

RICHLAND ACADEMY OF THE ARTS REPORT

CUMULATIVE 2015-2016

2015-2016

Cesar Chavez College Preparatory School

The purpose of this cumulative report is to provide Cesar Chavez College Preparatory School an assessment of its school's progress on Academic, Financial, Governance and Organizational Contract Performance as aligned with the National Alliance for Charter School Authorizers Academic Performance Framework and Ohio's new accountability system. The report identifies the school's areas of strength and areas needing improvement. The report should be used by the governing authority board and the school's leadership team in conjunction with the School's Self-Evaluation to develop and complete a Cesar Chavez College Preparatory School Strategic Improvement Plan to reinforce and build on areas of strength and remediate areas needing improvement.

Cesar Chavez College Preparatory School

IRN 010036

2400 Mock Road

Columbus, OH 43219

1. First year of Operation: 2009
2. Contract Terms: through June 30, 2016. (one-year contract, 6/30/2017)
3. Management Company: EdSolutions
4. Closure Criteria: For two of the three most recent school years, any of: (i) academic emergency in 2012 and less than one year of growth in reading or mathematics, (ii) "F" for performance index (PI) and "F" for value-added (VA), or (iii) overall grade of "F" and "F" for value-added
 - "D" for Performance Index and "C" for Value Added in 2014
 - "D" for Performance Index and "A" for Value Added in 2015
 - "F" for Performance Index and "F" for Value Added (Overall and Component) in 2016 (under review with ODE)



Assessment: If Cesar Chavez receives an "F" for Performance Index and an "F" for Value Added, or receives an overall "F" and an "F" for Value Added in 2017, the school will have met the automatic closure criteria and would be closed if not for Safe Harbor.

5. Enrollment:

2009	2010	2011	2012	2013	2014	2015	2016
39	50	80	56	46	230	229	335

2% Spec. Ed, 80% LEP, 98% minority, 100% economically disadvantaged, 69% K-3

6. Mission: Help parents and guardians educate their children by creating learning communities of achievement and hope and to make a world of difference through quality research and results based education, high academic and social standards, and a caring environment for students.

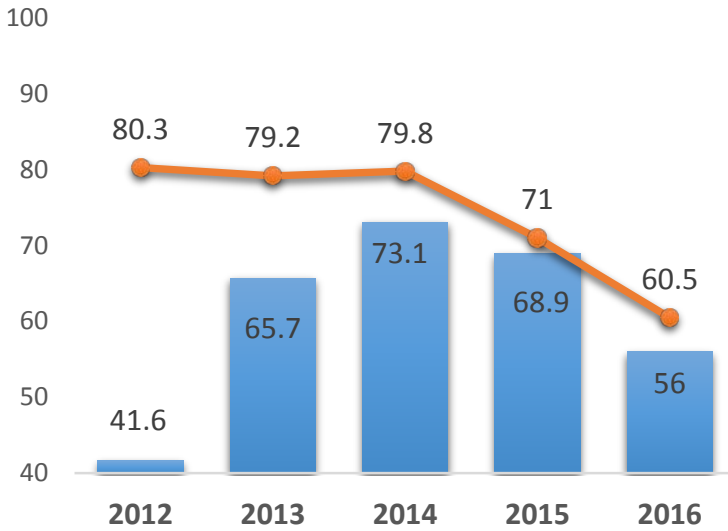
7. Performance History

	Overall	VA	PI	AMO	K3 Literacy
2010	NR	NR	51.6	Met	
2011	Academic Watch	NR	52.9	Not Met	
2012	NR	NR	41.6	Not Met	

2013	Not calculated	C	65.7	F	
2014	Not calculated	C	73.1	F	
2015	Not calculated	A	68.9	F	F
2016	Not calculated	F	56	F	F

Columbus District & Cesar Chavez

Comparison to nearby elementary schools (PI Score, PI Grade/Value Added Grade):



Cesar Chavez	56 F / F
CM Grant	41 F / F
Duxberry Alt	61 D/ F
South Mifflin	63 D/ F
East Linden	60 D/ F

Ranks 97 out 153 non-selective admission and non-special education schools in Columbus (63rd percentile)

Note: ODE did not report data on nearby Columbus Global Academy, “a sheltered 6-12 middle and high school program that specializes in serving the needs of the District’s English Language Learners (ELL).”

