Children's Success Academy, Inc. - Entity ID 79056

School: Children's Success Academy

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Children's Success Academy, Inc. was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder did not meet the academic expectations set forth by the Board. At the time Children's Success Academy, Inc. 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, Children's Success Academy received an overall rating of "Does Not Meet" the Board's academic standards.

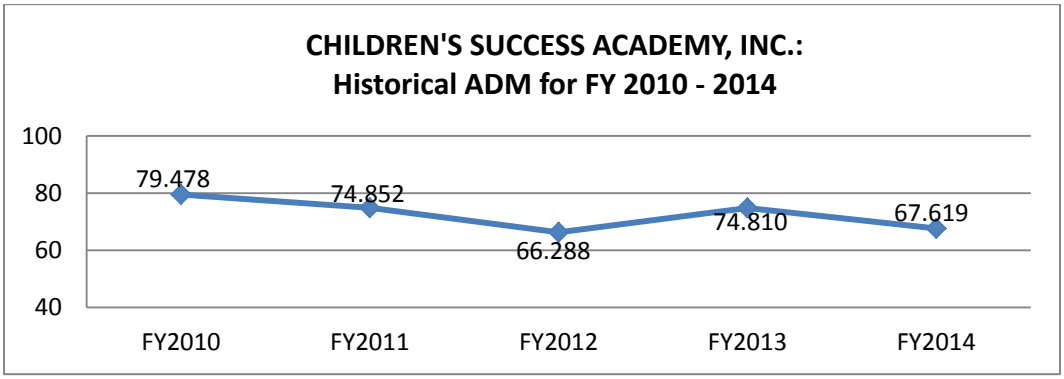
The charter holder meets the Board's financial performance expectations.

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. At the time of this report, the charter holder has been unable to complete all the appropriate filings to align the organizational membership on file with the Board and the Arizona Corporation Commission; however, the charter holder is making progress toward ensuring alignment between the organizational membership on file with the Board and the Arizona Corporation Commission.

The charter holder did have compliance matters, including action taken by the Board in November 2009.

Profile

Children's Success Academy, Inc. operates one school serving grades K-5 in Tucson. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

Academic Performance

Edit this section.

Children's Success Academy

		2012 Small Elementary School (K-5)			2013 Traditional Elementary School (K to 5)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	27	25	25	29	25	25
	Reading	33	25	25	29	25	25
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	45 / 49.6	50	7.5	50 / 66	50	7.5
	Reading	47 / 66.4	50	7.5	50 / 76.8	25	7.5
2b. Composite School Comparison	Math	-1.2	50	7.5	-16.1	25	7.5
	Reading	-17.8	25	7.5	-27.8	25	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	42 / 41.3	75	3.75	41.2 / 57	25	7.5
	Reading	48 / 61.1	50	3.75	52.9 / 68.8	25	7.5
2c. Subgroup SPED	Math	6 / 25.3	50	3.75	NR	0	0
	Reading	0 / 31.8	50	3.75	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	D	25	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		35.31		100	26.88		100

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 26.88 including points received for the FY2013 letter grade of D as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 35.31 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Children's Success Academy, Inc.:

July, 2011: Children's Success Academy, Inc. 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 Children's Success Academy, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

September, 2011: Children's Success Academy, Inc. timely submitted a PMP (portfolio: i. Performance Management Plan).

February, 2013: The Board released FY2012 Academic Dashboards; Children's Success Academy received an overall rating of "Falls Far Below" the Board's academic standards and Children's Success Academy, Inc. did not

meet the Board's academic performance expectations. The charter holder was assigned a DSP for Children's Success Academy as part of an annual reporting requirement.

May, 2013: Children's Success Academy, Inc. did not timely submit the DSP for Children's Success Academy, but submitted a DSP after the assigned deadline (portfolio: h. FY12 DSP Submission).

August, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on August 14, 2013 to meet with the school's 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).

September, 2013: The Board released 2013 Academic Dashboards; Children's Success Academy received an overall rating of "Falls Far Below" the Board's academic standards and Children's Success Academy, Inc. 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 a final evaluation of the FY2012 DSP had not yet been completed and the charter holder would become eligible for renewal within the fiscal year.

