

12/11/12 10:30 AM

**Regular School Board Meeting**301 Fourth Street SW  
Largo, FL 33770**Pinellas County  
Schools****ADOPTED****REQUEST FOR APPROVAL (ID # 3774)**

December 11, 2012

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Recommend Issuance of a 90-day Notice of Non-Renewal of the Charter With Imagine Pinellas County, LLC

**BACKGROUND:**

The Charter School Contract ("Charter") with Imagine Pinellas County, LLC ("Imagine"), expires by its terms on June 30, 2013. Imagine submitted a charter school renewal application on October 26, 2012. The Charter should not be renewed because Imagine has consistently failed to meet the academic performance standards set forth in the Charter. Pursuant to the provisions of the Charter and state law, notice must be provided at least 90 days prior to a sponsor's intention to non-renew a Charter. By providing the 90-day notice at this time, Imagine can continue to operate until the end of the 2012-2013 school year which will give the families of the approximately 235 students currently attending the school sufficient time to transition to their zoned schools, make application to magnet or fundamental schools or otherwise transfer to other charter schools. This 90-day notice does not affect Imagine Middle School, which operates under its own charter at the same facility.

The following is an overview of Imagine's academic performance history:

- 2007-2008 school year. The School Board approved Imagines' Charter on April 10, 2007. Imagine opted to use its first year as a planning year.
- 2008-2009 school year. Imagine opened and received a school grade of F at the end of the school year. As required by state law, Imagine submitted a School Improvement Plan for improved student achievement.
- 2009-2010 school year. The school received its second school grade of F for the 2009-10 school year. It failed to meet 6 of the 8 goals which it set at the beginning of the school year.
- 2010-2011 school year. Because of the F's received for the two preceding years, additional corrective measures were implemented including the reorganization of the school under a new principal and hiring new staff; Imagine also revised and continued its School Improvement Plan. In addition, the school received intensive support from the School Board. Imagine's 2010-11 school grade was a D. It failed to meet 16 of the 23 goals which it set at the beginning of the school year.
- 2011-12 school year. Imagine again revised its School Improvement Plan, worked toward implementing the plan and continued to receive technical support and training from the Florida Department of Education with significant additional support and resources from the School Board. On May 22, 2012, the Board approved a one-year extension to the Charter for the express purpose of "allow[ing] the School Board to collect additional data to evaluate

Imagine and determine whether a longer extension is warranted." The amendment also authorized Imagine to discontinue its use of "Project Child" as a curriculum and instructional method. Imagine's school grade for the 2011-2012 school year was an F. It failed to meet 16 of the 18 goals which it set at the beginning of the school year. The Imagine Charter School Evaluation: 2011-2012 School Year, completed by an independent evaluator, is attached to this agenda item.

- o 2012-13 school year. On October 16, 2012 the Imagine board of directors met with the School Board and presented its revised school improvement plan. Neither the presentation to the Board nor the revised school improvement plan described actions which Imagine would implement different from plans it has already tried over the past four academic years.

STRATEGIC DIRECTION/GOAL: Student Achievement

ALTERNATIVES:

1. Issue a 90-day notice of non renewal to Imagine which shall include a right to request an informal hearing pursuant to the terms of the Charter and if appealed, direct the Staff Attorney to refer the request to the Division of Administrative Hearings to conduct a hearing within 60 days pursuant to Section 1002.33(8)(b)2, F.S.
2. Do not issue a 90-day notice of termination to Imagine.

RECOMMENDATION:

Alternative # 1 is recommended.

RATIONALE:

Imagine has continually failed to meet the requirements for student performance stated in the Charter and its goals and has been unable to remedy its failures despite extensive assistance from the state and the School Board over a period of years. Such failures constitute good cause for non renewal of the charter in accordance with Section 1002.33(8) and Article 1.5 of the Charter. The tables below illustrate Imagine's failure to meet the requirements for student performance and further illustrate that the students served by Imagine would be far better served transferring to their zoned school, applying to a district magnet or fundamental school or another charter school.

