Career Success Schools – Entity ID 79047

Schools: Career Success High School – Main Campus, Career Success Jr./Sr. High School – North Phoenix, Career Success School – Sage Campus, Career Success High School – Glendale, and Career Success High School – Robert L. Duffy

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Career Success Schools was required to submit a Performance Management Plan (PMP) as an intervention because schools operated by the charter holder did not meet the academic expectations set forth by the Board. At the time Career Success Schools became eligible to apply for renewal, the charter holder again 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, Career Success High School – SAGE Campus and Career Success Jr./Sr. High School – North Phoenix received overall ratings of "Meets" the Board's academic standards. However, Career Success High School – Robert L. Duffy, Career Success High School – Main Campus, and Career Success High School - Glendale received overall ratings of "Does Not Meet" the Board's academic standards.

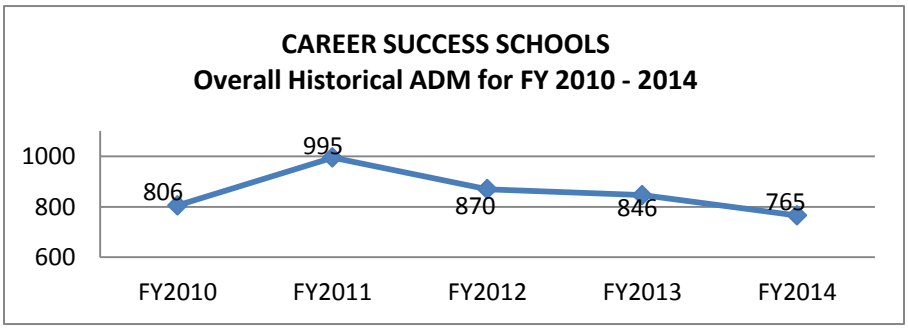
The charter holder meets the Board's financial performance expectations.

The charter holder's organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission and the charter holder was required to submit the Organizational Membership portion of the Detailed Business Plan Section of the renewal application. The renewal application package submitted by the charter holder provides evidence of organizational membership alignment as required in the application.

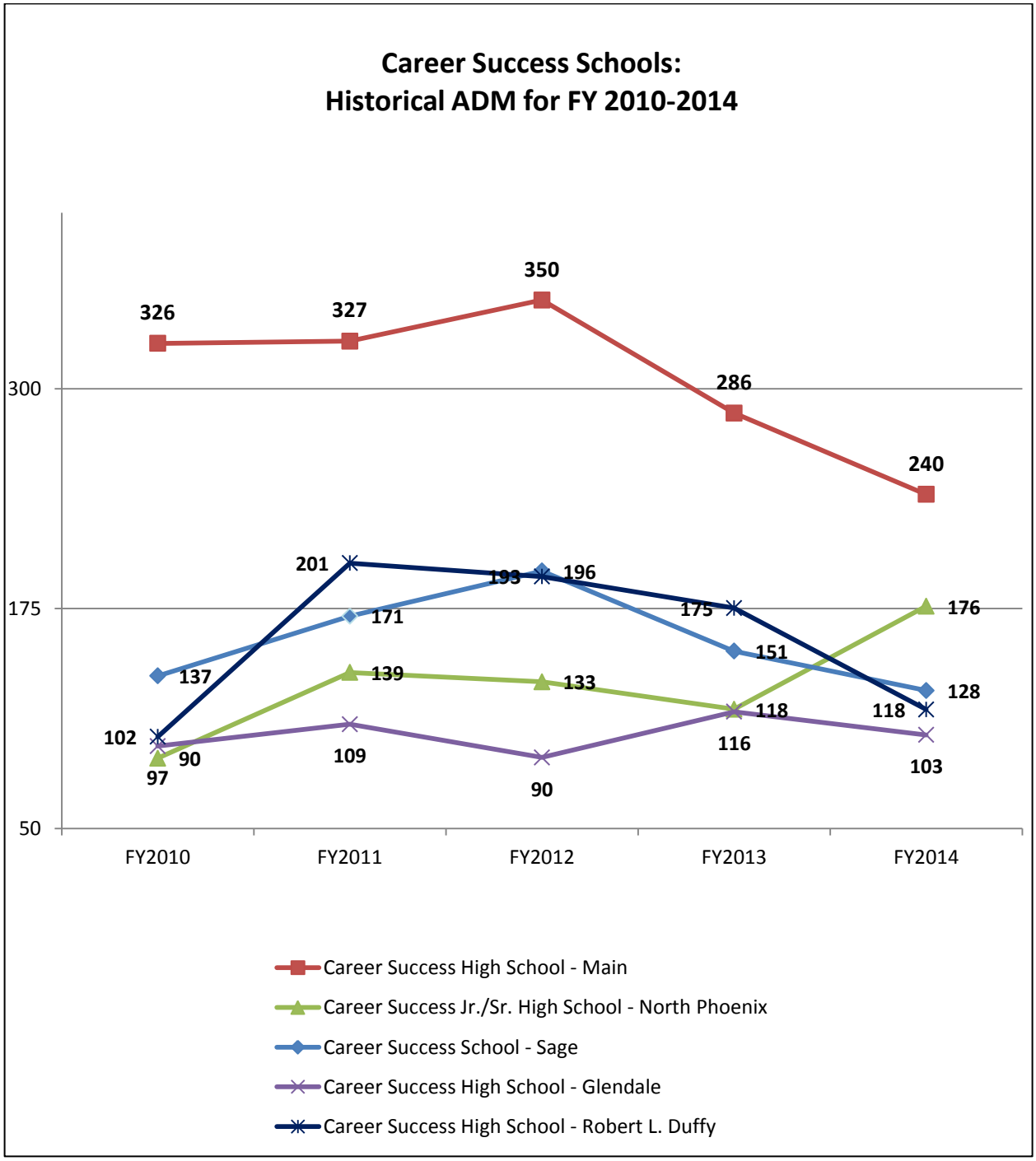
The charter holder did have compliance matters, which have been resolved.