8. Strengths & Concerns:

Strengths:

- Enrollment increased by over 100 students in 2016

Concerns:

- “F” in Value Added
- “F” on K-3 Literacy score
- Performance Index continues to trail most nearby schools, and gap between Cesar Chavez and the Columbus District average widened
- Large percentage of LEP (may not be represented in testing)

9. Contract Academic Performance Goals:

Overall Designation: not available
 AMO: Falls Far Below Standard (0)
 Growth in Reading and Math: Falls Far Below Standard (0)
 Absolute Proficiency: Falls Far Below Standard (0)
 Relative Proficiency: Does Not Meet Standard (6)
 Absolute Performance Index: Falls Far Below Standard (0)
 Relative Performance Index: Falls Far Below Standard (0)
 K-3 Literacy: Falls Far Below Standard (0)

Mission Specific: delayed until 2018

6 out of possible 85 = 7%, Falls Far Below Sponsor standards

Rating

Exceeds Standard: "A" or "B" Overall Grade
 Meets Standard: "C" Overall Grade
 Does Not Meet Standard: "D" Overall Grade
 Falls Far Below Standard: "F" Overall Grade

HOW THE PROPOSED ACADEMIC FRAMEWORK CULMINATES IN AN OVERALL RATING TO INFORM SPONSOR DECISION MAKING

1a. Overall Grade	1b. AMO	2. Value Added	3a. State Indicators, absolute	3b. state indicators, relative	3c. PI, absolute	3d. PI, relative	3e. K-3 literacy	4. mission
10	10	15	10	15	10	15	10	5

100 possible points (or percentage of possible points if not all measures can be assessed)

Above 80% exceeds standards

70- 80% meets standards

40-70% does not meet standards

0-39% falls far below standards

Less than 10% after two years of operation results in termination

15 Point Rating

Exceeds Standard: 15 points

Meets Standard: 12 points

Does Not Meet Standard: 6 points
 Falls Far Below Standard: 0 points

10 Point Rating

Exceeds Standard: 10 points
 Meets Standard: 8 points
 Does Not Meet Standard: 5 points
 Falls Far Below Standard: 0 points

5 Point Rating

Exceeds Standard: 5 points
 Meets Standard: 4 points
 Does Not Meet Standard: 2 points
 Falls Far Below Standard: 0 points

	1a	1b	2	3a	3b	3c	3d	3e	4	rating
	Overall grade	AMO	Value Added	proficiency, absolute	proficiency, relative	Performance, absolute	performance, relative	k3 literacy	mission	percent of applicable
Possible	10	10	15	10	15	10	15	10	5	100
Cesar Chavez	--	0	0	0	6	0	0	0	--	6/85 = 7%

**Cesar Chavez College Preparatory Academy's total Academic Performance Score:
 Falls Far Below Standard**

The following scale is used to assign a numerical score to each of the performance measures in this Contract: Academic, Financial, Organizational and Governance Performance Framework. The score reflects the degree of compliance assigned to each performance standard item based on an objective assessment of Cesar Chavez College Preparatory school meeting the Standard established for each of the performance measures. The Performance Standards are based on and align with the Principles and Standards recommended by the National Alliance for Charter School Authorizers Academic Performance Framework and Ohio's Accountability System.

Scale: Exceeds Standard (A, B) = 3 points
 Meets Standard (C) = 2 points
 Does Not Meet Standard (D) = 1 point
 Falls Far Below Standard (F) = 0 points

Information and data included in this Accountability Plan Assessment Summary Report should be used by the governing authority board and the school's leadership team in conjunction with the School's Self-Evaluation and Cumulative Report to develop a Cesar Chavez College Preparatory School Strategic Improvement Plan to reinforce and build on areas of strength and remediate areas needing improvement.