**Status as a Low 100 School**

In 2011-12 S.Y. the state identified Imagine Charter as the 9th lowest of the Low 100 schools in the state. Table 1 presents four years of School Grade and the Reading and Math Learning Gains for Imagine Charter School and the other Low 100 Schools in Pinellas County.

Table 1. *Reading and Math Learning Gains for Pinellas Low 100 Schools* Source: Florida Department of Education

Low 100 Ranking	School Name	SCHOOL GRADES				2012			
						% MAKING LEARNING GAINS		% OF LOWEST 25% MAKING LEARNING GAINS	
		2012	2011	2010	2009	READ	MATH	READ	MATH
9	IMAGINE CHARTER SCHOOL	F	D	F	F	42	39	30	37
14	FAIRMOUNT PARK ELEMENTARY	D	D	F	C	54	59	70	72
33	MELROSE ELEMENTARY	F	F	C	C	61	53	72	60
36	WOODLAWN ELEMENTARY	D	C	F	B	53	66	70	54
49	LAKEWOOD ELEMENTARY	C	D	F	C	58	66	86	80
64	HIGH POINT ELEMENTARY	D	C	C	A	58	51	69	59
76	CAMPBELL PARK ELEMENTARY	D	C	C	C	58	49	75	56

Source: Florida Department of Education

#### Imagine and Schools Students' Zoned School

Students attending Imagine are zoned to attend 21 different schools. Table 2 presents three years of School Grades and the 2012 Reading and Math Learning Gains for Imagine Charter School and five of the schools Imagine Charter students are zoned to attend. The largest numbers of students, (41) are zoned to attend Lakewood Elementary School. In 2011-12 S.Y. Lakewood Elementary had Learning Gains of 58% and 66% in Reading and Math compared to 42% and 39% at Imagine Charter. Learning gains for the lowest 25% of students at Lakewood were 86% and 80% in reading and math compared to 30% and 37% at Imagine Charter. Imagine's students zoned to attend, Maximo, (the other school receiving a grade of F) saw Learning Gains of 61% and 50% in Reading and Math compared to 42% and 39% at Imagine. Learning Gains for the lowest 25% of students at Maximo were 61% and 57% in Reading and Math compared to 30% and 37% at Imagine. A complete list of schools Imagine students are zoned to attend can be seen in Table 3.

Table 2. *Reading and Math Learning Gains for Imagine and Schools Students at Imagine Are Zoned to Attend*

Percent and Number Zoned for School	School Name	SCHOOL GRADES			2012			
					% MAKING LEARNING GAINS		% OF LOWEST 25% MAKING LEARNING GAINS	
		2012	2011	2010	READ	MATH	READ	MATH
	IMAGINE CHARTER	F	D	F	42	39	30	37
17% (41)	LAKEWOOD ELEMENTARY	C	D	F	58	66	86	80
14% (34)	WOODLAWN ELEMENTARY	D	C	F	53	66	70	54
14% (33)	FAIRMOUNT PARK ELEMENTARY	D	D	F	54	59	70	72
11% (27)	MAXIMO ELEMENTARY	F	F	D	61	50	61	57
10% (25)	GULFPORT ELEMENTARY	C	C	D	60	74	57	80