Profile

Career Success Schools operates five schools serving grades K-12 in Phoenix. Career Success High School – Main Campus, Career Success Jr./Sr. High School – North Phoenix, Career Success School – Sage Campus, Career Success High School – Glendale, and Career Success High School – Robert L. Duffy are designated as alternative schools. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014 broken down by school site.



A dashboard representation of Career Success High School - Glendale's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Career Success High School - Glendale

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
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. Improvement	Math	14	25	15	22.5	50	15
	Reading	35.5	50	15	35.6	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	14 / 19.4	50	10	7.7 / 18.7	25	10
	Reading	33 / 46.2	50	10	47.4 / 47	75	10
2b. Subgroup ELL	Math	NR	0	0	21.4 / 19	75	5
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	6 / 18.6	50	5	13.6 / 17.7	50	2.5
	Reading	38 / 45.8	50	5	50 / 45.8	75	2.5
2b. 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	B-ALT	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
4b. Academic Persistence		93	100	35	83	75	35
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		64.47		95	61.88		100

A dashboard representation of Career Success High School Main's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Career Success High School - Main Campus

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
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. Improvement	Math	20	50	15	23.4	50	15
	Reading	34.5	50	15	32.8	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	21 / 19.5	75	10	11.7 / 19	50	10
	Reading	35 / 47.8	50	10	43.3 / 49	50	10
2b. Subgroup ELL	Math	NR	0	0	17.9 / 21	50	1.67
	Reading	NR	0	0	57.9 / 49.7	75	1.67
2b. Subgroup FRL	Math	22 / 18.5	75	5	16.9 / 18.1	50	1.67
	Reading	36 / 46.4	50	5	42.6 / 49.1	50	1.67
2b. Subgroup SPED	Math	NR	0	0	0 / 5.6	25	1.67
	Reading	NR	0	0	6.7 / 21.1	50	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		87	75	20	87	75	20
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		62.5		100	58.75		100

A dashboard representation of Career Success High School – Robert L. Duffy's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Career Success High School - Robert L. Duffy

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	23.5	50	2.5	NR	0	0
	Reading	27.5	50	2.5	40	50	5
1b. Improvement	Math	15	25	12.5	29.2	50	12.5
	Reading	24.5	25	12.5	34.7	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	16 / 19.6	50	10	22 / 19.3	75	10
	Reading	40 / 50.1	50	10	45.2 / 52.4	50	10
2b. Subgroup ELL	Math	29 / 17.4	75	3.33	30.8 / 21.3	75	5
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	18 / 18.8	50	3.33	18.6 / 18.5	75	2.5
	Reading	42 / 48.9	50	3.33	48.1 / 51.8	50	2.5
2b. 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		D-ALT	25	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
4b. Academic Persistence		95	100	35	85	75	35
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		53.33		100	61.88		100

A dashboard representation of Career Success Jr./Sr. High School – North Phoenix's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Career Success Jr/Sr High School - North Phoenix

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
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. Improvement	Math	46	100	15	27.8	50	15
	Reading	60.5	100	15	33.3	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	35 / 19.5	75	10	22.1 / 19.1	75	10
	Reading	50 / 47.4	100	10	41.5 / 49.6	50	10
2b. Subgroup ELL	Math	NR	0	0	8.3 / 19.8	50	5
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	27 / 18.6	75	5	22.6 / 18.1	75	2.5
	Reading	58 / 49	75	5	23.5 / 50.1	25	2.5
2b. 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		B-ALT	75	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		88	75	20	90	100	20
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		86.88		100	66.25		100

A dashboard representation of Career Success School – SAGE Campus' academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Career Success School - SAGE Campus

		2012 Alternative Elementary School (K-8)			2013 Alternative Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	29	50	15	47	75	15
	Reading	45	75	15	46	75	15
1b. SGP Bottom 25%	Math	34	50	10	40	50	10
	Reading	28	25	10	48	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	34 / 26.6	75	7.5	34.5 / 27	75	7.5
	Reading	58 / 45.7	75	7.5	49.4 / 47.4	75	7.5
2b. Subgroup ELL	Math	NR	0	0	16.7 / 14.3	75	1.67
	Reading	NR	0	0	33.3 / 29.3	75	1.67
2b. Subgroup FRL	Math	33 / 25.9	75	2.5	34.9 / 27.7	75	1.67
	Reading	56 / 46.9	75	2.5	50 / 48.3	75	1.67
2b. Subgroup SPED	Math	0 / 8	50	2.5	8.3 / 8.8	50	1.67
	Reading	0 / 21.4	50	2.5	16.7 / 21.3	50	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	10	C-ALT	50	10
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4b. Academic Persistence		97	100	15	95	100	15
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		68.75		100	70.42		100

I. Success of the Academic Program

The FY2013 overall rating for Career Success High School - Glendale on the Board's academic performance measures was 61.88 including points received for the FY2013 letter grade of B-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 64.47 including points received for the FY2012 letter grade of NR as reported by the Arizona Department of Education.