December, 2013: Board staff provided the charter holder, through its authorized representative, Nanci Aiken, 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 renewal application package 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 renewal application, and notification of the requirement to submit a Renewal DSP as a component of its renewal application because the school did not meet the academic performance expectations set forth by the Board.

February, 2014: 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 not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the charter holder with technical guidance. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the Renewal DSP submitted as part of the renewal application package.

March, 2014: A renewal application package with a Renewal DSP for Children's Success Academy was 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 April 23, 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 Children's Success Academy, Inc. were present at the site visit:

Name	Role
Nanci Aiken	Executive Director
Scott Duerstock	Co-Director

The DSP submitted by Children's Success Academy, Inc. for Children's Success Academy 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 demonstrated implementation of a plan for monitoring and documenting changes in student growth and proficiency. 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, or 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. No disaggregated data or analysis of data was presented to demonstrate increased proficiency or growth in Math and Reading for students in the subgroups.

Based on the findings summarized above and described below, staff determined that the charter holder did not demonstrate sufficient progress toward 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, Children's Success 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 demonstration of sufficient progress 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 indicated that the Leadership Team is responsible for making curriculum decisions and that an adoption committee, which consists of a member of the leadership team, reviews curriculum products and makes recommendations. The charter holder provided "Leadership Team Meeting" documents including sign-ins and agenda-notes sheets. These documents identify the individuals present at meetings and the topics of discussion. The notes for August 2, 2013 indicate they were to conduct a review of curriculum maps, and that the co-director would look into reading remedial programs. The notes for February 19, 2014 indicate curriculum maps were checked and some need updating by the teachers, and that Spring AIMS camp was discussed and planned. The notes for March 13, 2014 indicate they conducted a discussion regarding Saxon Math, and piloting of Renaissance Learning's Math Real Time. The notes for March 20, 2014 indicate they conducted a discussion regarding where they are and where they want to go with regards to curriculum. The notes for March 26, 2014 indicate they conducted further discussion regarding math curriculum for next year. The notes do not indicate 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 documents also do not provide evidence of a "curriculum committee" as described by the charter holder. These documents demonstrate the school leadership team discussed some curriculum issues

and options, but do not demonstrate that the school has a systematic process to create/adopt curriculum.

- The charter holder provided "Professional Learning Community Meeting Notes" documents consisting of agenda-notes sheets. These documents identified the topics of discussion during the PLC meetings. The notes for August 7, 2013 indicate they discussed curriculum mapping and lesson plans, specifically noting that teachers were to turn in 2012-2013 maps by the end of the week, and with regard to Saxon they discussed what supplies are needed. The notes for January 15, 2014 indicate they discussed curriculum supplements. The notes for January 29, 2014 indicate they discussed upgrading the curriculum and planned to introduce new resource samples into the 1st and 2nd grades. The notes for February 5, 2014 indicate they discussed curriculum maps in the context of the renewal application package. The notes for March 26, 2014 indicate they discussed curricular materials presentations, and curricular improvement through cross-curricular elements. The notes for April 2, 2014 indicate they discussed curricular materials presentations, and curricular improvement through curriculum mapping. The notes for April 16, 2014 indicate they discussed curricular materials presentations, and curricular improvements to depth of knowledge and assessment. The notes for April 23, 2014 indicate they discussed curricular materials presentations, and curricular improvements to depth of knowledge and assessment. The notes do not indicate 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. These documents demonstrate a discussion of some curriculum issues and options, but do not demonstrate that the school has a systematic process the school uses to create/adopt curriculum.
- The charter holder indicated that EQuIP (Educators Evaluating Quality Instructional Products) teams were established this year to review the quality and content of the curriculum and to create and refine curriculum that meets the ACCR standards. The charter holder provided "Professional Learning Community Meeting Notes" documents. These documents identify the topics of discussion during the PLC meetings. Undated notes for a meeting held in February or March 2014 indicate the EQuIP teams scheduled times to meet. The notes for April 16, 2014 indicate they discussed a webinar on the EQuIP process that they had watched the day before. These documents do not provide evidence that the school had implemented the use of EQuIP teams that were reviewing the quality and content of the curriculum and creating and refining curriculum that meets the ACCR Standards. These documents demonstrate the school may be in the beginning stages of implementing a systematic process 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 a "Staff Handbook" document. This document identifies that outlines, texts, and computer materials are developed and approved with the context of the overall education program of the school and sets the expectation that all teachers will use these materials in the preparation of lesson plans. The document also sets the expectation that lesson plans must be completed in accordance with the ACCR Standards. This document demonstrates that the school has communicated to teachers the school's expectations regarding the implementation of curriculum.

