Calibre Academy, Inc. – Entity 79055

School: Calibre Academy of Surprise, Taylion Virtual Academy of Arizona, and Calibre Academy of Glendale

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Calibre Academy, Inc. was not required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder at that time met the academic expectations set forth by the Board. However, at the time Calibre Academy, Inc. became eligible to apply for renewal, the charter holder did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The charter holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during or following an on-site visit. In the most recent fiscal year for which there is State assessment data available, Calibre Academy of Surprise received an overall rating of "Meets" the Board's academic standards, Calibre Academy of Glendale received an overall rating of "Meets" the Board's academic standards, and Taylion Virtual Academy of Arizona received an overall rating of "NR" the Board's academic standards.

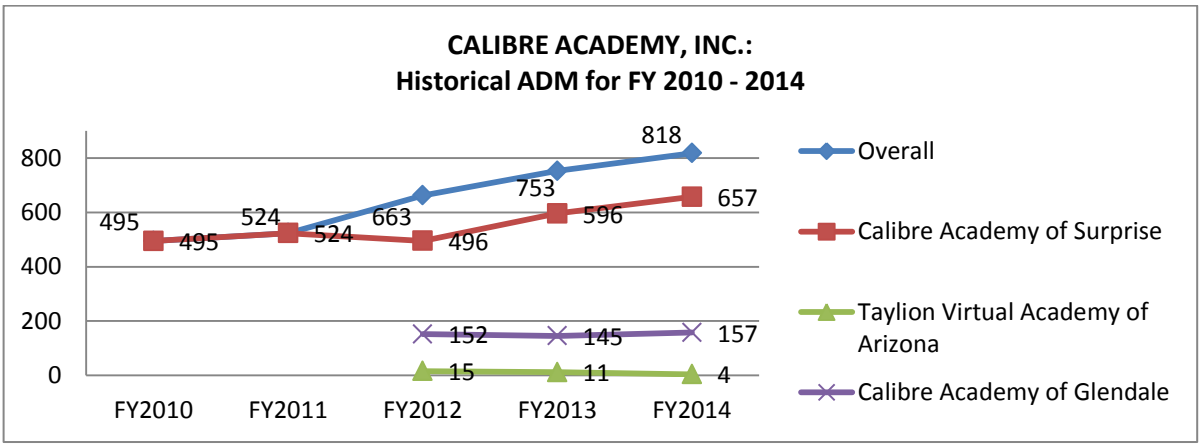
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in one "Acceptable" and four "Not Acceptable" determinations.

The charter holder's organizational membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission.

The charter holder did have compliance matters, which have been resolved.

Profile

Calibre Academy, Inc. operates three schools serving grades K-8 in Glendale and Surprise. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014. According to the financial performance response, the charter holder plans to close the Glendale campus at the end of fiscal year 2014. The charter holder has not yet submitted the School Closure Notification Request to the Board.



A dashboard representation of Taylion Virtual Academy of Arizona's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Taylion Virtual Academy of Arizona

		2012 Small Elementary School (K-8)			2013 Small Elementary School (1-8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	NR	0	0
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR			NR		

A dashboard representation of Calibre Academy of Glendale's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Calibre Academy of Glendale

		2012 Traditional Elementary School (K-6)			2013 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	65	75	12.5	50	75	12.5
	Reading	71	100	12.5	46	50	12.5
1b. SGP Bottom 25%	Math	76	100	12.5	49.5	50	12.5
	Reading	75	100	12.5	38.5	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	67 / 65.3	75	7.5	72.7 / 65.5	75	7.5
	Reading	90 / 77.2	100	7.5	90.9 / 77.5	100	7.5
2b. Composite School Comparison	Math	1.6	75	7.5	5.4	75	7.5
	Reading	12	75	7.5	10.1	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	65 / 55.1	75	7.5	68.4 / 56.5	75	7.5
	Reading	88 / 69.8	75	7.5	89.5 / 69.9	75	7.5
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		85.62		100	67.5		100

A dashboard representation of Calibre Academy of Surprise's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Calibre Academy of Surprise