The FY2013 overall rating for Career Success High School – Main Campus on the Board's academic performance measures was 58.75 including points received for the FY2013 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 62.5 including points received for the FY2012 letter grade of C-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for Career Success High School – Robert L. Duffy on the Board's academic performance measures was 61.88 including points received for the FY2013 letter grade of D-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 53.33 including points received for the FY2012 letter grade of D-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for Career Success Jr./Sr. High School – North Phoenix on the Board's academic performance measures was 66.25 including points received for the FY2013 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 86.88 including points received for the FY2012 letter grade of B-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for Career Success High School – SAGE Campus on the Board's academic performance measures was 70.42 including points received for the FY2013 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 68.75 including points received for the FY2012 letter grade of C-ALT as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Career Success School.:

July, 2011: Career Success Schools was notified that the charter holder was required to submit a PMP on or before September 1, 2011 for the five-year interval review because the schools operated by the charter holder did not meet the academic expectations set forth by the Board.

September, 2011: Career Success Schools timely submitted a PMP (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; Robert L. Duffy received an overall rating of "Does Not Meet" the Board's academic standards and Main Campus received an overall rating of "Does Not Meet" the Board's academic standards and Career Success Schools did not meet the Board's academic performance expectations. The charter holder was assigned a DSP for Robert L. Duffy and Main Campus as part of an annual reporting requirement (portfolio: h. FY12 DSP Submission).

June, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on May 28, 2013 to meet with the schools' leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

June, 2013: Board staff completed a final evaluation (portfolio: f. FY2012 DSP Evaluation Instrument) of the charter holder's FY2012 DSP and made the evaluation available to the charter holder. In that final evaluation of the FY2012 DSP, Board staff determined that the charter holder's DSP was sufficient in all areas. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the schools' evidence as compared to the evaluation used in completing the final evaluation of the FY2013 DSP submitted as part of the renewal application package.

September, 2013: The Board released FY2013 Academic Dashboards; Robert L. Duffy received an overall rating of "Does Not Meet" the Board's academic standards and Main Campus received an overall rating of "Does Not Meet" the Board's academic standards and Career Success Schools did not meet the Board's academic performance expectations. The charter holder was not assigned a DSP as part of an annual reporting requirement because the charter holder would become eligible for renewal within the fiscal year.

December, 2013: Board staff provided the charter holder, through its authorized representative, Mrs. Jean Duffy, 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 29, 2013), the deadline date on which the renewal application package would be due to the Board (March 29, 2014), information on the availability of the charter holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a Renewal DSP as a component of its renewal application package because the schools did not meet the academic performance expectations set forth by the Board.

March, 2014: A renewal application package with FY2012/2013 DSPs for Robert L. Duffy and Main Campus was timely submitted by the charter representative (portfolio: e. Renewal DSP Submission).

May, 2014: The Board generated and released corrected dashboards for the FY2013 academic performance data for all schools in its portfolio. In the corrected dashboard for Career Success High School – Glendale, the school's overall rating decreased from a "Meets" the Board's academic standard to a "Does Not Meet" the Board's academic standard. Based on the corrected dashboard, this school should have been assigned a DSP as part of the renewal application process.

Renewal Application Package DSP

Following a preliminary evaluation of the DSPs, staff conducted site visits on April 30, 2014 and May 7, 2014 to meet with the schools' leadership, as selected by the schools, to confirm evidence of the processes described in the DSPs and review additional evidence to be considered in the final evaluations (presented in the charter holder's renewal portfolio: c. DSP Evaluation Instruments and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submissions. The following representatives of Career Success Schools were present at one or both site visits:

Name	Role
Jean Duffy	Charter Representative
Harriet Caruso	Director of Curriculum/Compliance
Renee Gayden	Assistant Superintendent
Lisa Carr	Principal/RLD
Regina Deanes	Registrar – Glendale
Paul LoBate	Principal/North Phoenix
Kurt Walker	Principal/Sage Elementary

The DSPs submitted by Career Success Schools for Robert L. Duffy and Main Campus were 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 evaluations prior to the April 30 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 May 7 site visit to submit relevant evidence.

After considering information in the DSPs, evidence provided at the time of the site visits, and additional evidence submitted following the site visits, 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, implementation of a professional development plan that contributed to increased student growth and proficiency, increasing the percent of entering ninth graders who graduate from high school in four years, meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model, increasing the percent of students remaining enrolled in a public school across school years.

The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. No disaggregated data or analysis of data was presented to demonstrate increased proficiency/growth in math and reading for students in the ELL and students with disabilities subgroups.

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, Career Success Schools' DSPs were 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 DSPs in the area of curriculum are 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 did not provide any evidence concerning a systematic process the schools use to create/adopt curriculum.
- 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, and activities, and communicated expectations for the consistent use of these tools.
    - The charter holder provided "Pacing Guide" and "Lesson Plan" documents across grade levels and subjects. These documents identify standards (some ACCR Standards, some of the old archived standards), pacing, instructional strategies, assessments, items requiring re-teaching, and modifications for subgroup students. The lesson plans and pacing guides do not work together or align to one another; some lesson plans identify old archived standards, not the new ACCR Standards; some lesson plans are identical plans for several weeks in a row; many plans do not align to the curriculum maps and many standards are not covered throughout the year as a result. Specifically, for English Language Arts (ELA) Lesson Plans for 9th and 10th grade several of the lesson plans are identical (April 7, 14, 21), others are nearly identical (April28, May 5), and many of the plans do not match to the curriculum maps. The ELA pacing guide for 11th and 12th grade identified the old archived standards, not the ACCR Standards. Geometry

lesson plans for units 2, 4, 5, 8, and 9 do not align to the map and not all standards are taught; additionally the geometry map is missing several standards and appears to be only partially completed. Algebra 2 lesson plans for units 1, 3, 4, and 5 do not align to the map and not all standards are taught. These documents demonstrate that the schools do not have a system to implement the math and ELA curriculum, rather the schools are using disjointed efforts to implement curriculum.