Source: Florida Department of Education

Table 3. Zoned School for Students Attending Imagine

Zoned School:	PK	KG	01	02	03	04	05	Total	Percent
Azalea	1	0	0	0	0	0	0	1	0.4%
Bardmoor	1	0	0	0	0	0	0	1	0.4%
Bear Creek	1	3	2	0	2	1	0	9	3.7%
Campbell Park	1	3	3	3	4	3	0	17	7.0%
Fairmount Park	1	5	4	6	6	4	7	33	13.6%
Gulfport	2	7	4	3	3	1	5	25	10.3%
John Sexton	0	0	2	2	0	0	0	4	1.6%
Lakewood	3	7	8	8	5	4	6	41	16.9%
Maximo	5	5	2	4	3	6	2	27	11.1%
Mt Vernon	0	1	0	0	0	1	1	3	1.2%
New Heights	1	1	0	0	1	0	1	4	1.6%
North Shore	1	5	6	3	3	2	1	21	8.6%
Northwest	0	0	1	1	0	0	1	3	1.2%
Pinellas Central	0	0	0	0	0	0	1	1	0.4%
Pinellas Park	0	0	0	1	0	0	1	2	0.8%
Rawlings	1	0	0	0	0	0	0	1	0.4%
Ridgecrest	0	1	0	0	0	0	0	1	0.4%
Sawgrass	0	0	0	1	1	0	0	2	0.8%
Shore Acres	0	0	1	0	1	0	0	2	0.8%
Westgate	0	0	2	1	1	1	0	5	2.1%
Woodlawn	2	9	6	2	5	7	3	34	14.0%
Unknown*	0	4	2	0	0	0	0	6	2.5%
<b>Total</b>	<b>20</b>	<b>51</b>	<b>43</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>29</b>	<b>243</b>	<b>100.0%</b>

\*Error in address or out of county student

**FISCAL IMPACT:**

Imagine serves an estimated 235 K-5 students. If the charter is not renewed these students would be eligible to return to their close to home school or apply to other programs.

DATA SOURCE:

Laurie Dart, Staff Attorney  
Steve Swartzel, Director, Governmental Services  
Kevin Smith, Associate Superintendent, Finance and Business Services  
William Lawrence, Associate Superintendent, Teaching and Learning Services  
Dorothy Clark, Coordinator, Partnership Schools  
Nicole Carr, Senior, Coordinator Differentiated Accountability

SUBMITTED BY:

Steve Swartzel, Director, Governmental Services

ATTACHMENTS:

- Imagine Evaluation (PDF)

# IMAGINE CHARTER SCHOOL EVALUATION: 2011-2012 SCHOOL YEAR

The purpose of this evaluation is to examine progress made during the 2011-2012 school year toward goals that were set at the start of the year. Each charter school works with an independent evaluator to set goals toward which progress is examined at the conclusion of each year. Each school has latitude to decide which goals are set. Imagine Charter School chose to align their evaluation goals with those stated in their School Improvement Plan for the 2011-2012 school year.

Imagine Charter School entered the 2011-2012 school year having received a school grade of "D" for the 2010-2011 school year based upon the Florida Department of Education's school grading system. The 2010-2011 evaluation of Imagine Charter School noted that 6 of 23 goals were met. Goals met included 62% of students making learning gains in FCAT Reading, with 57% of students in the lowest quartile making learning gains. No goals were met for Mathematics and Science on the FCAT. 97% of students did achieve proficiency in Writing. Additional goals met included having less than 25 students tardy 10 times or more (22 students were tardy 10 times or more), having less than 20 total out-of-school suspensions (there were 15), and having more than 50% of parents complete volunteer hours (58% of parents did so).

Based upon 2010-2011 results, goals were set to make incremental gains in 11 FCAT indices. Goals were also set to improve attendance and discipline outcomes across 7 indices.