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	39	50	12.5	45	50	12.5
	Reading	49	50	12.5	48	50	12.5
1b. SGP Bottom 25%	Math	46.5	50	12.5	48	50	12.5
	Reading	54	75	12.5	54	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	68 / 64.2	75	7.5	68.6 / 64.3	75	7.5
	Reading	96 / 77.1	100	7.5	89.6 / 78.2	75	7.5
2b. Composite School Comparison	Math	0.1	75	7.5	0.5	75	7.5
	Reading	15	100	7.5	6.9	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	67 / 54.2	75	3.75	67.8 / 55.1	75	3.75
	Reading	94 / 69.2	100	3.75	88.4 / 70.9	75	3.75
2c. Subgroup SPED	Math	50 / 31.2	75	3.75	36.4 / 27.1	75	3.75
	Reading	83 / 39.3	100	3.75	54.5 / 38.2	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		71.25		100	65.62		100

I. Success of the Academic Program

The FY2013 overall rating for Taylion Virtual Academy of Arizona on the Board's academic performance measures was NR including points received for the FY2013 letter grade of NR as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was NR including points received for the FY2012 letter grade of NR as reported by the Arizona Department of Education.

The FY2013 overall rating for Calibre Academy of Glendale on the Board's academic performance measures was 67.5 including points received for the FY2013 letter grade of B as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 85.62 including points received for the FY2012 letter grade of A as reported by the Arizona Department of Education.

The FY2013 overall rating for Calibre Academy of Surprise on the Board's academic performance measures was 65.62 including points received for the FY2013 letter grade of B as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 71.25 including points received for the FY2012 letter grade of B as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Calibre Academy, Inc.

July, 2011: Calibre Academy, Inc. completed a five-year interval review; the charter holder was not required to submit a PMP because the schools operated by the charter holder met the academic expectations set forth by the Board.

January, 2013: The Board released FY2012 Academic Dashboards; Taylion Virtual Academy of Arizona received an overall rating of "NR" and Calibre Academy, Inc. did not meet the Board's academic performance expectations. The charter holder was not assigned a DSP because they were not previously assigned a PMP.

September, 2013: The Board released FY2013 Academic Dashboards; Taylion Virtual Academy of Arizona received an overall rating of "NR" and Calibre Academy, Inc. did not meet the Board's academic performance expectations.

December, 2013: Board staff provided the charter holder, through its authorized representative, Mr. Timothy Smith, with Renewal Notification Information, which included notification of the renewal process, the date on which the charter holder would become eligible to apply for renewal (December 30, 2013), the deadline date on which the application would be due to the Board (March 30, 2014), information on the availability of the charter holder's renewal application as well as instruction on how to access the application, and notification of the requirement to submit a FY2013 DSP as a component of its renewal application because the charter holder did not meet the academic performance expectations set forth by the Board.

March, 2014: A renewal application package and FY2013 DSP for Taylion Virtual Academy of Arizona were timely submitted by the charter representative (portfolio: e. Renewal DSP Submission).

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on May 19, 2014 to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the charter holder's renewal portfolio: c. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submission. The following representatives of Calibre Academy, Inc. were present at the site visit:

Name	Role
Kathryn Glasgow	Teacher – Taylion
Paul Dahl	Operations Manager Taylion
Vicki McFarland	Federal Programs
Tim Smith	Executive Director

The DSP submitted by Calibre Academy, Inc. for Taylion Virtual Academy of Arizona was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could

be addressed with additional evidence at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder has not provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready (ACCR) Standards into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, and implementation of a professional development plan that contributed to increased student growth and proficiency.

The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

The charter holder stated that school currently serves no ELL students.

Based on the findings summarized above and described below, staff determined that the charter holder did not demonstrate sufficient progress towards meeting the Board's academic performance expectations.

