Developing Innovations in Navajo Education, Inc. (DINE, Inc.) - Entity ID 79269

School: Developing Innovations in Navajo Education, Inc. (DINE, Inc.)

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, DINE, Inc. was required to submit a Performance Management Plan 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 DINE, 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 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 an on-site visit. In the most recent fiscal years for which there is State assessment data available, DINE, Inc. received letter grades of "D" in 2012, "D-ALT" in 2013, and "D" in 2014. In the most recent fiscal years for which there is State assessment data available DINE, Inc. has received overall ratings of "No Rating" because there was not sufficient data to calculate an overall rating.

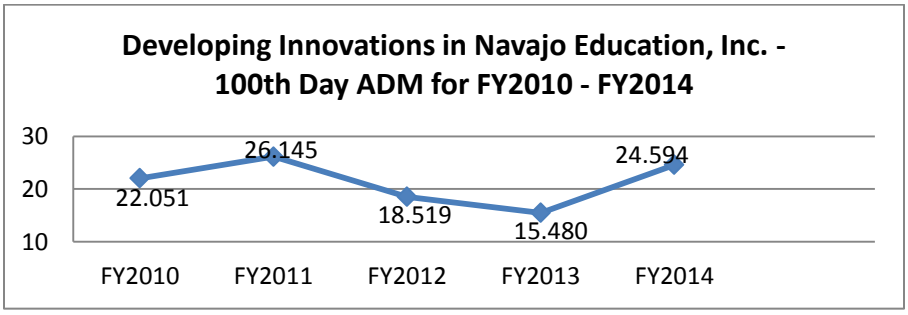
When the Board notified the Charter Holder of its opportunity to apply for renewal, the Charter Holder met the Board's financial performance expectations based on the fiscal year 2012 audit. Subsequently, the Board received the Charter Holder's fiscal year 2013 audit. Using the fiscal year 2013 audit, the Charter Holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework. The Charter Holder was provided an opportunity to, and did, submit a financial performance response. Staff's evaluation of the Charter Holder's financial performance response resulted in zero "Acceptable" and two "Not Acceptable" determinations. The Demonstration of Sufficient Progress indicates that additional resources will be committed to purchase new curriculum that may result in improved academic performance.

The Charter Holder did have compliance matters, some of which continue to be monitored.

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 not completed the appropriate filing to align the organizational membership on file with the Board and the Arizona Corporation Commission.

Profile

DINE, Inc. operates one school serving grades 9-12 in Winslow, Arizona. DINE, Inc. is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

Developing Innovations in Navajo Education, Inc. (DINE, Inc.) CTDS: 09-86-51-201 | Entity ID: 79270

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Academic Performance

Academic Performance

Edit this section.

Developing Innovations in Navajo Education, Inc. (DINE, Inc.)

		2012 Small High School (9-12)			2013 Alternative High School (10 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. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	NR	0	0	50	100	15
	Reading	NR	0	0	50	75	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	12 / 30.4	50	13.75	NR	0	0
	Reading	22 / 56.6	50	13.75	NR	0	0
2b. Composite School Comparison	Math	17.5	25	11.25	NR	0	0
	Reading	34.4	25	11.25	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	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		NR	0	0	NR	0	0
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR		55	NR		35

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was No Rating 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 No Rating including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education. The FY2014 letter grade for the school as reported by the Arizona State Department of Education is a D.

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

May 2011: DINE, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan on or before September 1, 2011 for the five-year interval review because DINE, Inc., a school operated by the Charter Holder, did not meet the academic expectations set forth by the Board.

August, 2011: DINE, Inc. timely submitted a Performance Management Plan (portfolio: i. Performance Management Plan).

January, 2013: The Board released the FY2012 Academic Dashboards; DINE, Inc. received an overall rating of No Rating on the Board's academic standards and DINE, Inc. did not meet the Board's academic performance expectations.

February, 2013: The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for DINE, Inc. as part of an annual reporting requirement (portfolio: h. FY12 DSP Submission).

May 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on May 20, 2013 to meet with the school's leadership and review of all evidence provided by the Charter Holder. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Evidence List).

August, 2013: The Board released FY2013 Academic Dashboards; DINE, Inc. received an overall rating of Meets on the Board's academic standards. However, DINE, Inc. did not meet the Board's academic performance expectations. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

November 2013: Board staff completed a final evaluation (portfolio: f. FY12 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 Demonstration of Sufficient Progress 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 FY2013 DSP submitted as part of the renewal application package.