- The charter holder provided blank and completed "Career Success School Standards Based Lesson Plan Forms" documents. The template document provides a place for teachers to identify ACCR Standards, pacing, summative assessments, instructional strategies, formative assessments, writing assignments, homework assignments, and modifications to be used for subgroup students, technology, and a reflection on a previous lesson. These documents are inconsistently utilized, some contain information that does not align to other implementation tools, some information is not completed, and some instructional strategies do not align to the ACCR Standards and are not at the appropriate rigor level. These documents demonstrate that the schools do not have a system to implement the math and ELA curriculum, rather the schools are using disjointed efforts to implement curriculum.
- The charter holder provided "Curriculum matching checklist" documents. These documents are intended to be used by teachers to identify the standards taught and student mastery of the standards by students in each "Tier" as well as identify re-teaching as necessary; the completed checklist does not consistently align with other curriculum implementation materials. These documents demonstrate that the schools do not have a system to implement the math and ELA curriculum, rather the schools are using disjointed efforts to implement curriculum.
- The charter holder provided "Arizona College and Career Ready Standards (adapted by the school to act as curriculum map) and Power Standards with Subject Standards 2013-2014 Worksheet" documents. These documents consist of tracking lists containing the standards identified by the dates on which they were taught from August through April. The tracker indicates that many of the standards were not taught. Additionally, the tracker does not consistently align to the lesson plans and pacing guides. The tracker provided for math contained only the archived objectives and could not be aligned to the lesson plans and curriculum maps. These documents demonstrate that the schools do not have a system to implement the math and ELA curriculum, rather the schools are using disjointed efforts to implement curriculum.
- The charter holder provided "Documentation Accountability" documents. These documents consist of checklists completed by site administrators to track the monitoring of teacher practices/document completion. The tracker indicates whether the administrator has received and reviewed lesson plans, ECAP plans, retention logs, and whether the lesson plans align to the curriculum map and provide instructional differentiation for special needs students. A review conducted with the administrator revealed that while the tracker indicates all items are present and correct, many of the lesson plans and curriculum maps are not aligned and do not contain appropriate information in the modifications section. These documents demonstrate that the schools do not have a system to implement the math and ELA curriculum, rather the schools are using disjointed efforts to implement curriculum.

- 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 a "Systematic Curricular, Instructional, and Assessment Alignment Protocol" document. This document provides a graphic view of a systematic process for ensuring Systematic Curricular, Instructional, and Assessment Alignment, which includes bi-annual reviews of the curriculum and curriculum monitoring through Professional Learning Community (PLC) meetings. This document describes a systematic process for curriculum revision, but limited evidence was provided of the implementation of this process.
- The charter holder provided meeting agenda documents for "Teacher/Staff Orientation" and "Professional Learning Community" from July 31, 2012 to March 28, 2014. These documents consist of meeting agendas, sign in sheets, and some presentations or support materials. Some of the agendas identify "curriculum" as a discussion topic and provide varying degrees of additional information about the content of the curriculum discussion. The minutes from November 2, 2012 indicate an agenda item titled "curriculum review," which was described as reviewing and editing the server based curriculum, including adding and deleting assessments, resources, projects, plans, and providing the revisions to the principal. The minutes from December 12, 2012 indicate an agenda item was "curriculum status." Support material included two checklists identifying whether a syllabus, course overview, lesson plans, assessments, worksheets, and answer keys had been turned in for each course and by each teacher. The minutes from January 18, 2013 indicate an agenda item was "curriculum status." The item indicates the discussion was about not granting any more extensions for completion of curriculum maps and support materials included the same teacher checklist as the last meeting. The minutes from April 5, 2013 indicate an agenda item was "curriculum." The item indicates the discussion was about only requiring core courses to complete curriculum documents, and requiring modifications in lesson plans. The minutes from July 29, 2013 indicate an agenda item was "curriculum." The minutes from August 1, 2013 indicate an agenda item that included lesson planning, core class planning, and planning curriculum for the "advisory" class. The minutes from August 9, 2013 indicate an agenda item including lesson planning, mapping curriculum for A+, Friday Academy, and the "advisory" class. The minutes from September 6, 2013 indicate an agenda item was "curriculum updates." The item indicates the discussion was about "anchor standards" being the ACCR Standards. The minutes from September 27, 2013 indicate an agenda item was "curriculum" and the discussion was about "review teams" and "vertical and horizontal alignment." The minutes from October 23, 2013 indicate an agenda item was "standard mapping" for the "Friday Academy." These documents provide evidence of the implementation of the schools' systematic process for evaluating and revising curriculum.
- The charter holder provided "Data Binder" documents. These documents include AIMS data and other student data. The charter holder indicated that this data was used at the July 29, August 1, and August 9 meetings to evaluate, develop, and map curriculum, and further indicated that this data is used at Friday meetings to adapt the curriculum. These documents provide evidence of how the schools evaluate how effectively the curriculum enables students to master the standards and identifies gaps in the curriculum.
- The charter holder provided blank and completed "Power Standards Development Guide" documents. These documents are forms that were used to complete curriculum mapping; they identify student weaknesses in particular standards and the supporting standards that are