A description of the findings for each required area as evaluated is provided below:

Curriculum:

In the area of curriculum, Calibre Academy, Inc.'s DSP was evaluated as Falls Far Below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with (ACCR) Standards. The charter holder's DSP in the area of curriculum is not acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The charter holder provided "Odyssey Lessons (per grade K-5)". This document identifies Odyssey lessons aligned to the old performance objectives and not the ACCR Standards. This document demonstrates disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
    - The charter holder provided "Mathematics Arizona Academic Content Standards for Kindergarten". This document identifies a correlation report created by Calibre for kindergarten math for Odyssey lessons. For most standards, one or more Odyssey lessons are identified. For some standards, no Odyssey lesson was identified. Only documentation for kindergarten alignment was provided. This document demonstrates disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
    - The charter holder provided "Threshold Report – Standards Analysis" and "Taylion Virtual Academy Report of Student Progress/Performance Report". The Threshold Report document is a report of student grades listed by "topics". The topics for Quarters 1-3 addresses some, but not all of the 4th grade ACCR Standards for math and English language arts. The Threshold Report provided does not include information for Quarter 4. The Taylion Virtual Academy Report of Student Progress/Performance Report identifies the strands for English language arts and domains for math. This does not document that all of the ACCR Standards for English

language arts and math are addressed by instruction. These documents demonstrate disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

- The charter holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, activities, and communicated expectations for the consistent use of these tools.
    - The charter holder provided "Timeline for Fourth Grade". This document identifies the online and offline lessons to be completed within each quarter in each subject. The timeline for math identifies specific page numbers for each week within the quarter. The timeline document states that students can turn in lessons weekly, monthly or at the end of the quarter. While this document identifies the lessons to be completed, pacing of instruction to ensure that all students complete all lessons by the end of the quarter is not provided.
- The charter holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
    - The charter holder provided "Curriculum Map". This document identifies the teacher created (offline) lessons that fill in gaps identified in the curriculum evaluation. The curriculum map contains information for grades K-6. The assignments in the curriculum map for 4th grade match the offline lessons in the 4th grade timeline document of offline lessons. Timeline documents for other grades were not provided to demonstrate alignment with the curriculum map.
    - The charter holder provided "Florida Virtual Standards". This document is a supplemental curriculum for students working at an advanced pace. It is not currently implemented. It was offered as an option to 1 student. The student used it for a short period of time and then decided to switch back. There was not a process for determining when this option would be offered or used by students. This document demonstrates a disjointed effort for evaluating curriculum.
- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided "NovaNet Standards (6-8)". This document identifies that the NovaNet curriculum used at the school is not aligned to the ACCR Standards. The documents identify the previous Arizona Academic Standards. These documents demonstrate disjointed efforts to address school curriculum aligned to ACCR Standards.
    - The charter holder provided "State Correlation Report: Arizona". This document identifies a correlation for 7th and 8th grade English language arts and math curriculum from Odyssey to the ACCR Standards. The correlation document aligns to the old performance objectives and not the ACCR Standards for grades 7 and 8. This document demonstrates disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
    - The charter holder provided "Standards Based Report Card". This document identifies an alignment between lessons and the ACCR Standards for 7th and 8th grade. The 4th grade report card aligns with the 4th grade pacing guide. These documents demonstrate a process to implement curriculum aligned to the ACCR Standards.

- The charter holder provided "Intro to Literature – Drama". This document contains a series of lessons with ACCR Standards. A review of the lesson materials and standards reveals that the instructional materials are aligned to ACCR standards. This document demonstrates a process to implement curriculum aligned to the ACCR Standards for a sequence of lessons, but does not demonstrate a system to implement curriculum aligned to the standards for all grade levels.
- The charter holder provided "Level 4 Language Arts Common Core English Language Arts Alignment in Odyssey" and "Level 4 Language Arts Common Core Math Alignment in Odyssey." The documents contain a list of the 4th grade reading standards and 4th grade math standards. No instructional materials from Odyssey are identified in the documents.
- The charter holder provided "Narrative Short Story Problem Solution". The document contains slides from a presentation. In the document six standards are identified from 4th, 5th, and 6th grade. Three of the standards are writing standards and are addressed in the presentation materials. The remaining three standards are language standards and are not addressed in the presentation materials. The document demonstrates a fragmented approach to implement curriculum aligned to the ACCR Standards.
- The charter holder provided "4 Q1 Connects Math worksheet". The documents are Reteach and Skills Practice lessons from Macmillan/McGraw-Hill and do not include any identified standards to demonstrate that the lesson materials are aligned to ACCR Standards. These documents demonstrate a fragmented approach to implement curriculum aligned to the ACCR Standards.

