Educational Impact, Inc. - Entity ID 81123

School: Academy Adventures Primary School (81124) and Adventure School (87415)

Issue

Academy Adventures Primary School, a school operated by Educational Impact, Inc., was assigned an F letter grade by the Arizona Department of Education based on its academic performance during the 2013-2014 school year. The Board must determine whether to restore the charter to acceptable performance or to revoke the charter.

Background Information

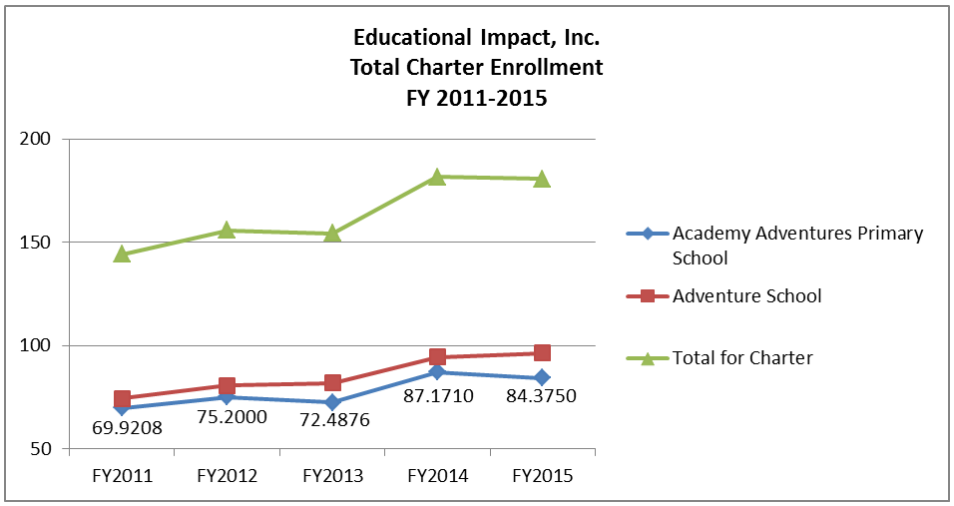
In FY2012, Academy Adventures Primary School received an Overall Rating of 38.75 (Falls Far Below) and a letter grade of D. In FY2013, the school received an Overall Rating of 41.25 (Does Not Meet) and a letter grade of D. In FY2014, the school received an Overall Rating of 37.5 (Falls Far Below) and a letter grade of F.

On October 2, 2014, the Arizona Department of Education (ADE) notified the Board of the F letter grade status (failing level of performance) of Academy Adventures Primary School (portfolio: b. Notifications, i**.** Notification of Charters with F Letter Grade for the 2014-2015 SY). Pursuant to A.R.S. § 15-241(U), if a charter school is assigned a letter grade of F, the ADE shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter.

I. Profile

Educational Impact, Inc. currently has 2 school sites open under this charter. Academy Adventures Primary School and Adventure School both serve students in grades K – 5 in Tucson.

The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2011-2014 and 40th day ADM for fiscal year 2015, as well as for each school site.

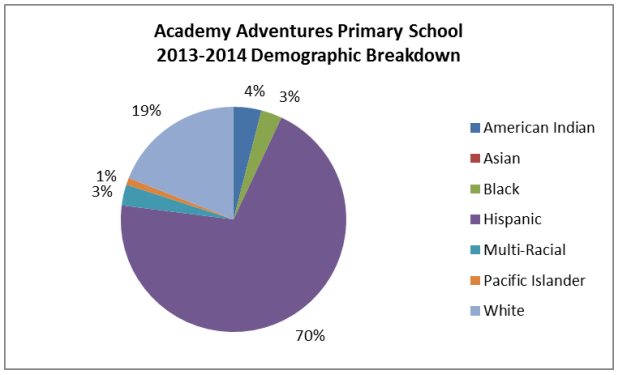


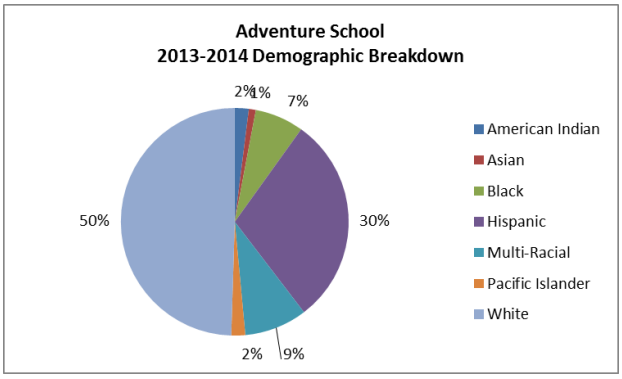
The academic performance of all schools operated by Educational Impact, Inc. is represented in the table below. Academic dashboards for each school can be seen in the portfolio: f. Academic Dashboards, i. Academic Dashboard – Academy Adventures Primary School and ii. Academic Dashboard– Adventure School.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Academy Adventures Primary School	08/18/2003	K – 5	38.75 / D	41.25 / D	37.5 / F
Adventure School	08/01/2005	K – 5	84.06 / B	79.38 / A	70.62 / A

The website for Academy Adventures Primary School states that the school is based on the philosophy that each child grows physically, emotionally, and intellectually in diverse ways and at different rates. The website further states that Educational Impact, Inc. addresses differences by providing student appropriate activities, experimental learning, diverse learning centers, and high teacher/student interactivity.