needed to develop mastery of the identified standards. These documents provide evidence of how the schools address curricular gaps.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided "Pacing Guide" and "Lesson Plan" documents across grade levels and subjects. Some of these documents identified ACCR Standards and others identified the archived standards. These documents provide conflicting evidence concerning whether the schools have implemented a 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 provided "Emails concerning 'Advisory Class' RTI curriculum and response to intervention (RTI) Class Assignment Form." This document identifies policies concerning the schools' RTI procedures and advisory classes. The charter holder indicated the advisory course and the RTI process is intended to address the needs of bottom 25% students. The advisory course covers topics such as character, ECAP/college advisement, career exploration, and incorporates some academic games. The RTI procedures involve individualized computer based assignments for students who arrive late to class. These documents do not provide evidence concerning a curriculum adapted to meet the needs of subgroup populations.
    - The charter holder provided meeting agenda documents for "Professional Learning Community" from August 21, 2013 and October 23, 2013. These documents consist of meeting agendas and sign in sheets. The minutes from August 21, 2013 indicate an agenda item concerning "Friday Academy" and the "focus" strands for that day. The "Friday Academy" is additional tutoring and intervention for students who have not passed AIMS. The minutes from October 23, 2013 indicate an agenda item was "standard mapping" for the "Friday Academy." These documents provide evidence of the implementation of a curriculum adapted to meet the needs of subgroup populations.
    - The charter holder provided "Assessment Logs" documents. These documents demonstrate the tracking of effectiveness of additional instruction/curriculum during "Friday Academy" for students who have not passed AIMS, or are struggling. These documents provide evidence of the implementation of a curriculum adapted to meet the needs of subgroup populations.
    - The charter holder provided blank and completed "Career Success School Standards Based Lesson Plan Forms" documents. The template document provides a place for teachers to identify modifications to be used for subgroup students. The "modifications" sections of these documents are inconsistently utilized, some contain information within those sections, others do not, and the quality of the information in those that are completed varies. These documents demonstrate the beginning stages of implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, Career Success Schools' DSPs were 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. The charter holder's DSPs in the area of monitoring instruction are 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 "Curriculum matching checklist" documents. These documents are intended to be used by teachers to identify the standards taught and student mastery of the standards by students in each "Tier" as well as identify re-teaching as necessary; the completed checklist does not consistently align with other curriculum implementation materials. These documents demonstrate that the schools have not implemented a system to monitor the integration of ACCR Standards into instruction.
    - The charter holder provided "Arizona College and Career Ready Standards (adapted by the school to act as curriculum map) and Power Standards with Subject Standards 2013-2014 Worksheet" documents. These documents consist of tracking lists containing the standards identified by the dates on which they were taught from August through April. The tracker indicates that many of the standards were not taught. Additionally, the tracker does not consistently align to the lesson plans and pacing guides. The tracker provided for math contained only the old performance objectives and could not be aligned to the lesson plans and curriculum maps. These documents demonstrate that the schools have not implemented a system to monitor 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 "Completed Classroom Observation Form" documents. These documents include several different observation forms including: Career Success High School classroom observation forms, school improvement and intervention classroom observation forms, ELEOT Walk-Through forms, and 1-3 Minute Walk-Through forms. These documents include completed observations of teachers by the school leaders; the leaders identify the learning objective, whether the objective is evident to the students, instructional practices and strategies, classroom engagement and classroom environment. The form enables the leader to provide feedback and recommendations; these are inconsistently provided and many of the observations/evaluations do not contain any constructive feedback. Teachers are supposed to reflect on the observed lesson and how they would improve, but none of the forms contain any teacher reflections. These documents demonstrate the implementation of multiple, inconsistent, disjointed approaches to evaluate the instructional practices of teachers.
    - The charter holder provided "Teacher Evaluation Tool" documents. These documents identify evaluation criteria that focus on 12 principles and 27 indicators including focus on professional responsibilities, culture/student expectations/environment, using data to guide instruction, planning standards based instruction, and engaging with colleagues and parents. The measures specifically identify use of data, lesson planning according to the standards, use of appropriate instructional strategies, and differentiation for subgroup students in planning and instruction as an evaluation measure. The form enables the leader to provide feedback and recommendations; these are inconsistently provided and many of the observations/evaluations do not contain any constructive feedback. These documents demonstrate the implementation of a fragmented approach to evaluate the instructional practices of teachers.

- The charter holder provided "Staff Observation checklist" documents. These documents track the number of staff observations completed by the instruction leaders. The tracker for term 1 has several dates, but indicates that observations were conducted for only 2 out of the 10 identified dates. The tracker for term 3 has several dates identified and indicates that observations were conducted on most of the identified dates. These documents demonstrate the implementation of an approach to evaluate the instructional practices of teachers.
- The charter holder provided "Documentation Accountability" documents. These documents consist of checklists/trackers used to monitor teacher practices. These track the instructional leaders' review of lesson plans, ECAP plans, retention logs, and whether lesson plans align to the curriculum map and provide instructional differentiation for special needs students. While this document seems to indicate the leader is ensuring alignment with the lesson plans and curriculum maps, the review by Board staff indicates that lesson plans and curriculum maps are not aligned. When asked about this the instructional leader stated that the "alignment" check is really just a check that there is a standard identified on the lesson, rather than a quality check. In many of the forms there are areas where it seems to identify that a teacher has not met his/her obligations, there is no indication from this form that there was feedback and follow-up provided. These documents demonstrate the beginning stages of the implementation of a system to evaluate the instructional practices of teachers that evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs 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 "Teacher Evaluation Tool" documents. These documents provide a space for the evaluator to provide comments/feedback, however they inconsistently contain "comments" beyond the scores. These documents demonstrate the beginning stages of the implementation of a system to conduct some analysis and provide some feedback to further develop the system and do not provide sufficient evidence to demonstrate teacher development is ongoing.
  - The charter holder provided "Completed Classroom Observation Form" documents. These documents include several different observation forms including: Career Success High School classroom observation forms, school improvement and intervention classroom observation forms, ELEOT Walk-Through forms, and 1-3 Minute Walk-Through forms. The form enables the leader to provide feedback and recommendations; these are inconsistently provided and many of the observations/evaluations do not contain any constructive feedback. Teachers are supposed to reflect on the observed lesson and how they would improve, but none of the forms contain any teacher reflections. These documents demonstrate the beginning stages of the implementation of a system to conduct some analysis and provide some feedback to further develop the system and do not provide sufficient evidence to demonstrate teacher development is ongoing.
  - The charter holder provided "Spreadsheet of Rubric Scores" documents. These documents consist of trackers to determine school wide teacher learning needs based on evaluation rubric scores. These documents have only recently been completed and have not been used to provide follow-up and feedback. These documents demonstrate the beginning stages of the