March, 2014: Board staff provided the Charter Holder, through its authorized representative, Richard Stoner, 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 (March 7, 2014), the deadline date on which the renewal application package would be due to the Board (June 7, 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 DSP as a component of its renewal application package because the Charter Holder did not meet the academic performance expectations set forth by the Board.

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 DINE, Inc., the school's FY2013 overall rating changed from a Meets the Board's academic standard to a No Rating on the Board's academic standard.

June, 2014: A renewal application package with a Renewal DSP for DINE, Inc. (portfolio: e. Renewal DSP Submission) was timely submitted by the charter representative.

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on July 22, 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. Renewal DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the Charter Holder's Demonstration of Sufficient Progress submission. The following representatives of DINE, Inc. were present at the site visit:

Name	Role
Janet Charley	Business Manager
Lucinda Honani	Principal
Paul Spitzer	Treasurer
Kyril Calsoyas	Grants Advisor
Geraldine Clark	Board Member
Rare Bell Walker	Board Member

The DSP submitted by the Charter Holder for DINE, Inc. 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 did not demonstrate sufficient progress towards meeting the Board's academic performance expectations. The Charter Holder demonstrated evidence implementation of a plan for monitoring and documenting increases in student growth and proficiency. However, 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, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCRS) into instruction, implementation of a professional development plan that contributed to increased student growth and proficiency, meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model, and increasing the percent of students remaining enrolled in a public school across school years.

The Charter Holder also 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 or Reading for non-proficient students and students with disabilities subgroups. The Charter Holder stated that school currently serves no ELL students, and that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide data or analysis for students in the FRL subgroup.

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, DINE, Inc.'s demonstration of sufficient progress was evaluated as **Approaches**. 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 a means to adopt and implement curriculum, but the Charter Holder was not able to provide evidence that the curriculum that is currently being implemented is aligned to Arizona's College and Career Ready Standards. Additionally, the Charter Holder did not provide any evidence to demonstrate that the

implemented curriculum includes adaptations for students with disabilities or for students in the bottom 25%. While the Charter Holder is currently adopting new curriculum, it provided no evidence of a process for evaluating why it needed to revise its current curriculum. The approach taken by the Charter Holder lacks cohesiveness or alignment with other school improvement efforts.

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 provided "Bids Online-Instruction Binder" and "Bids Evaluation Form" documents. The Bids Online-Instruction Binder includes a "request for bids" which requested bids for "provision of a complete online curriculum meeting all Arizona state educational standards", "Provisions of a computer based instructional delivery system", "highly qualified teachers available to provide instruction for each subject" and "delivery management". The binder includes a summary of the three bids that were received, including a description, the company, and the bid date. The bids from each entity include background information, scope of work, instructional services, teaching/implementation plan, monitoring student progress, cost, and experience with ADE. The summary form provides evidence of a plan for adopting curriculum, given the description of the areas that it expected bids to address. The binder also includes a Bid Evaluation Form that identifies the areas that will be scored in making a product selection and the range of possible points for each of the areas. The BID Evaluation Form has not yet been completed, because the bid process has not yet ended, but demonstrates a process for evaluating curricular options. Included in the Evaluation Form are the criteria the school uses to make curriculum decisions, which includes the scope of work, strength of instructional service, implementation and teaching plan, the ability for teachers to monitor student progress, the ability for parents to monitor student progress, cost, and experience working with AZ AD. These documents demonstrate the process the school utilizes to adopt new curriculum and the evaluation criteria that is used to determine which curriculum to adopt out of all of the options, and therefore provides evidence of a systematic process the school uses to 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 "Student Progress Report", "Student Grading Report", "Student Attendance Report'", "Student Daily Activity Reports;" "Course Detail Reports" and "Messages" documents, which are sample reports pulled from the online curriculum A+. The student progress report is color coded to identify student progress that is on-track (green), slowing (yellow), or off track (red).The attendance report contains information about what assignments and topics the student completed each day, which provides evidence of a process that ensures consistent implementation of curriculum for all students. The daily activity reports are used by teachers to track implementation of the curriculum and to monitor what assignments and topics the students complete each day including how many lessons were worked, finished, passed, and the average mastery score. The messages show the communication shared between the teacher and the student concerning progress, due dates,

and performance levels, which provides evidence of how teachers follow-up with students to ensure implementation of the curriculum in a timely and successful manner. The comments include requirements for student pacing, and number of lessons to be completed in the week, which constitute efforts to ensure that students are on pace within the curriculum. These documents demonstrate the processes the Charter Holder utilizes to track the ongoing progress of students across all courses, and ensure that students have completed and mastered all lessons for each course. These documents, therefore, provide evidence of a systematic process the school uses for implementing the curriculum consistently across the school for all students.