## GOALS

1. 58% of students will achieve a proficiency score (FCAT 3 or higher) in Reading (baseline 53%)
2. 66% of students will make Reading learning gains (baseline 62%)
3. 62% of the lowest quartile will make learning gains in Reading (baseline 57%)
4. 52% of the Black subgroup will be proficient<sup>1</sup> in Reading (baseline 46%)
5. 58% of the Economically Disadvantaged subgroup will be proficient in Reading (baseline 53%)
6. 37% of students will achieve a proficiency score (FCAT 3 or higher) in Mathematics (baseline 29%)
7. 43% of students will make Mathematics learning gains (baseline 36%)
8. 63% of the lowest quartile will make learning gains in Mathematics (baseline 58%)
9. 33% of the Black subgroup will be proficient in Mathematics (baseline 25%)
10. 36% of the Economically Disadvantaged subgroup will be proficient in Mathematics (baseline 28%)
11. 28% of students in 5<sup>th</sup>-grade will achieve a 3 or higher on the Science FCAT (baseline 19%)
12. Attendance rate will be 97% or higher (baseline 94%)
13. 27% of students or less will have 10 or more absences (baseline 34%)
14. 18% of students or less will have 10 or more tardies (baseline 22%)
15. 17 students or less will be suspended in school (baseline 23)
16. Students will receive a total of 34 in-school suspensions or less (baseline 46)
17. 9 students or less will be suspended out of school (baseline 12)
18. Students will receive a total of 11 out-of-school suspensions or less (baseline 15)

<sup>1</sup> Goals 4, 5, 9 and 10 had used AYP terminology when written..

## GOAL ANALYSIS

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Analysis of each goal includes the original target set by Imagine Charter School for each goal and evaluates progress toward that target. The shift from measurement of Annual Yearly Progress (AYP) to Annual Measurable Objectives (AMOs) along with implementation of FCAT 2.0 created a new way of evaluating progress using a separate set of baseline assumptions. These are referred to as the "retrofitted 2011" baselines and "AMO targets" below. Analysis also includes examination of progress toward objectives using this model.

### 1. 58% OF STUDENTS WILL ACHIEVE A PROFICIENCY SCORE (FCAT 3 OR HIGHER) IN READING (BASELINE 53%)

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29% of students achieved a proficiency score in Reading. This does not meet the original goal of 58%. The FCAT 2.0 retrofitted 2011 baseline would have been 32%. This would create an AMO target of 38%. The 29% proficiency level does not reach the retrofitted goal of 38% and is below the 2011 baseline of 32%. Using either method of goal analysis, this goal was not met.

Goal Not Met

### 2. 66% OF STUDENTS WILL MAKE READING LEARNING GAINS (BASELINE 62%)

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42% of students made Reading learning gains in accord with the school grade calculation. This goal was not met.

Goal Not Met

### 3. 62% OF THE LOWEST QUARTILE WILL MAKE LEARNING GAINS IN READING (BASELINE 57%)

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29% of the lowest quartile made Reading learning gains in accord with the school grade calculation. This goal was not met.

Goal Not Met

### 4. 52% OF THE BLACK SUBGROUP WILL BE PROFICIENT IN READING (BASELINE 46%)

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21% of the Black/African-American subgroup achieved a proficiency score in Reading. This does not meet the original goal of 52%. The FCAT 2.0 retrofitted 2011 baseline would be 25%. This would create an AMO target of 31%. The 21% proficiency level does not reach the retrofitted goal of 31% and is below the 2011 baseline of 25%. Using either method of goal analysis, this goal was not met.

Goal Not Met

5. 58% OF THE ECONOMICALLY DISADVANTAGED SUBGROUP WILL BE PROFICIENT IN  
READING (BASELINE 53%)

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26% of the Economically Disadvantaged subgroup achieved a proficiency score in Reading. This does not meet the original goal of 58%. The FCAT 2.0 retrofitted 2011 baseline would have been 28%. This would create an AMO target of 34%. The 26% proficiency level does not reach the retrofitted goal of 34% and is below the 2011 baseline of 28%. Using either method of goal analysis, this goal was not met.

Goal Not Met

6. 37% OF STUDENTS WILL ACHIEVE A PROFICIENCY SCORE (FCAT 3 OR HIGHER) IN  
MATHEMATICS (BASELINE 29%)

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13% of students achieved a proficiency score in Mathematics. This does not meet the original goal of 37%. The FCAT 2.0 retrofitted 2011 baseline would have been 10%. This would create an AMO target of 18%. The 13% proficiency level does not reach the retrofitted goal of 18%. Using either method of goal analysis, this goal was not met.