implementation of a system to conduct some analysis and provide some feedback to further develop the system and do not provide sufficient evidence to demonstrate teacher development is ongoing.

- The charter holder provided "Documentation Accountability" documents. These documents consist of checklists/trackers used to monitor teacher practices. These track the instructional leaders' review of lesson plans, ECAP plans, retention logs, and whether lesson plans align to the curriculum map and provide instructional differentiation for special needs students. While this document seems to indicate the leader is ensuring alignment with the lesson plans and curriculum maps, the review by Board staff indicates that lesson plans and curriculum maps are not aligned. When asked about this the instructional leader stated the "alignment" check is really just a check that there is a standard identified on the lesson, rather than a quality check. In many of the forms there are areas where it seems to identify that a teacher has not met his/her obligations, there is no indication from this form that there was feedback and follow-up provided. These documents demonstrate the beginning stages of the implementation of a system to conduct some analysis and provide some feedback to further develop the system and do not provide sufficient evidence to demonstrate teacher development is ongoing.
- The charter holder provided an "Individual Professional Growth Plan." This document identifies a teacher and areas of growth for that teacher and is signed by the teacher. This document demonstrates an approach to conducting some analysis and providing some feedback to further develop the system and does not provide sufficient evidence to demonstrate teacher development is ongoing.

- 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 provided "Documentation Accountability" documents. These documents consist of checklists/trackers used to monitor teacher practices. These track the instructional leaders' review of whether lesson plans provide instructional differentiation for special needs students. In many of the forms there are areas where it seems to identify that teachers have not met their obligations regarding differentiation. There is no indication from this form that there was feedback and follow-up provided. These documents demonstrate the beginning stages of the implementation of a system to evaluate the instructional practices of teachers that addresses the needs of subgroup students.
  - The charter holder provided "Teacher Evaluation Tool" documents. These documents identify evaluation criteria that focus on 12 principles and 27 indicators including focus on differentiation for subgroup students in planning and instruction as an evaluation measure.
  - The charter holder provided a completed "RTI for Underperforming Students – Lowest 25%" document. This document identifies the teacher, course, and term, as well as the students and RTI strategies that have been used with the individual students. Only 1 completed form was provided. It is unclear whether these forms are used and collected from teachers.

Assessment:

In the area of assessment, Career Success Schools' DSPs were evaluated as "Approaches". The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. The charter holder's DSPs in the area of assessment are not 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 "Career Success High Schools Calendar." The calendar for the 2013-2014 school year includes scheduled dates for "District Assessment." The document identifies dates for district-wide benchmark assessments and state assessments. However, the calendar indicates that the school benchmarks are administered in August and December, but that there are no assessments in term 3 or 4. This document does not provides evidence of an assessment plan comprehensive assessment system the school uses to regularly and timely assesses students in a manner that is aligned with the curriculum.
    - The charter holder provided "Assessment correlation to standards (Math and ELA)," "Copies of Math and ELA benchmark assessments with answer keys", "Career Success Schools District Math Benchmark – Fall answer key," "Career Success Schools District Math Benchmark – Spring answer document", "Career Success School District Reading Benchmark – Fall answer document", "Career Success Schools District Reading Benchmark – Spring answer key." The assessment correlation describes that benchmark assessments have been aligned to the "common core standards." However, two of the math answer keys provided identify the archived math standards as the assessment standards. Additionally, a third math key contains conflicting information regarding the grade level-alignment of the benchmark assessments; that key indicates that standards assessed on this supposed high school level benchmark include math standards from 6th, 7th, and 8th grade. In fact, a review of the answer key reveals that 23 of 42 (55%) of the test items assessed standards from grades 6-8, rather than high school. This indicates that the assessment is not monitoring mastery of high school standards aligned with the high school curriculum. These documents raise serious concerns about whether the assessment is aligned with the curriculum and appropriate standards and do not provide evidence that the school has a comprehensive assessment system the school uses to regularly and timely assesses students in a manner that is aligned with the curriculum.
    - The charter holder also provided several data tables and graphs. These tables and graphs provide evidence to demonstrate the administration of pre- and post- tests, and district benchmark assessments. These documents provide evidence to demonstrate the implementation of the some of the school's assessment plan.
- 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 "Data Excel sheets," "Data table and test questions," and "Career Success Schools District Benchmark Data Analysis." The Excel sheets contain a list of all

students taking an assessment and their scores on each question are identified. The data table document and data analysis document each contains information from the assessment results used at quarterly discussion meetings. The data analysis includes graphs that indicate by standard, the archived math standards and not the ACCR Standards, the percentage of students that missed the question for the identified standard. No documentation of how the data table and data analysis were used to inform or adapt instruction for all students was provided. The documents do not demonstrate a system for analyzing and utilizing data; rather the documents provide evidence of an approach to analyzing data.

