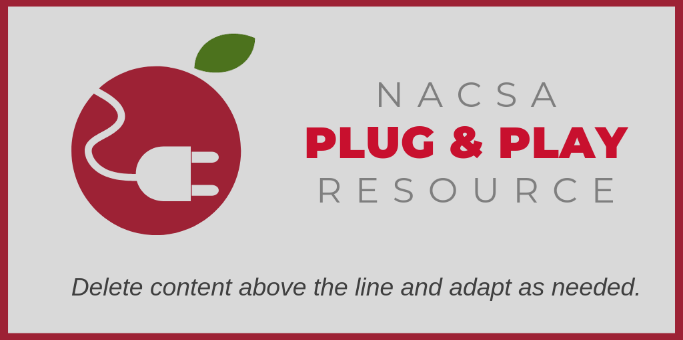
**

Capacity Interview Toolkit

Tool #4: Performance Tasks

*A* ***Performance Task*** *tests the collective skills of the applicant group using scenarios that present realistic and common challenges associated with operating a charter school. Review teams should use a performance task suited to the applicants’ noted strengths and deficiencies.*

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|  |
| --- |
| *All performance task materials will be retained by [AUTHORIZER]. Applicants are asked NOT to discuss the tasks or materials with anyone other than their team in order to preserve the integrity of the interview process.* |

Purpose

The performance task for school leaders and board members provides you, the applicant, with an additional opportunity to demonstrate:

* The relationship between the school leader and the board
* The preparedness to serve as a school leader
* The ability to respond to challenges, identify their causes, and propose and prioritize potential solutions

### Instructions

You have [XX] minutes to complete this task. You may use up to [XX] minutes to read the attached information and determine your action plan based on your analysis. Use the attached note taking sheet to guide your preparation. In the final [XX] minutes, you will briefly explain your findings to an evaluator as if you were presenting to your governing board. If time permits, the evaluator may ask follow up questions.

### Observation and Evaluation

Reviewers will listen to your presentation of findings and plan for next steps. Reviewers will consider your performance against the published criteria for evaluation of the written elements of your application. Turn in all written notes, using form provided to you.

Task

Since its founding three years ago, you have been the school leader of Generic Charter School in Fictional School District. Attached you will find performance data for your school over the last three years.

1. The School leader and board members will work together to review the school’s performance data:
   1. Identify the key trends in the data set which need to be addressed
   2. Identify potential causes for these trends
2. The board members will:
   1. Identify their primary responsibilities in this scenario
   2. Propose potential solutions
3. The board members will present your findings and recommendation to your evaluator.

Demographic and Summary Data

|  |  |
| --- | --- |
| School Performance Score ……………………………………………………………………………………………… | **62.3** |
| School Letter Grade ……………………………………………………………………………………………………….. | **F** |

|  |  |  |
| --- | --- | --- |
|  | Generic Charter School | Fictional School District |
| Number of Students | 1,300 | 31,000 |
| Percent FRL | 68.2% | 61.4% |
| Percent SPED | 9.9% | 9.1% |

Performance Data

*Percentage of students who scored basic or above on the 4th Grade Leap:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Generic Charter School** | | | **Fictional School District** | | |
|  |  | **2009-2010** | **2010-2011** | **2011-2012** | **2009-2010** | **2010-2011** | **2011-2012** |
| **Math** | All | **39** | **41** | **44** | **44** | **45** | **49** |
| FRL | 34 | 38 | 45 | 38 | 34 | 39 |
| SPED | 19 | 19 | 30 | 21 | 14 | 13 |
| **Language Arts** | All | **40** | **45** | **46** | **40** | **44** | **51** |
| FRL | 36 | 42 | 46 | 32 | 35 | 40 |
| SPED | 16 | 17 | 26 | 11 | 12 | 12 |
| **Science** | All | 31 | 31 | 38 | 38 | 38 | 34 |
| FRL | 25 | 26 | 37 | 29 | 27 | 33 |
| SPED | 18 | 16 | 24 | 14 | 11 | 13 |
| **Social Studies** | All | **39** | **41** | **39** | **42** | **45** | **45** |
| FRL | 34 | 36 | 40 | 33 | 33 | 33 |
| SPED | 22 | 20 | 25 | 14 | 17 | 11 |

*Percentage of students who scored basic or above on the 8th Grade Leap:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Generic Charter School** | | | **Fictional School District** | | |
|  |  | **2009-2010** | **2010-2011** | **2011-2012** | **2009-2010** | **2010-2011** | **2011-2012** |
| **Math** | All | **30** | **31** | **32** | **39** | **42** | **46** |
| FRL | 25 | 25 | 31 | 27 | 30 | 33 |
| SPED | 1 | 4 | 9 | 1 | 5 | 6 |
| **Language Arts** | All | **33** | **38** | **38** | **38** | **44** | **46** |
| FRL | 30 | 33 | 37 | 27 | 33 | 34 |
| SPED | 1 | 1 | 7 | 2 | 9 | 1 |
| **Science** | All | **24** | **26** | **32** | **29** | **38** | **40** |
| FRL | 18 | 22 | 30 | 16 | 24 | 25 |
| SPED | 1 | 4 | 15 | 1 | 2 | 4 |
| **Social Studies** | All | **29** | **34** | **40** | **32** | **36** | **43** |
| FRL | 25 | 28 | 38 | 20 | 23 | 29 |
| SPED | 2 | 6 | 19 | 1 | 8 | 5 |

*Percentage of students who scored basic or above on the GEE Leap:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Generic Charter School** | | | **Fictional School District** | | |
|  |  | **2009-2010** | **2010-2011** | **2011-2012** | **2009-2010** | **2010-2011** | **2011-2012** |
| **Math** | **All** | **44** | **43** | **~** | **53** | **49** | **~** |
| **FRL** | 42 | 39 | ~ | 45 | 39 | ~ |
| **SPED** | 12 | 9 | ~ | 12 | 6 | ~ |
| **Language Arts** | **All** | **35** | **29** | **~** | **41** | **37** | **~** |
| **FRL** | 33 | 25 | ~ | 32 | 27 | ~ |
| **SPED** | 2 | 1 | ~ | 6 | 14 | ~ |
| **Science** | **All** | **28** | **31** | **29** | **37** | **41** | **45** |
| **FRL** | 23 | 26 | 25 | 26 | 24 | 29 |
| **SPED** | 3 | 8 | 11 | 17 | 8 | 7 |
| **Social Studies** | **All** | **32** | **30** | **32** | **41** | **39** | **47** |
| **FRL** | 26 | 27 | 30 | 31 | 24 | 29 |
| **SPED** | 8 | 4 | 24 | 14 | 5 | 10 |