Goal Not Met

7. 43% OF STUDENTS WILL MAKE MATHEMATICS LEARNING GAINS (BASELINE 36%)

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38% of students made Mathematics learning gains in accord with the school grade calculation. This goal was not met.

Goal Not Met

8. 63% OF THE LOWEST QUARTILE WILL MAKE LEARNING GAINS IN MATHEMATICS  
(BASELINE 58%)

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37% of the lowest quartile made Mathematics learning gains in accord with the school grade calculation. This goal was not met.

Goal Not Met

9. 33% OF THE BLACK SUBGROUP WILL BE PROFICIENT IN MATHEMATICS (BASELINE 25%)

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5% of the Black/African-American subgroup achieved a proficiency score in Mathematics. This does not meet the original goal of 25%. The FCAT 2.0 retrofitted 2011 baseline would be 8%. This would create an AMO target of 16%. The 5% proficiency level does not reach the retrofitted goal of 16% and is below the 2011 baseline of 8%. Using either method of goal analysis, this goal was not met.

Goal Not Met



10. 36% OF THE ECONOMICALLY DISADVANTAGED SUBGROUP WILL BE PROFICIENT IN  
MATHEMATICS (BASELINE 28%)

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10% of the Economically Disadvantaged subgroup achieved a proficiency score in Mathematics. This does not meet the original goal of 36%. The FCAT 2.0 retrofitted 2011 baseline would have been 9%. This would create an AMO target of 17%. The 10% proficiency level does not reach the retrofitted goal of 17%. Using either method of goal analysis, this goal was not met.

Goal Not Met

11. 28% OF STUDENTS IN 5<sup>TH</sup>-GRADE WILL ACHIEVE A 3 OR HIGHER ON THE SCIENCE FCAT  
(BASELINE 19%)

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21% of students achieved a 3 or higher in Science in accord with the school grade calculation. This goal was not met.

Goal Not Met

12. ATTENDANCE RATE WILL BE 97% OR HIGHER (BASELINE 94%)

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The attendance rate was 94%. This goal was not met.

Goal Not Met

13. 27% OF STUDENTS OR LESS WILL HAVE 10 OR MORE ABSENCES (BASELINE 34%)

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7% of students (17 of 247) had 10 or more absences. This goal was met.

Goal Met

14. 18% OF STUDENTS OR LESS WILL HAVE 10 OR MORE TARDIES (BASELINE 22%)

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26% of students (65 of 247) had 10 or more tardies. This goal was not met.

Goal Not Met

15. 17 STUDENTS OR LESS WILL BE SUSPENDED IN SCHOOL (BASELINE 23)

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Enrollment increased from 205 students in 2010-2011 to 246 students in 2011-2012. The goals for in and out of school suspensions were adjusted to make fair comparisons across years. 246 is 1.2 times 205. To make this goal a fair comparison, the goal of 17 was multiplied by 1.2 for a total of 20.4. Overall, 22 students were suspended in school. As this number is higher than the adjusted goal of 20.4, this goal was not met.

Goal Not Met

16. STUDENTS WILL RECEIVE A TOTAL OF 34 IN-SCHOOL SUSPENSIONS OR LESS (BASELINE 46)

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The adjusted goal for in-school suspensions was 40.8 ( $34 \times 1.2$ ). Imagine Charter School students received a total of 35 in-school suspensions. This goal was met based upon the adjusted comparison.

Goal Met

17. 9 STUDENTS OR LESS WILL BE SUSPENDED OUT OF SCHOOL (BASELINE 12)

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The adjusted goal for the number of students suspended out of school was 10.8 ( $9 \times 1.2$ ). 27 students were suspended out of school. This goal was not met.