  - The Charter Holder provided "Weekly Progress Reports Binder". The documents in the binder provide evidence of how teachers track student performance and progress for each course, and include the date, course, credits earned, lessons finished, and additional comments about performance level for each student. The teacher explained these documents are further used to track student performance for each course and are used to drive discussions with students about expectations and progress. The documents are provided for all students, and give detailed information about the status of every student across all of their lessons for the purpose of tracking their progress so as to ensure the effective implementation of the curriculum. These documents demonstrate evidence of a systematic process the school uses to implement curriculum consistently across the school for all students.

- 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.
  - In response to questions about a process to evaluate and revise curriculum, the Charter Holder stated that the decision to move to a new curriculum was based on the need for highly qualified teachers and that the Charter Holder also stated that the school's first priority is whether the curriculum is reliable and whether students are able to negotiate their way through coursework. The Charter Holder indicated that the school talks weekly about curriculum and student progress, but could not provide evidence of such discussions. The Charter Holder did not provide any documentation that could demonstrate a process the school uses to determine how to evaluate the existing curriculum and how decisions should be made to revise curriculum based on an evaluation process. Nor did the Charter Holder provide any documentation that could demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and addresses curricular gaps.
- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder stated that the A+ curriculum is aligned to ACCR standards, but did not provide any evidence to demonstrate that they had purchased the aligned version.
- 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 "American School Curriculum Alignment and Resources". While the Charter Holder provided these documents in attempt to show evidence of a curriculum that is adapted for subgroups, the Charter Holder also stated that the resources contained in

these documents are from a curriculum that the school utilized in previous years. The charter representative stated that the materials are currently utilized for students who are struggling with concepts or struggling to stay on task but the charter representative did not provide additional documents to demonstrate how and when these resources are utilized, or any explanation about how these resources specifically are used for adapting the curriculum to meet the needs of any of the subgroups. In addition, the curriculum resources are aligned to the archived standards. These documents do not demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations because of a lack of evidence or documentation of how these resources are utilized in practice to meet the needs of subgroup populations. Therefore, these documents do not demonstrate there is curriculum intended to provide differentiated materials, activities and/or strategies for struggling students within the subgroups.

- The Charter Holder provided "iSTEEP assessment forms". These documents were utilized in the 2012 and 2013 school years to assess student performance levels, but the Charter Holder stated that they were not utilized during the recent 2014 school year. The Charter Holder discussed their usage as assessment materials, but did not provide evidence to demonstrate that the assessment results were used as a curricular resource that was used to adapt curriculum and instruction for all subgroups. The assessment forms provided are reading level assessments, in which teachers kept track of the score for each student on a leveled reading assessment, but no evidence was provided that the reading assessments were utilized for adaptation of the curriculum and instruction. Due to their lack of use in the 2014 school year, the fact that the assessment forms are actually utilized as assessments without evidence of usage for adaptation purposes, these documents do not demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Nor do these documents demonstrate there is curriculum intended to provide differentiated materials, activities and/or strategies for struggling students within the subgroups.
- The Charter Holder did not provide additional evidence to demonstrate the adaptation of curriculum for students with disabilities or for students in the bottom 25%.
- The Charter Holder stated that they do not currently serve students in the ELL subgroup.
- The Charter Holder stated that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide information about how they adapt processes to meet the needs of students within the FRL subgroup.

Monitoring Instruction:

In the area of monitoring instruction, DINE, Inc.'s demonstration of sufficient progress 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 Arizona's College and Career Ready Standards into instruction. Rather, the Charter Holder provided evidence of processes to monitor student progress through the curriculum, but the Charter Holder was not able to provide evidence that the curriculum that is currently being implemented is aligned to Arizona's College and Career Ready Standards. Additionally, while the charter holder stated they evaluate employee's performance and provided a Personnel Policy concerning employee evaluations, the charter holder was unable to provide any evidence of a system used to evaluate employees specifically with regard to the quality of instruction. The evidence presented by the charter holder demonstrates the charter holder is in the beginning stages of monitoring and evaluating standards and instructional practices.