- The charter holder provided "Curriculum Map reviews" documents. These documents include draft curriculum maps for 4th grade science, 2nd grade ELA, and 5th grade ELA with handwritten comments from the co-director. In one draft the comment states "this is a list of standards." In another many of the comments are structural, typographical, or grammatical, although a few substantive comments that relate to the grade level of reading material are included. The comments do not address the integration of the ACCR Standards, the rigor level, or the instructional activities. These documents do not provide evidence of a system to implement the curriculum consistently across the school; rather they demonstrate that the school is at the beginning stages of developing and implementing a system to implement the curriculum consistently across the school.
- The charter holder provided "Teacher Curriculum Binder" documents. These documents include curriculum maps and lesson plans. For two of the five grade levels the math curriculum maps do not align with the lesson plans. For 3 of 5 grade levels ELA curriculum maps do not align because they do not identify specific standards in each quarter, but rather includes all standards every quarter and no information is provided about when students would receive direct instruction in individual standards. The 2nd grade curriculum does not align because the curriculum map does not contain dates to identify pacing. Also, for at least 1 grade level not all the math standards are present in the curriculum map. In another grade level, the teacher failed to complete lesson plans for at least four weeks. In the lesson plans that were provided, there is minimal information provided that would not enable an individual to determine whether instruction was being provided at the appropriate rigor level or in alignment with the ACCR Standards. This document demonstrates that the school is at the beginning stages of developing and implementing a system to implement the curriculum consistently across the school.

- 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 indicated that the Leadership Team is responsible for making curriculum decisions and that an adoption committee, which consists of a member of the leadership team, reviews curriculum products and makes recommendations. The charter holder provided "Leadership Team Meeting" documents including sign-ins and agenda-notes sheets. These documents identify the individuals present at meetings and the topics of discussion. The notes for August 2, 2013 indicate they were to conduct a review of curriculum maps, and that the co-director would look into reading remedial programs. The notes for February 19, 2014 indicate curriculum maps were checked and some need updating by the teachers, and that Spring AIMS camp was discussed and planned. The notes for March 13, 2014 indicate they conducted a discussion regarding Saxon Math, and piloting of Renaissance Learning's Math Real Time. The notes for March 20, 2014 indicate they conducted a discussion regarding where they are and where they want to go with regards to curriculum. The notes for March 26, 2014 indicate they conducted further discussion regarding math curriculum for next year. The notes do not indicate how the charter holder evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, or is addressing curricular gaps. The documents also do not provide evidence of a "curriculum committee" as described by the charter holder. These documents demonstrate the school leadership team discussed some curriculum issues

and options, but do not demonstrate that the school has a systematic process the school uses to evaluate and revise curriculum.