Additionally, the information should be used by Cesar Chavez College Preparatory School as it develops the new Accountability Plan for its new Renewal Contract.

Cesar Chavez College Preparatory School

Core Academic Performance Framework Appendix G

Performance Accountability Plan Summary FY16

Indicator 1: State and Federal Accountability Systems: School Grade Available 2018 (Weighted Score= X4)

1. The school will meet Overall Local Report Card targets as set forth by the state and federal accountability systems of a "C".

a) Score 0

Possible Score: 0

Actual Score: 0

2. The school will meet Gap Closing/Annual Measurable Objectives (AMO's) of a "C"

a) Score "F" = 0

Possible Score: 12

Actual Score: 0

Indicator 2: Student Progress Over Time (Growth) (Weighted Score= X4)

1. Average student progress in Reading and Math, as reported on the Overall Value Added grade on the LRC will be a "C".
 - a) Score "F" = 0

Possible Score: 12

Actual Score: 0

Indicator 3: Student Achievement (Weighted Score= X4)

1. Students will meet proficiency standard on state indicators met of a "C".
 - a) Score "F" = 0
2. Students will rank in the middle (3rd quintile) on state assessments compared to similar schools serving similar students in nearby schools (district where the charter school is located).
 - b) Score Falls Far Below Standard = 0
3. Students will perform a "C" grade on the state Performance Index.
 - c) Score "F" = 0
4. School will perform at "average" on the Performance Index by disadvantaged rate compared to similar schools serving similar students.
 - d) Score "Falls Far Below Standard" = 0
5. The school will meet Early Literacy student growth goals (K-3 Literacy) of "C".
 - e) Score "F" = 0

Possible Score: 60

Actual Score: 0

Financial Framework (Is the school financially viable?) (Weighted Score= X3)**Indicator 1: Near Term (tests the financial position and viability in the upcoming year)**

1. The school's current assets divided by current liabilities (as shown on monthly financial statements) has a one-year positive trend and the ratio is between 1.0 and 1.1.
 - a) Score "Exceeds Standard" = 3
2. The school's unrestricted day's cash is between 30 and 60 days.
 - b) Score "Meets Standard" = 2
3. The school's actual enrollment as shown on Financial Payment Reports is 90-95% of budgeted enrollment in most recent year.
 - c) Score "Exceeds Standard" = 3
4. The school is not in default of loans and/or is not delinquent with debt service payments.
 - d) Score "Exceeds Standard" = 3

Possible Score: 36

Actual Score: 33

Indicator 2: Sustainability (depicts a school's financial position and viability over time)
(Weighted Score= X3)

1. The measurement of surplus of aggregated 3-year total margin is greater than -1.5%, the trend is positive for past 2 years, AND the most recent Total Margin is positive.
 - a) Score “Does Not Meet Standard” = 1
2. The school’s audited balance sheets comparing the school’s assets to its liabilities, has a ratio between 1.0 and 1.1 for at least the most recent year.
 - b) Score “Meets Standard” = 2
3. The school’s cash flow is positive for at least 1 or the most recent 2 years.
 - c) Score “Exceeds Standard” = 3
4. The schools debt service coverage ratio is equal to or exceeds 1.1.
 - d) Score “Exceeds Standard” = 3

Possible Score: 36

Actual Score: 27

Operational & Governance Framework (Is the organization effective and well run?)

