete school year?	572 (58%)	406 (42%)
Does the Governing Board want to revise or eliminate this Goal in the Charter Agreement?	406 (42%)	572 (58%)

Total # of Key Elements extracted from these reporting Charters	1171	
Survey Questions about Key Elements in Charter Agreements		
	YES	NO
Is this currently a Key Element in the charter school?	995 (85%)	177 (15%)
Does the Governing Board want to revise or eliminate this Key Element in the Charter Agreement?	339 (29%)	832 (71%)

Board Stewardship Survey Questions		
	Yes	No
Does the language in the Board Bylaws and the Charter Agreement align without contradiction?	56 (67%)	28 (33%)
Have all active Charter Agreement amendments been authorized by the SCSB?	79 (94%)	5 (6%)
Are there any significant current school practices not detailed or authorized in the current Charter Agreement?	17 (20%)	67 (80%)

# Goals in Charters	
Goals	Schools
0	9
1-5	9
6-10	20
11-15	27
16-20	8
21-30	11