The Charter Holder's demonstration of sufficient progress 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 ACCRS 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 ACCRS-aligned curriculum with fidelity.
    - The Charter Holder provided "Student Progress Report", "Student Grading Report", "Student Attendance Report'", "Student Daily Activity Reports;" "Course Detail Reports" and "Messages" documents, which are sample reports pulled from the online curriculum A+. The student progress report is color coded to identify student progress that is on-track (green), slowing (yellow), or off track (red).The attendance report contains information about what assignments and topics the student completed each day and the daily activity reports show for each day how many lessons were worked, finished, passed, and the average mastery score, both of which demonstrate some monitoring of the pace of the curriculum. The messages show the communication shared between the teacher and the student concerning progress, due dates, and performance levels, and comments included requirements for student pacing, and number of lessons to be completed in the week. The documents demonstrate some evidence of processes to monitor student progress on all lessons within a course for individual days as well as the entirety of the course, but they do not demonstrate evidence of the implementation of a system to monitor the integration of ACCRS into instruction because the Charter Holder did not provide evidence to demonstrate that the curriculum is aligned to ACCRS.
    - The Charter Holder provided "Weekly Progress Reports Binder". The documents in the binder track the date, course, credits earned, lessons finished, and additional comments about performance level for each student. The teacher indicated that this process is what the charter holder uses to track student performance and progress for each course and is used to drive discussions with students about expectations and performance. This process also documents the tracking of student progress across lessons; however, it does not indicate whether lessons are aligned to ACCRS. Therefore, while these documents demonstrate some processes for monitoring of student progress across all students and courses, they do not demonstrate that the school is implementing an ACCRS-aligned curriculum with fidelity.
    - The Charter Holder did not provide any additional evidence that could demonstrate the implementation of a system to monitor the integration of ACCRS 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 "Personnel Policy". The document describes the process for employee evaluations, including four main action areas: that "the supervisor shall observe performance…on a regular basis", "new employees shall be evaluated within their first 90 days of employment", "all employees will be given a formal evaluation, minimum of once each year" and "an accurate and complete copy of the written evaluation shall be delivered to the employee in a private conference". While this policy is stated in the handbook, the Charter Holder provided no evidence of implementation to demonstrate this process is being utilized

across the school and the principal stated that no evaluations were conducted during the past year. In addition to the lack of implementation, the procedures listed in the policy document also do not identify any criteria that would be utilized to conduct evaluations of instructional quality. Due to a lack of implementation, and a lack of criteria established to conduct evaluations of instructional quality, this document does not provide evidence of implementation of a system to evaluate the instructional practices of teachers.

  - The Charter Holder stated that with one teacher in a remote location, employees are being observed every day by virtue of being in one location. The Charter Holder also stated that they evaluate teachers and terminated teachers based on evaluations. However, the Charter Holder stated that the school does not follow Part C of the Evaluation Procedure as defined in their personnel handbook, which states "An accurate and complete copy of the written evaluation shall be delivered to the employee in a private conference. The evaluation shall be signed and dated by the employee, acknowledging only receipt, at the time of the conference." The Charter Holder did not provide additional evidence of a system to evaluate the instructional practices of teachers. Nor did the Charter Holder demonstrate that the school 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 stated that the school does not follow Part C of the Evaluation Procedure as defined in their personnel handbook, which states "An accurate and complete copy of the written evaluation shall be delivered to the employee in a private conference. The evaluation shall be signed and dated by the employee, acknowledging only receipt, at the time of the conference." The Charter Holder provided no evidence to demonstrate that school leaders conduct some analysis and provide some feedback to further develop the system.
- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
  - The Charter Holder provided no evidence to demonstrate implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25% and students with disabilities.
  - The Charter Holder stated that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide information about how they adapt processes to meet the needs of students within the FRL subgroup.
  - The Charter Holder stated that they do not currently serve students in the ELL subgroup.