- The charter holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
  - The charter holder did not provide additional documentation to address subgroup populations. The charter holder stated that the school does not currently serve ELL or students with disabilities. The individualized nature of the online program incorporates adaptation of curriculum to meet the individual needs of students.

Monitoring Instruction:

In the area of monitoring instruction, Calibre Academy, Inc.'s DSP was evaluated as Falls Far Below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. The charter holder's DSP in the area of monitoring instruction is not acceptable.

- The charter holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
  - The charter holder provided "Insightly documents". The documents identify communication from two teachers to students. The documents demonstrate the school administrator has the ability to monitor teacher interaction with students. The documents do not demonstrate monitoring the integration of ACCR Standards into instruction. These documents demonstrate

that the school has not developed a system of monitoring the integration of ACCR Standards into instruction.

- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The charter holder provided "DRAFT Online Teacher Rubric Based Evaluations". This document identifies a draft of an evaluation rubric that has not yet been used to evaluate teachers. This document demonstrates the beginning stages of evaluating the instructional practices of teachers.
    - The charter holder provided "Insightly documents". The documents identify communication from two teachers to students. The documents demonstrate that the school administrator has the ability to monitor teacher interaction with students. The documents do not demonstrate evaluation of the instructional practices of teachers. The documents demonstrate that the school has not developed a system of evaluating the instructional practices of teachers.
    - The charter holder provided "Fall 2013 Teacher Review and website printouts". This document identifies an evaluation that focuses on personal web page maintenance, facilitation of instruction, grades, and communication. Limited feedback was provided to teachers. An evaluation of one teacher was provided. Future evaluations will be used with a different evaluation instrument. This document demonstrates the beginning stages of evaluating the instructional practices of teachers.
- The charter holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
    - The charter holder provided "Fall 2013 Teacher Review and website printouts". This document identifies limited feedback and a teacher signature to verify that the teacher reviewed the evaluation. Future evaluations will be used with a different evaluation instrument. This document demonstrates the beginning stages of providing feedback to further develop the system.
- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
    - The charter holder stated that the school does not currently serve ELL or SPED students. No separate or additional documentation was provided to demonstrate a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, and FRL students,.

Assessment:

In the area of assessment, Calibre Academy, Inc.'s DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and

documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. The charter holder's DSP in the area of assessment is acceptable.

- The charter holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The charter holder provided "Objective Based Test Results Report (K-5)". This document identifies that students are assessed after a sequence of lessons. Objective based assessments are also administered on a quarterly basis and are aligned with the curriculum map. This document demonstrates a comprehensive assessment system aligned with the curriculum for grades K-5.
    - The charter holder provided "Odyssey Lessons (per grade K-5)." This document identifies the assessment points in the computer based curriculum. Although the document does not show alignment to or assessment of ACCR Standards, student progress through lessons is monitored and used to identify areas where students are not mastering lesson material. The document demonstrates a comprehensive assessment system aligned with the curriculum for grades K-5.
- The charter holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
    - The charter holder provided "Odyssey Lessons (per grade K-5)". This document identifies the assessment points in the computer based curriculum. Although the document does not show alignment to or assessment of ACCR Standards, student progress through lessons is monitored and used to identify areas where students are not mastering lesson material. Students are re-assigned work when students do not meet mastery level. After three attempts do not result in mastery, additional support is provided. The document demonstrates a comprehensive assessment system that uses assessment data to adapt instruction.
    - The charter holder provided "Galileo Assessment Results". Galileo assessment results are used by teachers to make instructional decisions. Since most students had achieved benchmarks goals, there was no documentation of instruction adapted based on assessment results. There was one student not at the benchmark goal in math, but this assessment was taken upon enrollment and used for placement purposes. There was no analysis of data provided. The document demonstrates the beginning stages of analyzing assessment data.
    - The charter holder provided "Overview of a Learning Path - description" and "Learning Path Status Report". These documents show lesson activities for standards that were not mastered. Student progress and results for assigned lessons are provided to monitor student progress. For standards that students initially mastered, no additional lesson activities are listed. These documents demonstrate a comprehensive assessment system that uses assessment data to adapt instruction.
    - The charter holder provided "NovaNet screenshot" and "Screenshot". These documents identify that teachers have the ability to modify instruction based on assessment results. Teacher may reassign, or reassign with study materials, a lesson when students do not meet

the mastery level of 80% on assessments. These documents demonstrate a comprehensive assessment system that uses assessment data to adapt instruction.

- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
    - The charter holder did not provide additional documentation to address subgroup populations. The charter holder stated that the school does not currently serve ELL or students with disabilities. The individualized nature of the online program incorporates adaptation of curriculum to meet the individual needs of students.

Professional Development:

In the area of professional development, Calibre Academy, Inc.'s DSP was evaluated as Falls Far Below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. The charter holder's DSP in the area of professional development is not acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided "Professional Development Log and written reflections". This document clearly identifies professional development attended by one Taylion teacher and includes teacher reports written after attending each session. This document demonstrates the beginning stages of a professional development plan.
    - The charter holder provided "Professional Development Calendar". The document identifies some professional development sessions. Scheduled professional development for January and February was completed, but subsequent scheduled sessions were not held. This document demonstrates the beginning stages of a professional development plan.
    - The charter holder provided "Email and links". The document is a copy of an email that was sent to online teachers. The email encourages teachers to attend professional development through online webinars or presentations. The professional development is described as voluntary and the type of training will be selected by the teacher. The email is dated April 15, 2014. No evidence that online teachers had completed professional development after this was provided. This document demonstrates the beginning stages of a professional development plan.
- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.

- The charter holder provided "Email and links". The document is a copy of an email that was sent to online teachers. The email encourages teachers to attend professional development through online webinars or presentations. The professional development is described as voluntary and the type of training will be selected by the teacher. The email includes links to twelve different online resources for teachers. Teachers are required to write a summary of what they have learned and how it can be applied to their online teaching before they will be awarded credit for professional development sessions they attend. This document demonstrates the beginning stages of a process for supporting high quality implementation of professional development.
- The charter holder provided "Professional Development Log and written reflections". This document clearly identifies professional development attended by one Taylion teacher and includes teacher reports written after attending each session. This document demonstrates the beginning stages of a process for supporting high quality implementation of professional development.

- The charter holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
  - The charter holder provided "Email and links". The document is a copy of an email that was sent to online teachers. The email encourages teachers to attend professional development through online webinars or presentations. The professional development is described as voluntary and the type of training will be selected by the teacher. The email includes links to twelve different online resources for teachers. Teachers are required to write a summary of what they have learned and how it can be applied to their online teaching before they will be awarded credit for professional development sessions they attend. This document demonstrates the beginning stages of a process for follow-up and monitoring of professional development.
  - The charter holder provided "Professional Development Log and written reflections". This document clearly identifies professional development attended by one Taylion teacher and includes teacher reports written after attending each session. This document demonstrates the beginning stages of a process for follow-up and monitoring of professional development.
- The charter holder must provide evidence of implementation of comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
  - The charter holder did not provide additional documentation to address subgroup populations. The charter holder stated that the school does not currently serve ELL or students with disabilities. The individualized nature of the online program incorporates adaptation of curriculum to meet the individual needs of students.

Data:

The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis does not provide comparative data to demonstrate improvement.

Calibre Academy, Inc. did not demonstrate improved academic performance based on data generated from valid and reliable assessment sources, and did not provide evidence of increased proficiency for students in the FRL subgroup.

- The charter holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate the school's performance on the AIMS assessment, as reflected in the dashboard, is and will continue to improve as compared to prior years.
    - The charter holder provided "2012 and 2013 AIMS summary reports in Math and ELA". This document contained data that is summarized in the ADE letter grade data and the Board's Academic Performance dashboards. This document does not demonstrate improved student performance.
    - The charter holder provided "Galileo Assessment Results". The documents demonstrate that all but one student are at benchmark goals in reading and math. The student that is not at benchmark had recently enrolled and Galileo results were used for placement purposes. This is the first year of Galileo assessments, so no comparative data is available. These documents do not demonstrate improved student performance.
    - The charter holder did not provide additional documentation to address subgroup populations. The charter holder stated that the school does not currently serve ELL or students with disabilities.