- The charter holder provided "Professional Learning Community Meeting Notes" documents consisting of agenda-notes sheets. These documents identified the topics of discussion during the PLC meetings. The notes for August 7, 2013 indicate they discussed curriculum mapping and lesson plans, specifically noting that teachers were to turn in 2012-2013 maps by the end of the week, and with regard to Saxon they discussed what supplies are needed. The notes for January 15, 2014 indicate they discussed curriculum supplements. The notes for January 29, 2014 indicate they discussed upgrading the curriculum and planned to introduce new resource samples into the 1st and 2nd grades. The notes for February 5, 2014 indicate they discussed curriculum maps in the context of the renewal application package. The notes for March 26, 2014 indicate they discussed curricular materials presentations, and curricular improvement through cross-curricular elements. The notes for April 2, 2014 indicate they discussed curricular materials presentations, and curricular improvement through curriculum mapping. The notes for April 16, 2014 indicate they discussed curricular materials presentations, and curricular improvements to depth of knowledge and assessment. The notes for April 23, 2014 indicate they discussed curricular materials presentations, and curricular improvements to depth of knowledge and assessment. The notes do not indicate how the charter holder evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, or is addressing curricular gaps. These documents demonstrate a discussion of some curriculum issues and options, but do not demonstrate that the school has a systematic process to evaluate and revise curriculum.
- The charter holder indicated that EQuIP (Educators Evaluating Quality Instructional Products) teams were established this year to review the quality and content of the curriculum and to create and refine curriculum that meets the ACCR Standards. The charter holder provided "Professional Learning Community Meeting Notes" documents. These documents identify the topics of discussion during the PLC meetings. Undated notes for a meeting held in February or March 2014 indicate the EQuIP teams scheduled times to meet. The notes for April 16, 2014 indicate they discussed a webinar on the EQuIP process that they had watched the day before. These documents do not provide evidence that the school has implemented EQuIP teams to review the quality and content of the curriculum or to create and refine curriculum that meets the ACCR Standards. These documents demonstrate the school may be in the beginning stages of implementing a systematic process to evaluate and revise curriculum.
- The charter holder provided several email documents including emails concerning the renewal of curriculum resources, scheduling meetings with curriculum resource company representatives, and providing information for teachers to review. These documents demonstrate that the teachers and co-director at the school were meeting with representatives of different curriculum resources and reviewing product brochures. These documents do not, however, provide evidence that the school has implemented a systematic process for evaluating and revising curriculum that evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and identifies how the school will address curricular gaps. These documents demonstrate disjointed efforts to develop or address school curriculum.
- The charter holder provided an "Aug 7 mtg notes" document. This document contains the co-director's handwritten notes from a meeting with the MindPlay representative. The notes list

features of MindPlay but do not demonstrate that these features were evaluated as part of a process for determining if MindPlay meets the school's curricular needs. This document demonstrates the school may be in the beginning stages of implementing a systematic process to evaluate and revise curriculum.

  - The charter holder provided an "Aug 2 – system presentation at Leadership Team mt" document. The document included a school year calendar with the co-director's handwritten notes which contain a "curriculum plan" that indicates there will be PD, then the PLCs will make suggestions, and then the leadership team will consider suggestions, then for major changes and suggestions the governing board will approve curriculum changes. There is no evidence that this process was implemented during this school year. This document provides evidence that the school is at the beginning stages of creating and implementing a system to evaluate and revise curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
  - The charter holder provided "Teacher Curriculum Binder" documents. These documents included curriculum maps and lesson plans. At least 1 grade level in Mathematics, not all the grade level standards, are present in the curriculum map. In most of the ELA curriculum maps, all standards are identified for all quarters, and no information is provided about when students would receive direct instruction in individual standards. In neither case, is there sufficient information to determine whether the curriculum was aligned to the standards. These documents do not provide sufficient evidence to demonstrate that the school has 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 "Professional Learning Community Meeting Notes" documents consisting of agenda-notes sheets. These documents identify the topics of discussion during the PLC meetings. The notes for March 26, 2014 indicate they discussed and planned an AIMS Prep-Spring Camp for students in the bottom 25%; specifically identifying rewards they would have for students, the need to get lesson plans "tight," and the need to make sure all topics are "hit." The notes do not indicate how the school determined the need, how the school selected resources and planned the curriculum. These documents demonstrate the school did make some curriculum adaptations for students in the bottom 25%.
  - The charter holder did not provide any evidence to demonstrate implementation of a curriculum adapted to meet the needs of ELL and SPED subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, Children's Success 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 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 teach the curriculum with fidelity.