Goal Not Met

18. STUDENTS WILL RECEIVE A TOTAL OF 11 OUT-OF-SCHOOL SUSPENSIONS OR LESS (BASELINE 15)

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The adjusted goal for the total number of out-of-school suspensions was 13.2 ( $11 \times 1.2$ ). Imagine Charter School students received a total of 37 out-of-school suspensions. This goal was not met.

Goal Not Met

TABLE 1

Goal Analysis Summary		
Goal	Result	Result
1. 58% of students will achieve a proficiency score (FCAT 3 or higher) in Reading (baseline 53%)	29%	Goal Not Met
2. 66% of students will make Reading learning gains (baseline 62%)	42%	Goal Not Met
3. 62% of the lowest quartile will make learning gains in Reading (baseline 57%)	29%	Goal Not Met
4. 52% of the Black subgroup will make AYP in Reading (baseline 46%)	21%	Goal Not Met
5. 58% of the Economically Disadvantaged subgroup will make AYP in Reading (baseline 53%)	26%	Goal Not Met
6. 37% of students will achieve a proficiency score (FCAT 3 or higher) in Mathematics (baseline 29%)	13%	Goal Not Met
7. 43% of students will make Mathematics learning gains (baseline 36%)	38%	Goal Not Met
8. 63% of the lowest quartile will make learning gains in Mathematics (baseline 58%)	37%	Goal Not Met
9. 33% of the Black subgroup will make AYP in Mathematics (baseline 25%)	5%	Goal Not Met
10. 36% of the Economically Disadvantaged subgroup will make AYP in Mathematics (baseline 28%)	10%	Goal Not Met
11. 28% of students in 5 <sup>th</sup> -grade will achieve a 3 or higher on the Science FCAT (baseline 19%)	21%	Goal Not Met
12. Attendance rate will be 97% or higher (baseline 94%)	94%	Goal Not Met
13. 27% of students or less will have 10 or more absences (baseline 34%)	7%	Goal Met
14. 18% of students or less will have 10 or more tardies (baseline 22%)	26%	Goal Not Met
15. 17 students or less will be suspended in school (baseline 23)	22	Goal Not Met
16. Students will receive a total of 34 in-school suspensions or less (baseline 46)	35	(adjusted) Goal Met
17. 9 students or less will be suspended out of school (baseline 12)	27	Goal Not Met
18. Students will receive a total of 11 out-of-school suspensions or less (baseline 15)	37	Goal Not Met

Attachment: Imagine Evaluation (3774 : Imagine Pinellas County, LLC)

## CONCLUSIONS/RECOMMENDATIONS

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Evaluation results indicate that Imagine Charter School met two (2) goals and did not meet sixteen (16) goals.

Performance declined from the 2010-2011 baselines to 2011-2012 for nine of the ten Reading and Math goals. Performance improved by 2% for both Mathematics learning gains and the Science FCAT 2.0, which did not meet the goal thresholds for either.

Data indicated that the number of students with excessive absences declined from 2010-2011 to 2011-2012 to meet the goal and improve performance in this area. Excessive tardiness continued in 2011-2012, with 26% of students having 10 or more tardies.

The number of discipline events resulting in out-of-school suspensions increased from 2010-2011 to 2011-2012. In 2010-2011, 12 students had received a total of 15 out-of-school suspensions. In 2011-2012, 27 students received a total of 37 out-of-school suspensions. This increase could not be accounted for solely by an increase in enrollment. The number of in-school suspensions declined from baselines with the total number of in-school suspensions (35) meeting the adjusted goal of 40.8 in-school suspensions.

Overall, with the exception of a reduction in excessive absences, data examined in conjunction with the present evaluation do not provide evidence of improvement in the academic and behavioral outcomes of students attending Imagine Charter School. Continued efforts are necessary to demonstrate improvement in both academic and behavioral outcomes among students at Imagine Charter School.