  - The charter holder provided "Assessment logs." These documents log student assessment results are used in teacher evaluations and used by teachers to complete retention logs and the lowest 25% list. These documents include assessment logs from the Friday academy, which is used as a remediation/intervention tool for students who have not passed AIMS, students with disabilities and ELL students. These documents demonstrate that the school has data, but does not provide evidence of how the school analyzes that assessment data, what findings the school makes from assessment data, and how analysis is used to inform and adapt instruction for all students.

- 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 provided "RTI for Underperforming Students – Lowest 25%." This document is a form completed by a teacher that includes a list of students with identified strategies that have been used with the student. The form states that the information will be assimilated and dispersed to the PLC in order to identify trends regarding student learning. This document does not demonstrate assessment adaptations to meet the needs of students in the bottom 25%.
  - The charter holder provided "Assessment Logs." Each log contains student assessment results. Results are used to identify students in the lowest 25%. The log includes Friday Academy which is intended to progress monitor students who have not passed AIMS as well as ELL students and students with disabilities. These documents demonstrate adaptation of the assessment system for students in the bottom 25%, ELL students and students with disabilities.
  - The charter holder indicated there were quarterly data discussions, but the agendas and meeting minutes did not provide evidence to demonstrate these discussion. The agendas indicate that at the beginning of the school year there was a discussion about AIMS results, but no meetings to discuss or utilize benchmark assessment data were apparent in the evidence provided.

Professional Development:

In the area of professional development, Career Success Schools' DSPs were evaluated as "Approaches". 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the schools. The charter holder's DSPs in the area of professional development are 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 "RLD Staff Meeting Sign-Ins", "PD Agendas and support materials", "PLC District Wide ", "Say Yes to Success Jan 31, 2014 Agenda and Materials", "December 20, 2013 PLC Meeting Log" and "Career Success High School District PLC Calendar" documents. These documents identify the professional development for the 2013-2014 school year. The calendar identifies topics, presenters and an overview description for each professional development scheduled. The "RLD Staff Meeting Sign-Ins" documents a date and the teachers that signed in, but does not indicate what professional development was provided. The PD agendas included topics to be addressed at professional development including classroom management, common core, close reading, and use of data. These documents provide evidence of a professional development plan.
    - The charter holder provided "2012 Onsite Professional Development" and "Professional Learning Community Agendas and sign-in sheets." These documents contain the agendas for July 2012 – April 2013. Identifiable professional development items are Curriculum Mapping, Classroom Management, Blended Learning – Rotational Model. Agendas include several items for each day but do not always include identifiable professional development. The need for professional development in classroom management is supported by findings in classroom observations/evaluations. These documents provide evidence of a professional development plan, aligned to teacher learning needs and areas of high importance.
    - The charter holder provided "Spreadsheet of Rubric Scores for Professional Development." This document is a form that was created last fall, but according to the instructional leader, is just beginning to be implemented. If used, the form would provide feedback and follow-up after evaluating instructional practices.
- 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 limited professional development materials. These documents included agendas and presentations. The presentations were primarily not interactive and did not provide teachers materials to support implementation of new strategies in the classroom. The evidence provided did not 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 learned as part of a PD plan.
- 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 did not provide evidence of a systematic process to ensure teacher development is ongoing in relation to the information and strategies learned through the professional development plan.

- 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 provided "SPED in-service binder". The binder identifies all accommodations for students and professional development materials to address those accommodations. This binder demonstrates professional development that meets the needs of students with disabilities.

Increasing Graduation Rate:

In the area of increasing graduation rate Career Success Schools' DSPs were evaluated as "Approaches." The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. While the charter holder's evidence demonstrates that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, the schools did not present data that demonstrates success in ensuring students graduate on time. The charter holder's DSPs in the area of increasing graduation rate are not acceptable.

- The charter holder must provide evidence of strategies the school uses to ensure students in grades 9-12 graduate on time. These strategies should ensure that students have a plan to direct them in meeting graduation requirements that is kept up-to-date, and should include practices to address early academic difficulty.
    - The charter holder provided "Career Success High School Play Center Parent Handbook." The document is the handbook provided to students that will be using the schools' child care program while they are attending classes. The document demonstrates a strategy the schools use to ensure students in grades 9-12 graduate on time.
    - The charter holder provided "RLD Student Schedule" and "Creative Scheduling Term." The school leader indicated that the school schedule may be adjusted to add classes to ensure that students have the opportunity to graduate on time. The creative scheduling document identifies students that are working on an adjusted schedule. The document also indicates courses students need to complete for graduation. These documents demonstrate a strategy the schools use to ensure students in grades 9-12 graduate on time.
    - The charter holder provided "Clubs list." The document lists the clubs available to students. No explanation was provided to demonstrate that participation in clubs supported students graduating on time. This document does not demonstrate a strategy to ensure students in grades 9-12 graduate on time.
    - The charter holder provided "ECAP Plan/ 4 year plan" and "RLD March Agenda." The agenda for the staff meeting identifies that the school leader discussed each student who is a potential graduate. The ECAP Plan/ 4 year plan document is a record of the student's courses completed and AIMS results. The plan identifies what courses and tests a student must complete to meet graduation requirements. These documents demonstrate a strategy the schools use to ensure students in grades 9-12 graduate on time.