- The charter holder provided "Curriculum Map reviews" documents. These documents include draft curriculum maps for 4th grade science, 2nd grade ELA, and 5th grade ELA with handwritten comments from the co-director. In one draft the comment states "this is a list of standards." In another many of the comments are structural, typographical, or grammatical, although a few substantive comments that relate to the grade level of reading material are included. The comments do not address the integration of the ACCR Standards. These documents do not provide evidence of a system to monitor the integration of ACCR Standards into instruction; rather they demonstrate that the school is at the beginning stages of developing and implementing a curriculum aligned to the standards.
- The charter holder provided an "Aug 19 – Email to all teachers re: setting up DropBox for lesson plans" document. This document identifies that as of the 6th week of school, the co-director had set up a folder in his box to receive weekly lesson plans. This documents that the co-director was collecting lesson plans, but does not provide evidence of a system to monitor the integration of ACCR Standards into instruction and there is no indication if he is reviewing the lesson plans or what such a review consists of.
- The charter holder provided a "Sep 9 – evidence of policy to submit lesson plans via DropBox" document. This document identified that the co-director and a teacher discussed whether lesson plans should be emailed or turned in via the drop box. This documents that the co-director was collecting lesson plans, but does not provide evidence of a system to monitor the integration of ACCR Standards into instruction and there is no indication if he is reviewing the lesson plans or what such a review consists of.
- The charter holder provided a "Social studies grade 3 checklist" document. This document identifies a pilot program the co-director was using to check curriculum maps to ensure all standards were integrated into the curriculum. This document was used only to evaluate the 3rd grade Social Studies curriculum map, and had not been used on any other curriculum maps. As a result, this document does not provide evidence of a system to monitor the integration of ACCR Standards into instruction, but provides evidence of the beginning stages of 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 two completed "evaluation rubric" documents. These documents identify the co-director completed an observation and evaluation of two teachers in February. The evaluation rubric covers "planning and preparation," "instruction," and "classroom management." Within these areas the evaluation criteria include ensuring instructional and curricular accommodations for subgroup students. In a review of the completed evaluations, many ratings are not supported by relevant/aligned evidence or comments. One of the documents, which provides a space to identify the dates of the 2 scheduled formal evaluations and summative conference date, indicates that only 1 evaluation of the teacher has been conducted on February 18, 2014. This provides evidence that the evaluation system was not implemented until over half-way through the school year. This document demonstrates the school is in the beginning stages of implementing a systematic process for evaluating

instructional practices that evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.

  - The charter holder provided "agenda-notes" documents. These documents address the new implementation of an evaluation system beginning in late January and early February. This document demonstrates the school is in the beginning stages of implementing a systematic process for evaluating instructional practices 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 a "Teacher Improvement-Coaching Plan" document. This document identifies that a teacher was assigned an improvement plan to address weaknesses in planning and preparation identified through the February 18 evaluation. This document demonstrates evidence that late in the school year the school leaders have begun conducting some analysis and providing some feedback to further develop teacher practices. It does not demonstrate that the process has been completed, as no follow-up evaluation was conducted or recorded in the space provided on the document. This document demonstrates the school is in the beginning stages of implementing a systematic process for ensuring 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 two completed "Professional Development Plan" documents. These documents identify a teacher, a selected area of improvement based on "evaluation results, professional growth interests, and/or student data," and activities the teacher will use to attain her development goal. These plans were both completed in late February, well after the middle of the school year. These documents provide evidence the school is in the beginning stages of implementing a systematic process for ensuring 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 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 two completed "evaluation rubric" documents. These documents identify the co-director completed an observation and evaluation of two teachers in February. The evaluation rubric covers "planning and preparation," "instruction," and "classroom management." Within these areas the evaluation criteria include ensuring instructional and curricular accommodations for subgroup students. In a review of the completed evaluations, many ratings are not supported by relevant/aligned evidence or comments. One of the documents, which provides a space to identify the dates of the 2 scheduled formal evaluations and summative conference date, indicates that only 1 evaluation of the teacher has been conducted on February 18, 2014. This provides evidence that the evaluation system was not

implemented until over half-way through the school year. This document demonstrates the school is in the beginning stages of implementing a system to evaluate the instructional practices of teachers that addresses the needs of subgroup students.