II. Viability of the Organization

The charter holder did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years.

Calibre Academy, Inc.

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$376,785	$427,370	$393,435	$491,863
Unrestricted Cash	$316,860	$364,670	$355,653	
Other Liquidity	-			
Total Assets	$16,003,767	$16,661,843	$5,295,433	
Total Liabilities	$18,397,763	$17,742,344	$4,137,368	
Current Portion of Long-Term Debt & Capital Leases	$259,783	$288,651	$142,860	
Net Assets	($2,393,996)	($1,080,501)	$1,158,065	
Statement of Activities				
Revenue	$5,304,635	$4,700,541	$4,493,890	
Expenses	$6,618,130	$6,939,107	$3,601,596	
Net Income	($1,313,495)	($2,238,566)	$892,294	
Change in Net Assets	($1,313,495)	($2,238,566)	$892,294	
Financial Statements or Notes				
Depreciation & Amortization Expense	$345,129	$188,001	$143,790	
Interest Expense	$1,338,108	$778,118	$291,200	
Lease Expense	-	-	-	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	Yes	Yes	No	N/A
Unrestricted Days Liquidity*	17.48	19.18	36.04	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($1,313,495)	($2,238,566)	$892,294	N/A
Cash Flow	($50,585)	$33,935	($98,428)	($115,078)
Fixed Charge Coverage Ratio	0.23	(1.19)	3.06	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

The charter holder was required to submit a financial performance response based on the fiscal year 2013 audit (portfolio: g. Financial Response). Staff's evaluation of the financial performance response resulted in one "Acceptable" and four "Not Acceptable" determinations (portfolio: f. Financial Response Evaluation).

While the charter holder did not meet the Board's financial performance expectations in fiscal years 2012 and 2013, the Demonstration of Sufficient Progress includes no indication that additional resources would be committed by the charter holder to developing systems that would result in improved academic performance.

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

Over the past five years, there were no items to report.

B. Other Compliance Matters

In March 2010, the results of an on-site review of the *Elementary and Secondary Education Act (ESEA*), State Johnson-O-Malley (JOM), Migrant, and Neglected or Delinquent programs identified deficiencies in some areas. The deficiencies were required to be corrected by September 2010. The deficiencies were reported by ADE as resolved in October 2010.

The fiscal year 2011 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicates that as of the testing date the fingerprint clearance cards for two of the charter holder's instructional employees had expired and were not renewed. The charter holder submitted a satisfactory CAP.

For the previous five fiscal years, the charter holder failed to timely submit the fiscal year 2012 audit, fiscal year 2013 Annual Financial Report (AFR), and fiscal year 2010 AFR.

C. Charter Holder's Organizational Membership

Because the organizational membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission, the charter holder was not required to submit the charter holder's Organizational Membership portion of the Detailed Business Plan Section.

Board Options

Option 1: The Board may grant a conditional renewal which is a denial of the renewal unless specific provisions are included. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, the Board has sufficient basis to deny the request for charter renewal and to not grant a renewal contract for Calibre Academy, Inc. on the grounds that the charter holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as stated in the Renewal Executive Summary. All that taken into consideration, the charter holder operates two schools that have a current Overall Rating of Meets Standard. Therefore, the Board will grant a renewal contract to Calibre Academy, Inc. for the continuation of those schools. The Board's grant of a renewal contract will not, however, include the school that does not currently have an Overall Rating of Meets or Exceeds Standard which is Taylion Virtual Academy of Arizona.

Option 2: Notwithstanding staff's recommendation to grant a conditional renewal, the Board may determine that there is a basis to approve the renewal as requested by the charter holder. The following language is provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the charter holder. In this case, the charter holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]. Additionally, the Board has adopted an academic

performance framework that allows for additional consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. With that taken into consideration, as well as having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Calibre Academy, Inc.

Option 3: Notwithstanding staff's recommendation to grant a conditional renewal, the Board may determine that there is a basis to deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to Calibre Academy, Inc. on the basis that the charter holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as is reflected in the Renewal Executive Summary.