- The charter holder provided "Math Courses Reoffered." This document contains a chart depicting the percentage of students who failed Algebra 1a and Geometry during the first term. The document states that students that did not pass the class were able to retake the class immediately. Results of the retake were not provided. The document does not demonstrate a strategy to ensure students in grades 9-12 graduate on time.
- The charter holder provided "Graduate Data Cohort." This document contains student data identifying the percent of 2014 Cohort students on track to graduate. No comparison to prior cohorts was provided to demonstrate an improvement of students on track, or evidence that students on track to graduate do graduate with their cohort. This document does not demonstrate improvement in the percentage of students that graduate on time.

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 did not demonstrate improved proficiency or growth for reading and math.

In addition, the charter did not provide evidence of increased proficiency for students in the ELL/FRL/students with disabilities 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 "AIMS 2012-2013 Data broken out by Spring/Fall" and "Report Card." The documents provide data that was already available in the Board's dashboard. These documents do not demonstrate improved student performance.
    - The charter holder provided "AIMS Reading Data for '13 and '14 Spring." The data provide evidence of an increase of 10% in the "Meets" category, and a 5% increase in students scoring "Falls Far Below." The data provided does not clearly demonstrate improved academic performance.
    - The charter holder provided "Student Performance Data Document." The document contains the 2013 School Report Card for the Main Campus and the 2012 and 2013 ASBCS Dashboards for the Main Campus. The document provides data that was already available and does not demonstrate improved academic performance.
    - The charter holder provided "AIMS Reading and Math 2 year Comparison Graphs." The graphs present data by cohort. Fall 2013 AIMS Math scores show no change in the number of students scoring "Meets." Spring 2014 AIMS Reading scores show fewer students scoring "Meets" than in Spring 2013. The data provided does not demonstrate improved student proficiency in math or reading.
    - The charter holder provided "10th Grade Math and ELA Growth charts". No narrative was provided to explain the charts. The charts show pre and post assessment results for a single Geometry course and a single English 4 course. The assessment used to determine growth was not identified, and no comparison to prior year growth was provided to demonstrate improved growth. In some of the charts, the data indicates some students saw a decline in

their scores between the pre and post assessments. Additionally no information was provided to demonstrate that these results demonstrate improved proficiency and growth on AIMS or as compared to student performance in the prior year. The data provided does not provide evidence of improved student proficiency in math or reading.

- The charter holder provided "AIMS Reading ELL" data. The graph provides a comparison of Spring 2013 to Spring 2014. The graph shows a decline in students scoring "Meets" and no change to students scoring "Approaches." The data provided does not demonstrate improved proficiency in reading for ELL students.
- The charter holder provided "Benchmark Comparison Graph." The graphs show benchmark results by grade level. The graphs lack labels and do not explain whether the numbers on the graphs represent the number of students, percentage of students passing, or average student score. For reading, the graph shows all grades demonstrate an increase from Benchmark A to Benchmark B. No comparison to last year was provided to demonstrate that this improvement would result in increased growth or proficiency in reading. No increase is demonstrated for math. The data provided does not provide evidence of improved student growth or proficiency in math or reading.
- The charter holder provided "Grade 11 12 Pre Post Mathematics Diagnostics Scores." The document contains pre and post scores for students. The average score increased from 33% on the pre-test to 43% on the post test. No comparative data was provided to demonstrate that this would result in increased growth or proficiency in math.
- The charter holder provided "Overall Growth Math", "Overall Growth Reading", "Percent Passing Math", and "Percent Passing Reading." The documents contained data from 2012.
- The charter holder provided "Read Benchmark" and "Math Benchmark." The documents provide a comparison, by cohort, of 2012-2013 results to 2013-2014 results. The graphs lack labels and do not explain what the numbers on the graphs represent. No analysis was provided to explain the scoring scale or demonstrate that gains would result in improved growth or proficiency. Additionally, when the cohorts are tracked the improvement between the two years indicates that the cohorts have improved only 1-3 points from the prior year. The data provided does not provide sufficient evidence of improved student growth or proficiency in math or reading.

II. Viability of the Organization

The charter holder meets the Board's financial performance expectations set forth in the performance framework adopted by the Board. Therefore, the charter holder was not required to submit a financial performance response.

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

The fiscal year 2010 audit identified a repeat attendance record retention issue that required a corrective action plan (CAP). Specifically, the fiscal year 2010 audit indicated that three of the charter holder's six campuses did not retain teacher rosters as required. A similar issue was also identified in the fiscal year 2009

audit. The fiscal year 2009 audit indicated the charter holder was using paper rosters to record attendance, but not retaining the rosters. The charter holder submitted a satisfactory CAP in both fiscal years.

The fiscal year 2010 audit indicated that as of the testing date, one individual did not have a fingerprint check conducted pursuant to A.R.S. §15-512. Subsequent to the testing date, the fingerprint check was obtained. Since the audit indicated that all staff were now properly fingerprinted, a CAP was not required.

C. Charter Holder's Organizational Membership

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

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 Career Success Schools 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 Career Success Schools for the continuation of those schools, Career Success Jr./Sr. High School – North Phoenix and Career Success School – Sage Campus. The Board's grant of a renewal contract will not, however, include the schools that do not currently have an Overall Rating of Meets or Exceeds Standard which are: Career Success High School – Main Campus, Career Success High School – Robert L. Duffy, and Career Success High School – Glendale.

Option 2: 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 Career Success Schools on the bases 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 and currently operates two schools that have received an overall rating of "Does Not Meet Standard" or "Falls Far Below Standard" in both of the two most recent fiscal years for which there is State assessment data available.

Option 3: 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 Career Success Schools.