Assessment:

In the area of assessment, Children's Success 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, and data review teams.

The charter holder's demonstration of sufficient progress 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 "Benchmarking Schedule for Reading, Math, and Foundational Reading" documents. These documents identify the 3 dates on which benchmark assessments were administered in the fall, winter and spring. These documents demonstrate that the school assessed students through benchmark assessments 3 times during the year.
    - The charter holder provided "Comprehensive Reading/Math Data Portfolio - I-Read/ I-Mead" documents. These documents identify for each student performance data from multiple assessments. In math, the documents indicate that the Saxon Math Unit tests are given and the assessments are aligned to the curriculum. It is not clear whether the ELA assessments are aligned to the curriculum. These documents demonstrate that the school regularly and timely assesses students in order to monitor student progress.
    - The charter holder provided "Reading Lab Schedules and Reading Lab Attendance" documents. These documents identify students and the times at which they were scheduled for progress monitoring in the computer labs. The documents also identify an adapted schedule for subgroup students to ensure more frequent monitoring. These documents demonstrate that the school regularly and timely assesses students in order to monitor student progress.
- 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 "Comprehensive Reading/Math Data Portfolio - I-Read/ I-Mead" documents, both completed forms and templates. These documents identify for each student performance data from multiple assessments, current areas of deficiency, and action steps concerning intervention plans. These documents provide evidence that data from these assessments is analyzed and utilized.
    - The charter holder provided "Teacher ~Director Data Dialogues" log documents. These documents identify the teacher, date, time, and comments for each meeting between the teachers and co-director. The comments indicate that the teachers and co-director review student assessment data together. This data is then summarized in the "Comprehensive

Reading/Math Data Portfolio - I-Read/ I-Mead" documents. These documents provide evidence that data from these assessments is analyzed and utilized.

- 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 "Comprehensive Reading/Math Data Portfolio - I-Read/ I-Mead" documents, both completed forms and templates. These documents identify for each student performance data from multiple assessments, current areas of deficiency, and action steps concerning intervention plans. These documents demonstrate implementation of an assessment system that meets the needs of subgroup students.
    - The charter holder provided "Reading Lab Schedules and Reading Lab Attendance" documents. These documents identify students and the times at which they were scheduled for progress monitoring in the computer labs. The documents also identify an adapted schedule for subgroup students to ensure more frequent monitoring. These documents demonstrate implementation of an assessment system that meets the needs of subgroup students.

Professional Development:

In the area of professional development, Children's Success 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 binder" documents. These documents include the school's professional development schedule for the summer in-service from July 8-July 12, 2013, and sign in sheets and supporting material for Professional Development provided during this time. These documents demonstrate the school provided professional development prior to the start of the school year that included sessions on special education, implementing common core standards in math and reading through curriculum mapping and lesson planning, and for some of the sessions the school provided materials to support the implementation of the skills taught in the sessions. These documents do not, however, provide evidence of implementation of a comprehensive professional development plan.
    - The charter holder provided two completed "Professional Development Plan" documents. These documents identify a teacher, a selected area of improvement based on "evaluation results, professional growth interests, and/or student data," and activities the teacher will use to attain her development goal. These plans were both completed in late February. These documents provide evidence the school is in the beginning stages of implementing a personalized professional development plan to address teacher identified needs, but not necessarily teacher learning needs and areas of high importance.

