

Academy for Integrated Arts Performance Contract 2022 – 2027

Academic Performance

The following goals are based on Missouri's current accountability measures, including how the Missouri Assessment Program (MAP) test is currently administered and scored. If changes are made to the current accountability measures in the state of Missouri, there may be a need to revise the performance contract.

We created the goals below by reviewing AFIA's recent performance, and establishing goals and metrics needed to drive reasonable, yet aggressive student growth.

Academic Goals 1 and 2: Missouri Assessment Program (MAP) Grade-Level Assessments

This performance contract is being written in an unprecedented context of the COVID-19 pandemic. Due to the challenges over the last 18 months, including disrupted learning, we propose that the 2021-2022 school year serve as a benchmarking year. We also propose that we focus on two specific metrics for this performance contract:

Academic Goal 1: Decrease the percentage of students in the Below Basic category of the MAP test in English Language Arts and Mathematics.

Academic Goal 2: Scoring above a score of 50 in Missouri's NCE model.

Rationale for Academic Goal 1: AFIA is committed to increasing students' proficiency scores and believe that this is critical. However, AFIA is also committed to moving students from the Below Basic category into the Basic category. As discussed in the previous section, AFIA was making progress in this area prior to the pandemic. Moving a student from Below Basic to Basic can change their educational trajectory.

Rationale for Academic Goal 2: AFIA is committed to accelerating student learning for each individual student. Looking at proficiency scores of a school does not always tell the full story of what is happening with student growth. Using Missouri's NCE value added growth metric makes it possible to assess our effectiveness in accelerating student learning. As discussed in the previous section, AFIA has earned strong growth scores over the last few years.

Academic Goal 1:

- Annually, there will be a 2.5% decrease in the percentage of students who are in the Below Basic category on the English Language Arts (ELA) MAP.
- Annually, there will be a 3.7% decrease in the percentage of students who are in the Below Basic category on the Math MAP test.

These metrics are based on a model that uses Missouri’s NCE value-added model and makes the assumption that our students would make above average growth each year (2 points above 50 each year).

Benchmarks to meeting Academic Goal 1:

Decrease in percentage of students in below basic

Content Area	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ELA	2.5%	2.5%	2.5%	2.5%	2.5%
Math	3.7%	3.7%	3.7%	3.7%	3.7%

Academic Goal 2:

- AFIA will earn a NCE score of greater than 50

Context (The following information is an excerpt from <https://dese.mo.gov/sites/default/files/mogrowthmodelstepbystep.pdf>):

“The NCE is a way of expressing a quantity and resembles a percentile. NCEs provide a way of comparing LEAs with similar prior achievement. NCEs around 50 indicate a contribution to student growth that is more or less typical, and that score predictions were generally met without either beating them or falling short. If the NCE is above 50, it means the students of a given LEA, viewed in the aggregate, outperformed predictions; if the NCE is below 50, it means the students of a given LEA—again, viewed in the aggregate—fell short of predictions.”

At AFIA, we know that we must accelerate student learning, thus our goals include more than typical student growth.

Academic Goals 3 and 4: Northwestern Evaluation Association Measures of Academic Performance (NWEA MAP) Assessments

The NWEA MAP growth assessment is a nationally normed assessment. This assessment is adaptive and measures student achievement and growth over time. Students’ scores are reported as a RIT score (Rasch Unit). As shared on NWEA’s website, “MAP Growth uses the RIT (Rasch Unit) scale to help you measure and compare academic growth. Specifically, the scale measures levels in academic difficulty. The RIT scale extends equally across all grades, making it possible to compare a student’s score at various points throughout his or her education.”¹ Additionally, when a student takes the NWEA at the beginning of the school year, a projected RIT growth score is calculated. According to NWEA, in a typical classroom in

¹ <https://teach.mapnwea.org/impl/maphelp/Content/AboutMAP/WhatRITMeans.htm>

a typical school year with a typical teacher, about 50% of the students meet their projected growth at the end of the school year.²

Academic Goal 3:

In 1st and 2nd grades:

- Over 50% of students will meet or exceed their projected RIT growth on the NWEA primary reading assessment.
- Over 50% of students will meet or exceed their projected RIT growth on the NWEA primary mathematics assessment.

Rationale for Goal 3 and context: Students in the primary grades do not take the state's standardized test. However, it is important to track student growth in 1st and 2nd grades. Students will take the NWEA three times a year. For the purpose of this goal, the full year projected growth will be used, but the beginning of year and mid-year data will be carefully analyzed to inform instruction and intervention plans.

Action: Beginning of the year data will be used to determine student needs, inform intervention plans and classroom instruction and determine which students need extra support. If students are not meeting their projected RIT goal mid-year and/or the end of the year, the data team (which includes interventionists, teachers and administrators) will review other data sources to determine if students are making good progress (running records, PALs assessments, math SLO trackers) since the NWEA test is only one data source. If students are not making good progress based on other assessments, an individual plan will be put in place to support the student, which could include push-in or pull-out interventions. It is critically important to identify needs while students are in primary grades, as undetected gaps widen as students move through the grades.