Assessment:

In the area of assessment, DINE, Inc.'s demonstration of sufficient progress was evaluated as **Meets**. The Charter Holder provided evidence of implementation of a plan for monitoring and documenting student

proficiency. Specifically, the Charter Holder provided evidence of frequent assessments on the daily, unit, and course level, that data is analyzed, and that action is taken based on student performance to adjust instruction. The Charter Holder was able to demonstrate evidence of a comprehensive assessment system that is 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 "Student Progress Report", "Student Grading Report", "Student Attendance Report", "Student Daily Activity Reports;" "Course Detail Reports" and "Messages" documents, which are sample reports pulled from the online curriculum A+. The Student Daily Activity Report show average mastery by day, and the Lesson Details tab shows each lesson with the score, date finished, number of mastery attempts, mastery time, and total time, all of which demonstrate pieces of an assessment process on a daily level. The Student Attendance Report shows what lessons were focused on each day by student and the Student Progress Report demonstrates an overall grade per course, which indicates assessment that is done on the course level. The documents indicate that students are given assessments embedded within the curriculum, which include a pre-test, practice tests, and mastery tests for every unit. In addition, each lesson contains an end of lesson mastery assessment on which students must showcase mastery of higher than 80% to move on. Assessments are therefore given to students on a daily and unit level. These documents provide evidence of the implementation of an assessment system and that the school regularly and timely assesses students in a manner that is aligned to the curriculum in order to monitor student progress.
    - The Charter Holder provided McDougal Littell Remediation Books". The books included several assessments and "remediation lessons" that were used in prior years, but not during the current year. During those years, these materials were utilized on a daily basis as a resource with all students during a tutoring time but not as an assessment process for all students in terms of their ongoing classwork. Due to the fact that the resources were not utilized during the current school year, and because they were used primarily as a supplemental curricular tool for remediation, the assessments in the booklet do not provide evidence of a comprehensive assessment system.
- 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 "Student Progress Report", "Student Grading Report", "Student Attendance Report", "Student Daily Activity Reports;" "Course Detail Reports" and "Messages" documents, which are sample reports pulled from the online curriculum A+. These reports showcase individual lesson assessments for every lesson, and demonstrate an assessment system that is embedded within the curriculum. In addition to the daily level, the assessment system also includes unit-level pre and post-assessments. Pre-assessments, lesson assessments, and post-assessments per unit are used to adapt student instruction according to student performance through the A+ system and additional teacher support. Students who master a lesson objective move forward, while a student who does not master the topic is

assigned additional lessons. The principal/teacher stated that she works with students on an individual basis if they do not successfully mastery assessments. In addition, the ongoing messages between the teacher and students, which contain topics such as the pacing of the student and the areas that the student is struggling, provide documentation of a process to analyze the status of all students and take action based on that analysis. These documents provide evidence that assessments are given regularly and that the 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 "iSTEEP assessments". These documents demonstrate assessments that were utilized to assess the levels of non-proficient students. These assessments were utilized during earlier school years, but were not utilized during the 2014 academic year because the previous principal left and the current principal was not trained to administer the assessments. Thus, while the iSTEEP process does demonstrate evidence of an assessment tool that is designed for non-proficient students in past years, taken individually these documents do not demonstrate evidence of an assessment system that is adapted to meet the needs of non-proficient students because they were not utilized in the current school year.
    - The Charter Holder provided "Student Progress Report", "Student Grading Report", "Student Attendance Report", "Student Daily Activity Reports;" "Course Detail Reports" and "Messages" documents, which are sample reports pulled from the online curriculum A+. These documents demonstrate an assessment system that is embedded within the curriculum. Students who are non-proficient in a particular lesson are re-assigned that lesson if they do not demonstrate mastery of higher than 80% on lesson assessments. If a student does not master the lesson after the 2nd time, they are locked out of the system and the teacher stated that she is able to work with that student individually or re-assign that lesson. Given the tracking tools to measure the progress of students who are not proficient, and the ability for the teacher to know when non-proficiency is occurring through the student getting locked out, these documents demonstrate evidence of implementation of an assessment system that meets the needs of non-proficient students.
    - The principal stated that IEPs are utilized for students with disabilities, and that the assessment system embedded in A+ is modified to address the needs of students with disabilities. The A+ system gives teachers the ability to track the ongoing process of any students with disabilities through the daily mastery scores and pacing reports. The teacher stated that if a student does not reach the 80% level of mastery by the second attempt, the system locks that student out and the teacher is able to work with that student individually to provide support. The assessment system embedded in A+ demonstrates evidence of implementation of an assessment system that meets the needs of students with disabilities.
    - The Charter Holder stated that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide information about how they adapt processes to meet the needs of students within the FRL subgroup.
    - The Charter Holder stated that they do not currently serve students in the ELL subgroup.