- The charter holder provided "Professional Learning Community Meeting Notes" documents consisting of agenda-notes sheets. These documents identify the topics of discussion during the PLC meetings. The notes for January 29, 2014 indicate the school was newly implementing professional development plans based on what the teachers self-identify and "feel" they need starting. The notes for April 2, 2014 indicate there was a discussion about STEM training at the University of Arizona on May 3 and that this was intended to address the personal professional development plans. The notes for April 16, 2014 indicate there was a discussion about the personal professional development plans and that the school would be shifting from "school provides to I find." These documents provide some evidence that the school is in the beginning stages of implementing a personalized professional development plan to address teacher self-identified needs, but not necessarily teacher learning needs and areas of high importance. The notes from April 16 indicate that the school is moving towards a fragmented approach, with no school professional development plan.
- The school did not provide evidence of Professional Development that was provided throughout the year as part of a comprehensive 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 implement the information and strategies.
  - The charter holder provided "Professional Development binder" documents. These documents include the school's professional development schedule for the summer in-service from July 8- July 12, 2013, and sign in sheets and supporting material for Professional Development provided during this time. These documents demonstrate the school provided professional development prior to the start of the school year that included sessions on special education, implementing common core standards in math and reading through curriculum mapping and lesson planning, and for some of the sessions the school provided materials to support the implementation of the skills taught in the sessions.
  - The charter holder provided "July Pre-service PD: Teacher notes from PD – Academic Language/Response Frames" documents. These documents contain teacher notes from the school's summer in-service from July 8- July 12, 2013. These notes document the sessions that were provided at the beginning of the year and the notes one teacher took during the sessions. These documents do not demonstrate a comprehensive professional development plan that supports teachers in planning to implement the information and strategies learned.
  - The charter holder provided an "Aug 4 – Email re: response frames to individual teacher" document. This document includes an email exchange between the co-director and one teacher in which the teacher sought and the co-director provided a resource to implement "academic register" and "response frames" in the teacher's classroom. This document provides evidence of an ad hoc approach to provide access to resources necessary to implement the information and strategies learned in PD, but does not provide evidence of a system that supports high quality implementation of the information and strategies learned through a professional development plan.
  - The charter holder provided an "Aug 6 – Email to all teachers re: academic vocabulary resources" document. This document includes an email in which the director forwarded to

teachers a link to a free academic vocabulary resource. This document provides evidence of an ad hoc approach to provide access to resources necessary to implement the information and strategies learned in PD, but does not provide evidence of a system that supports high quality implementation of the information and strategies learned through a professional development plan.

  - The school did not provide evidence of supporting the implementation of skills learned through Professional Development throughout the year.

- 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 "Teacher ~Director Data Dialogues" log documents. These documents identify the teacher, date, time, and comments for each meeting between the teachers and co-director. The comments indicate that at least one of the teachers and the co-director discussed PDs on two occasions during the year; however there is no indication that the co-director and the other teacher for whom logs were provided discussed PD sessions. These documents provide evidence that the school has an ad hoc approach to follow-up on and monitor the implementation of the strategies and information learned through professional development. These documents do not provide evidence of a system to follow-up on and monitor the implementation of the strategies and information learned through a 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 "Professional Development binder" documents. These documents include the school's professional development schedule for the summer in-service from July 8-July 12, 2013, and sign in sheets and supporting material for Professional Development provided during this time. These documents demonstrate the school provided professional development prior to the start of the school year that included a session on special education. This document does not provide evidence of implementation of comprehensive professional development plan that meets the needs of subgroup 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 charter holder did not provide evidence of increased proficiency for students in the ELL, FRL, or students with disabilities subgroups.

The charter holder's DSP in the area of data is not acceptable.