Instruction/Teacher Quality Goals

Instruction/Teacher Quality Goal 1:

- Over 80% of AFIA teachers who have completed at least two years of teaching at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.
- Over 60% of AFIA teachers who have two or more years of experience at AFIA, will score proficient in Arts Integration on the tool AFIA created (modeled after the TNTP rubric and arts integration checklist and created through the pilot we implemented over the 2019 - 2021 school years).

Instruction/Teacher Quality Goal 2:

- Over 80% of teachers who score Proficient on the Demonstration of Learning rubric will be retained each year.

Rationale:

² <https://www.nwea.org/blog/2013/interpreting-percentage-students-meeting-exceeding-growth-projections/>

We know that teacher and instructional quality is a critical component to ensure children are making academic growth. The instructional program must include the following:

- The classroom climate must be conducive to learning.
- Classroom instruction must be intentional, engaging and challenging for all students.
- Teachers must regularly assess students' progress and use this data to adjust instruction and provide feedback to students.³

We know that student achievement is directly linked to teacher quality. Thus, we have included goals directly related to teacher effectiveness and retention. The tool used to measure this goal is the TNTP Teaching Rubric. This rubric aligns to the Missouri Model Evaluation Tools and aligns to the essential components of a strong instructional program. The TNTP Core Teaching Rubric is used to describe and assess teacher performance across four performance areas:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students engaged in content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

We added a fifth area:

- **Arts Integration:** Are the students constructing and demonstrating their understandings through an art form and engaged in a process of creating something original?

While all four areas are important, for the purpose of the performance contract, we will track Demonstration of Learning (all other areas have to be strong to do well in this area). We are also tracking Arts Integration using the tool we created since arts integration is central to our mission as an arts integrated school. AFIA is committed to integrating the arts into the core curricular areas. As stated in our charter, researchers have found a correlation between arts participation and academic performance, but these gains are the most pronounced for low-income students⁴. To help us better understand our growth, progress and areas of improvement in these areas, we are utilizing the rubric we created. In order to monitor and measure improvement in these areas, we will use observational data.

Family Engagement Goals: **Family Engagement Goal 1:**

³ This language reflects specific language from the School Works Quality Review Instruction Domain.

⁴ Rabkin, N. and Redmond, R. (2006). The arts make a difference. *Educational Leadership*, 60-64

- Over 80% of AFIA families will participate in family teacher conferences (held in October and February)

Family Engagement Goal 2:

- Scores on the family satisfaction survey will average a 4 out of 5-point Likert scale.
- Family participation rates on the survey will exceed 50%.
- Measurement Tool: Advanced Questionnaire survey

Rationale for Goal:

AFIA believes it is our responsibility to engage with families positively and productively. We believe that it is important that we foster two-way meaningful communication with families to address student achievement and ensure:

- that families have an opportunity to play an integral role in assisting their child’s learning
- that families are encouraged to be actively involved in their child’s education
- that families are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Social Emotional Learning Goal:

AFIA utilizes the Devereux Student Strengths Assessment (DESSA), a standardized, strength-based measure of the social and emotional competencies of children in kindergarten through 8th grade. Through this assessment, students fall into three categories: Strength, Typical or Need. Students with higher level of needs are assessed more often with progress monitoring tools to evaluate the effectiveness of interventions.

We also know that we must consider how to support all students, not just students identified as having high needs based on the DESSA. A learning environment where all students feel connected and capable promotes learning for everyone in the classroom community.

Social Emotional Goal 1:

- Create an inclusive, safe learning environment for all students and staff, resulting in a decrease of behavior referrals by 20% from BOY to EOY. For this goal, BOY is defined as the first six weeks of school and the EOY is defined as the last six weeks of school.

Metric: Data from the DESSA, Student Success Team, Red Flag Meeting agendas and behavioral referrals

Board Engagement Goals 1-3:

Board Engagement Goal 1:

- The AFIA Board of Directors will develop a formal succession plan for the Board of Directors by August 2022.

- The AFIA Board of Directors will develop a formal succession plan for the AFIA Leadership team by August 2023.
- Measurement Tool/Evidence: Minutes from the meetings in which this takes place and a copy of the succession plan and supporting documents.

Board Engagement Goal 2:

- 80% of the Board of Directors will attend 80% of the meetings.
- Measurement Tool: Attendance tracked through minutes

Board Engagement Goal 3:

Once a year, the Board of Directors will:

- self-assess their effectiveness
- Identify and agree upon no less than two strength areas and two growth areas
 - Develop measurable goals based on the growth areas
- Measurement Tool/Evidence: Minutes and artifacts from the meetings in which this takes place