Professional Development:

In the area of professional development, DINE, Inc.'s demonstration of sufficient progress was 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 some evidence that professional development sessions address areas of high importance, specifically in regard to math and cultural topics. However, the Charter Holder was not able to provide evidence that the professional development plan is aligned to teacher learning needs. Nor was the charter holder able to provide any evidence that it supports high quality implementation of strategies learned in professional development trainings or that there are follow-up and monitoring processes in place. The evidence presented by the Charter Holder demonstrates that the school is in the beginning stages of developing a professional development plan.

The Charter Holder's demonstration of sufficient progress 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 "Staff Development Training". The document provides a description of the training attended and the name of the employee who attended that training. The list includes professional development from the 2012-2013 school year and the 2013-2014 school year. The listed sessions include trainings on math topics, which the Charter Holder stated is a focus area for the school and thus indicates some focus on areas of high importance. The trainings also include a session focused around cultural issues, which the Charter Holder stated is a part of the school's mission statement and also therefore provides some evidence of professional development that is focused on areas of high importance. The Charter Holder identified that training was provided on the use of their computer-based curriculum, but no documentation was provided to demonstrate that it had been completed. The professional development list as a whole does not indicate how professional development sessions were selected or how they align to teacher learning needs. The document provides some evidence of the implementation of a professional development plan that addresses areas of high importance, but no evidence of the implementation of a professional development plan that is comprehensive and addresses teacher learning needs.
- 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 stated that the school supports implementation through continued dialogue with A+, but provided no evidence of interactions or any evidence that would demonstrate the implementation of a system that supports high quality implementation of the information and strategies learned through the professional development 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 stated that they monitor implementation based on whether or not staff is able to perform the strategies learned in the professional development, but provided no evidence to demonstrate the implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.

- The Charter Holder must provide evidence of implementation of a 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 "ADE ESS Materials." The ADE ESS Materials included a video titled assistive technology powerful solutions for success, a media check out form, a PowerPoint on educating students with disabilities grant notification multi-tier behavior supports information, materials on online courses on autism, and materials on essential practices for students with autism. The documents showcase types of resources, but do not provide an explanation of how they were utilized or by whom. Taken as a whole, the documents do not provide evidence of how the professional development plan addresses teacher weaknesses and learning needs in relation specifically to students with disabilities. The documents provide partial evidence of the implementation of a professional development plan aligned to meet the needs of students with disabilities, but not a comprehensive plan that addresses teacher weaknesses and areas of high importance.
  - The Charter Holder provided "Bills and Requisitions for Special Education Services Provided". The documents indicate the Special Education services that were provided for the school, but they do not indicate any trainings that were provided during the 2013-2014 year for teachers regarding students with disabilities. In the 2012-2013 school year, the documents indicate that the principal received access to personalized online trainings, but do not demonstrate the completion of these trainings or results from the trainings. Therefore, these documents do not provide evidence of implementation of a comprehensive professional development plan that is aligned to meet the needs of students with disabilities because they do not demonstrate any trainings that were provided in the 2013-2014 school year and they do not demonstrate evidence that offered trainings were actually utilized in the 2012-2013 school year.
  - The Charter Holder provided "Special education binder". The special education binder included special education policies, procedures, and implementation documents. The documents detail the school-wide policies on special education, but do not contain any evidence to indicate professional development services offered to teachers in regard to students with disabilities. Therefore, the materials do not provide evidence of a comprehensive professional development plan that is aligned to meet the needs of students with disabilities.
  - The Charter Holder stated that ----- did not provide additional evidence to demonstrate the implementation of a comprehensive professional development plan that meets the needs of students with disabilities or any evidence to demonstrate the implementation of a comprehensive professional development plan that meets the needs of non-proficient students.

- The Charter Holder stated that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide information about how they adapt processes to meet the needs of students within the FRL subgroup.
- The Charter Holder stated that they do not currently serve students in the ELL subgroup.

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 provided by the charter holder demonstrated a decline in Reading proficiency and did not address Math proficiency. In addition, the Charter Holder did not provide any disaggregated data for the subgroups. Therefore, the data and analysis did not demonstrate improved proficiency in Math and Reading in the whole school population or for students within the students with disabilities subgroup, nor did it demonstrate increased "Improvement" for non-proficient students in Math and Reading. The Charter Holder stated that school currently serves no ELL students, and that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide data or analysis for students in the FRL subgroup.

The Charter Holder's demonstration of sufficient progress 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 Reading proficiency data for 2013 and 2014; however, the data indicates a decrease in proficiency from 66.7% proficient in 2013 to 40% proficient in 2014. The Charter Holder did not provide any data to demonstrate proficiency or growth in Math, or growth in Reading.