- 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 a chart showing the percent of students anticipated to score a "meets" or "exceeds" on the FY2014 AIMS reading test. The data indicates that based on a Buckle Down assessment administered in late March, fewer than 50% of students were anticipated to score "meets" or "exceeds" on the FY2014 AIMS reading test. No comparative data was provided, but when this is compared to the FY2013 AIMS results, it demonstrates that there has not been academic improvement, as the school's proficiency rate in reading on the FY2013 AIMS was 50%. This document also provides growth data, but no comparative data was provided and the data was not normed to state performance, no analysis for this data could be completed. This chart does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.
- The charter holder provided a chart showing the FAY students' Move On When Reading Placements. The data indicates that in early spring 51% of students were testing at or above grade level. No comparative data was provided, but when this is compared to the FY2013 AIMS results, it demonstrates that there has not been academic improvement, as the school's proficiency rate in reading on the FY2013 AIMS was 50%. This data also provides growth data, but no comparative data was provided and the data was not normed to state performance, so analysis for this data could not be completed. This data does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.
- The charter holder provided a chart showing the points Children's Success Academy earned in the state's letter grade calculations for growth and composite points. The data indicates that the school saw an increase of 11 points in the letter grade calculations between FY2012 and FY2013. However, even with this increase, the school is 32 points away from earning a C letter grade. Even if the school maintained the growth seen in the prior year, which is unclear based on the evidence demonstrating that they do not have an acceptable improvement plan in place, the school would receive a D letter grade for at least 2 more years. Further, this data does not provide any information about the current academic performance of students. This data does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.
- The charter holder provided two data charts concerning math achievement data. The first is the STAR math predictive results for FAY students for the 2014 AIMS. That chart indicates that only 52% of students will score "meets" or "exceeds." No comparative data was provided, but when this is compared to the FY2013 AIMS results, it demonstrates that there has not been academic improvement, as the school's proficiency rate in math on the FY2013 AIMS was 50%. The charter holder also provided a "Data Dialogue Prediction" chart for FAY students for the 2014 AIMS math test. The DSP indicates this was based off the students' "comprehensive math data portfolio" which includes classroom performance and AIMS practice data. Based on this the co-director and teachers predicted that 60% of students would receive a score of "meets" or "exceeds." The charter holder did not provide any information to demonstrate the Data Dialogue Prediction is a more accurate prediction than the STAR math predictive results. This data does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.
- The charter holder provided data concerning the prior year AIMS data and student growth percentile. The data incorrectly calculated the average student growth percentile, which is a

measure the Board does not use, rather than the median student growth percentile. The charter holder did not provide comparative data. This data does not provide any information about current year academic performance and does not demonstrate improved academic performance.

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

In November 2009, the Board voted to withhold 10% of the charter holder's monthly State aid apportionment for failure to timely submit the fiscal year 2009 audit. The withholding occurred for one month.

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 March 2010. The deficiencies were reported by ADE as resolved in October 2010.

In July 2010, ADE Exceptional Student Services notified the charter holder of partial compliance in some areas with regard to specific regulations for Part B, Individuals with Disabilities Education Act (IDEA), and the Arizona Revised Statutes. The compliance issues were reported by ADE as resolved in December 2010.

In addition to the fiscal year 2009 audit, which is addressed in "A. Compliance Matters Requiring Board or Other Agency Action", for the previous five fiscal years, the charter holder failed to timely submit the fiscal year 2010 audit, fiscal year 2012 Annual Financial Report, and fiscal year 2012 Budget.

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. In the renewal application package, the charter holder did not make an appropriate submission, but submitted a copy of the DSP. After discussion with the charter representative, on April 19, 2014 the charter holder submitted three Charter Holder Governance Notification Requests. One request was approved, but was not sufficient to fully align the organizational membership. The two other requests were deemed administratively incomplete on April 24, 2014 because all of the required supporting documentation was not provided in the initial filings. On May 19, 2014 the charter holder resubmitted the two requests, the two requests were again deemed administratively incomplete on May 27 and 30, 2014 because all of the required supporting documentation was not provided. After further discussion with the charter representative, one request was resubmitted on May 28, 2014, that request has been approved. The approval of this request partially, but not fully, aligns the organizational membership on file with the Board and the Arizona Corporation Commission. In order to fully align the organizational membership, the charter holder must submit another Charter Holder Governance Notification Request to add an individual who is awaiting receipt of a valid fingerprint clearance card and transcripts from the highest post-secondary education institution attended or verification of Coursework/Degree from the Student Clearing House.

Board Options

Option 1: The Board may deny the renewal. Staff recommends the following language 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 Children's Success Academy, Inc. 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 reflected in the Renewal Executive Summary and currently operates a school that has 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 2: Notwithstanding staff's recommendation to deny the renewal, the Board may determine that there is a basis to approve the renewal. 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. The charter holder is currently not in compliance with regard to organizational membership for the reason that it made changes to its organizational membership prior to seeking approval of the Board, but the charter holder has taken steps to remediate the noncompliance and the Board is not precluded from taking disciplinary action if the noncompliance is not corrected. 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 Children's Success Academy, Inc.