(Weighted Score= X1) (Appendix G Rubric)

Indicator 1: Education Program

1. The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract as evidenced by 80-89% of records reviewed that were accurate and complete.
 - a) Score “Meets Standard” = 2
2. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including, but not limited to instructional minutes, graduation requirements, content standards, state assessments, implementation of mandated programming as a result of state or federal funding, among others including those noted on the compliance review, with an on-time records submission rate of 80-89%.
 - b) Score “Meets Standard” = 2
3. The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability; 80-89% compliance rate.
 - c) Score “Meets Standard” = 2
4. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title 111 of the Elementary and Secondary Education Act and USDOE authorities) relating to requirements regarding English Language Learners (ELLs), compliance rate of 80-89%.
 - d) Score “Meets Standard” = 2

Possible Score: 12

Actual Score: 8

Indicator 2: Financial Management and Oversight (Weighted Score= X1)

1. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements; compliance rate of 80-89%.
 - a) Score "Exceeds Standard" = 3
2. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, with no findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit.
 - b) Score "Exceeds Meet Standard" = 3

Possible Score: 6

Actual Score: 6

Indicator 3: Governance and Reporting (Weighted Score= X2)

1. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board; the school has an 80-89% compliance rate.
 - a) Score "Meets Standard" = 2 (One Board member has not completed required training)
2. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the management company; 80-89% compliance rate.
 - b) Score "Exceeds Standard" = 3
3. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's sponsor, SEA, and/or federal authorities; 80-89% compliance rate.
 - c) Score "Exceeds Standard" = 3

Possible Score: 18

Actual Score: 16

Indicator 4: Students and Employees (Policies & Procedures) (Weighted Score= X1)

1. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the policies and procedures of students; 80-89% compliance rate.
 - a) Score "Exceeds Standard, at least 90% of school year" = 3
2. The school meets attendance goals; 80-89% compliance rate.
 - b) Score "Exceeds Standard" = 3
3. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional

requirements within Title II of the ESEA), relating to state certification requirements at least 80-89% of the school year.

c) Score "Exceeds Standard" = 3

4. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to FMLA, ADA and employment contracts at least 80-89% of the time.

d) Score "Exceeds Standard" = 3

5. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals; 100% of the school year.

e) Score "Meets Standard" = 2

Possible Score: 15

Actual Score: 14

Indicator 5: School Environment (Weighted Score= X1)

1. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to school facilities, grounds, and transportation at least 80-89% of the year.

a) Score "Exceeds Standard" = 3

2. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and health-related services, at least 80-89% of the school year.

b) Score "Exceeds Standard" = 3

3. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to handling of information, at least 80-89% of the school year.

c) Score "Exceeds Standard" = 3

Possible Score: 9

Actual Score: 9

Additional Obligations

School Mission Specific Goals: Is the school meeting its mission? (Weighted Score= X1)

1. School Mission Specific Goal:

Help parents and guardians educate their children by creating learning communities of achievement and hope and to make a world of difference through quality research and results based education, high academic and social standards, and a caring environment for students.

Evidence:

Score Not scored

2. The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract that are not explicitly stated herein, including revisions to state laws,

or other entities to which the charter school is accountable, consent decrees, intervention requirements by the authorizer, at least **80-89%** of the time.

Score **"Exceeds Standard" = 3**

Possible Score: 3

Actual Score: 3

Governance Goals (Weighted Score= X2)

1. No later than **June 30th** of each year of operation, the school's governing authority will demonstrate compliance with the following contractual expectations:
 - a. Holding the prescribed number of regular governing authority meetings annually;
Exceeds Standard
 - b. Demonstrating the requisite number of members of the governing authority;
Exceeds Standard
 - c. Achieving the prescribed number of hours of training in the manner agreed to in the charter contract.

Does Not Meet Standard= 1

Possible Score: 6

Actual Score: 5

A Grade for the school's Performance Accountability will be assigned based on the school's **total score using the following scale:**

Points

203-225: A (90-100%)

180-202: B (80-89%)

157-179: C (70-79%)

135-156: D (60-69%)

134 - 0: F (59% & below)

Cesar Chavez College Preparatory Score: 121 Points = 53.7% = F

RAA does provide the school an opportunity and reasonable time to respond to the Cumulative Report; correct the record, if needed; and present additional evidence regarding its performance. Please contact Marianne Cooper, Executive Director at mcooper@richlandacademy.com or 419/522-8224 by December 30, 2016.