Increasing Graduation Rate:

In the area of increasing graduation rate DINE, Inc.'s DSPs were evaluated as **Approaches**. The Charter Holder did not provide evidence of a sustained improvement plan that includes meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model. The Charter Holder's evidence demonstrates that the school staff utilizes a curriculum check sheet that tracks the ongoing progress of students toward graduation to ensure students in grades 9-12 graduate. However, the school did not present data or evidence that demonstrates that this strategy results in success in ensuring students graduate.

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 "Curriculum Check Sheet". This document is used by the principal to evaluate student credits for each subject area. The sheet lists each subject area along with the number of credit hours required, and shows each course and the completion status of that course for the student. It also shows the number of credits pending and the number of credits deficient for that student. The Charter Holder stated that the school uses this system to track

student progress toward graduation requirements which indicates a strategy to ensure that students are on track to meeting requirements to graduate. The sheet demonstrates a strategy for ensuring that students have a plan to direct them in meeting graduation requirements.

- The Charter Holder presented data to show the number of students who graduated each year. However, the data only shows a numerical value and does not provide a percentage to indicate the graduation rate. When asked to provide that information in order to determine whether the graduation rate was increasing or decreasing as compared to prior years, the Charter Holder did not do so. No additional data was provided to demonstrate an increased graduation rate.

Academic Persistence:

In the area of Academic Persistence, the Charter Holder's demonstration of sufficient progress was evaluated as **Falls Far Below**. The Charter Holder stated that incentive systems are in place for attendance and performance, but did not provide evidence of such processes or evidence of strategies for identifying students that are at risk for dropping out or failing. The Charter Holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years.

- The Charter Holder must provide evidence of a sustained improvement plan that results in an increased percent of students remaining enrolled in a public school across school years. Sufficient evidence will have demonstrated how the school identifies students at risk of dropping out or failing, demonstrated strategies the school utilizes to address student challenges to completing/continuing their education, and demonstrated how the school evaluates activities to determine which resulted in improved student engagement.
    - The Charter Holder stated that they hired people to recruit students and offered incentives for students who performed well and attended school, but did not provide any evidence of such strategies or data to demonstrate evidence of a sustained improvement plan that results in an increased percent of students remaining enrolled in a public school across school years.

II. Viability of the Organization

On March 7, 2014, when the Board notified the Charter Holder of its opportunity to apply for renewal, the Charter Holder met the Board's financial performance expectations based on the fiscal year 2012 audit. Therefore, the Charter Holder was not required to submit a financial performance response.

On March 13, 2014, the Charter Holder timely submitted its fiscal year 2013 audit. Based on the fiscal year 2013 audit, the Charter Holder does not meet the Board's financial performance expectations. On March 17, 2014, Board staff sent a letter to the charter representative. The letter included the following:

> "Had the fiscal year 2013 audit been received prior to the Board's deadline for notifying DINE of its eligibility to apply for renewal, the charter holder would have been required to submit a financial performance response as part of its renewal application package…As indicated in the Renewal Application Instructions, 'At the time of consideration of renewal by the Board, the most current audit information will be provided.' This letter is being provided to you as a courtesy, so that you may be prepared should the Board have questions related to DINE's financial performance when it considers DINE's renewal application package. If you would like to submit a written financial performance response for the Board's review in consideration of DINE's renewal application package, please let me know so that I may update DINE's renewal application to accommodate the submission, which would be due with the other renewal application package components."

The following table includes the Charter Holder's financial data and financial performance for the last three audited fiscal years. The Charter Holder's fiscal year 2013 revenues include $735,306 received under a federal Impact Aid capital grant.

Developing Innovations in Navajo Education, Inc. (DINE, Inc.)

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$64,561	$139,900	$151,407	$87,844
Unrestricted Cash	$64,561	$139,656	$151,407	
Other Liquidity	-			
Total Assets	$963,023	$290,269	$247,443	
Total Liabilities	$136,422	$142,207	$175,008	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	$826,601	$148,062	$72,435	
Statement of Activities				
Revenue	$1,513,134	$1,106,064	$1,055,950	
Expenses	$834,595	$1,030,437	$1,057,225	
Net Income	$678,539	$75,627	($1,275)	
Change in Net Assets	$678,539	$75,627	($1,275)	
Financial Statements or Notes				
Depreciation & Amortization Expense	$13,487	$16,016	$15,956	
Interest Expense	-	-	-	
Lease Expense	-	-	-	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	28.23	49.47	52.27	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	$678,539	$75,627	($1,275)	N/A
Cash Flow	($75,339)	($11,507)	$63,563	($23,283)
Fixed Charge Coverage Ratio	Not Applicable			N/A

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

The Charter Holder's application package included a financial performance response addressing the fiscal year 2013 audit (portfolio: k. Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and two "Not Acceptable" determinations (portfolio: j. Financial Response Evaluation).

The Demonstration of Sufficient Progress indicates that additional resources will be committed by the Charter Holder to purchasing new curriculum that would result in improved academic performance. However, based on the Charter Holder's financial performance response and/or the Charter Holder's financial condition, there is no evidence to demonstrate these expenditures can be supported.

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

In October 2010, the Arizona Department of Education notified the Charter Holder of noncompliance in areas related to Title II-A according to 34 CFR 80.43 (a) and as a result Title II funds were placed on programmatic hold. The Charter Holder is currently in compliance in regards to Title II funding.

B. Other Compliance Matters

In March 2009, 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 Charter Holder was required to submit a corrective action plan. In May 2010, the Charter Holder was notified by ESS that they had corrected line items from monitoring related to Indicators 11 and 13, but that it would resume monitoring again in Fall 2010 due to concerns over other line items. In October 2010, 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 Charter Holder was required to submit a corrective action plan. In October 2011, the Charter Holder was notified by Exceptional Student Services that it was in compliance with state and federal statutes related to services to students with disabilities.

In December 2013, a formal state complaint was filed on behalf of a student alleging that DINE, Inc. was in noncompliance in special education matters. As required by 34 C.F.R. §§ 300.151-300.153 and the Arizona Administrative Code R7-2-405.01, the Arizona Department of Education/Dispute Resolution conducted an investigation into the matter. The Charter Holder was found out of compliance in providing special education services and counseling services to the student, and was required to make compensatory services available in both areas. DINE, Inc. is currently in the process of providing the required compensatory services and has turned in all corrective action due thus far.

The fiscal year 2010 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicates one employee was not fingerprint checked. The employee had fingerprints taken as part of the application process for a fingerprint clearance card, however, according to the audit, no FCC fingerprint check or equivalent response was received prior to the employee's hiring. The Charter Holder submitted a satisfactory CAP.

The fiscal year 2009 audit identified an issue that required a CAP. Specifically, the audit indicates one high school subject taught during the school year only met for 120 hours instead of the required 123 hours. The Charter Holder submitted a satisfactory CAP.

The fiscal years 2009 through 2013 audits identified repeated audit issues that had not been addressed from the prior year's or prior years' audits. Specifically:

- Accounting records – A repeated audit issue involving audit adjustments being necessary to properly state grant revenues and the corresponding receivable or refundable advance was identified in the fiscal years 2011 and 2013 audits. A repeated audit issues involving audit adjustments being necessary to properly state the Charter Holder's liabilities and expenses was identified in the fiscal year 2012 audit with a similar issue involving the Charter Holder's assets, liabilities, revenues, expenses and net assets being identified in the fiscal year 2011 audit.

- Open Meeting Law – A repeated audit issue involving the Charter Holder not posting a statement on its website stating where all public notices of its meeting will be posted, not posting all public meeting notices on its website, and not maintaining a record of notices was identified in the fiscal year 2012 audit. A repeated audit issue involving the Charter Holder not being able to locate a copy of the disclosure statement required to be filed with the Secretary of State was identified in the fiscal year 2010 audit.
- Procurement – A repeated audit issue involving the Charter Holder not obtaining written quotes was identified in the fiscal years 2009 through 2011 audits. A repeated audit issue involving the Charter Holder not obtaining oral quotes was identified in the 2010 through 2012 audits.

In the previous five fiscal years, the Charter Holder failed to timely submit the fiscal years 2009 and 2010 Annual Financial Report (AFR).

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. At the time of this report, the Charter Holder has not completed the appropriate filing to align the organizational membership on file with the Board and the Arizona Corporation Commission.

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 Developing Innovations in Navajo Education, Inc. (DINE, Inc.) on the basis that the charter holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the Renewal Executive Summary and currently operates a school that, in the most recent years for which State assessment data is available, has received overall ratings of "No Rating" and letter grades of "D" in 2012, "D-ALT" in 2013, and "D" in 2014.

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. 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 Developing Innovations in Navajo Education, Inc. (DINE, Inc.).