The demographic data for Academy Adventures Primary School and Adventure School from the 2013-2014 school year is represented in the charts below.[1]





The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2013-2014 school year is represented in the table below.[2]

Category	Academy Adventures Primary School	Adventure School
Free and Reduced Lunch (FRL)	*	10%
English Language Learners (ELLs)	*	*
Special Education	13%	*

II. Additional School Choices

Academy Adventures Primary School is located in northwest Tucson near Roger Road and Flowing Wells Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 42 schools serving grades K - 5 within a 5 mile radius of Academy Adventures Primary School. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that

[1] Information provided by the Research and Evaluation Division of the ADE.
[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL	Comparable ELL	Comparable SPED
A	16	10	10	*	*	10
B	13	3	3	*	*	8
C	13	1	1	*	*	11
D	1	1	0	*	*	1

III. Timeline of Activities

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

March 6, 2013 Educational Impact, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan (PMP) as part of the Five-Year Interval Review requirements.

April 18, 2013 Educational Impact, Inc. timely submitted a PMP to the Board (portfolio: h. Performance Management Plan).

October 15, 2014 In response to the October 2, 2014 notification by the ADE of the F letter grade status and in accordance with the Board's processes, the Charter Holder was notified in an email of its requirement to submit a Demonstration of Sufficient Progress (DSP) as a requirement for a failing school that does not meet the Board's academic performance expectations (portfolio: b. Notifications, ii. F School Notification – Action Required). The Charter Holder was informed that the determination by the Board of whether to restore or to revoke the charter for Educational Impact, Inc. would be based on the evidence of the Charter Holder's performance in accordance with the performance framework adopted by the Board, including the Charter Holder's demonstration of sufficient progress toward the Academic Performance Expectations of the Board.

November 14, 2014 The Charter Holder timely submitted a DSP Report (portfolio: g. Demonstration of Sufficient Progress Report) to the Board.

November 17, 2014 Board staff sent an email to the charter representative (portfolio: b. Notifications, iii. F School DSP Site Visit Notification) which provided information about the site visit date and how to prepare for the site visit.

November 19, 2014 Board staff sent an email to the charter representative (portfolio: b. Notifications, iv. Failing School DSP Report Initial Evaluation and Site Visit) which confirmed the site visit date and provided a copy of the initial evaluation of the DSP Report that identified areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

[3] Evaluation completed using information provided by the Research and Evaluation Division of the ADE. No evaluation completed for FRL and ELL subgroups because the percentages for those demographic groups were redacted either because the percentage of students in the non-ethnicity-based demographic groups is 0% or 100%.

December 3, 2014 Board staff conducted the site visit to confirm the documentation presented in the DSP Report and review additional information to be considered in the final evaluation of the Charter Holder's DSP submission.

IV. Demonstration of Sufficient Progress

The following representatives of Educational Impact, Inc. were present at the site visit:

Name	Role
Jack Penczar	Board Member
Mary Ann Penczar	Charter Representative
Brian Henderson	Adventure School Principal
Mindy Griffith	Academy Adventures Primary School Principal

Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: c. Inventory Documents) after the site visit. The Charter Holder was provided a copy of the document inventory after the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: d. DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	☐	☐	☒
Curriculum	☐	☒	☐
Assessment	☐	☐	☒
Monitoring Instruction	☐	☒	☐
Professional Development	☐	☒	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder failed to provide evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. The Charter Holder was unable to provide data and analysis for the current year at the site visit; the limited data it could provide did not demonstrate improved academic performance.

Based on the findings summarized above and described below, staff determined that the Charter Holder does not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

The area of Data is evaluated as Falls Far below. The Charter Holder failed to provide data that can be used to compare academic performance year-over-year for the two most recent school years for all of the measures (portfolio: c. Inventory Documents, i. Site Visit Inventory - Data, Items D1 – D13).

Curriculum

The area of Curriculum is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis, see Curriculum Inventory (portfolio: c. Inventory Documents, ii. Site Visit Inventory - Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	No	C1
How does the Charter Holder identify gaps in the curriculum?	No	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	Yes	C3
Who is involved in the process for adopting or revising curriculum?"	Yes	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	Yes	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	No	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	No	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	No	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	No	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	No	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	No	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	No	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?"	No	C14

Assessment

The area of Assessment is evaluated as Falls Far Below. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented fragmented efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts are not consistently implemented. For more detailed analysis, see Assessment Inventory (portfolio: c. Inventory Documents, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	No	A2
How is the assessment system aligned to the curriculum and instructional methodology?	No	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	Yes	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	No	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	No	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	No	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	No	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	No	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	No	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated two of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis, see Monitoring Instruction Inventory (portfolio: c. Inventory Documents, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	No	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	No	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Yes	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	No	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	No	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	No	M10

Professional Development

The area of Professional Development is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited approach to professional development. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis, see Professional Development Inventory (portfolio: c. Inventory Documents, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	Yes	P1
How was the professional development plan developed?	Yes	P2
How is the professional development plan aligned with instructional staff learning needs?	Yes	P3
How does this plan address areas of high importance?	Yes	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	No	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	No	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	No	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	No	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	No	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	No	P10
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	N/A	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	Yes	P12

V. 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.

VI. Adherence to the Terms of the Charter

Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?
Yes. Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?
Yes. Based on the available information in the current fiscal year, the Charter Holder adheres with applicable education requirements defined in state and federal law.

Do the Charter Holder's annual audit reporting packages reflect sound operations?
Yes. As reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2014 annual audit reporting package.

Is the Charter Holder administering student admission and attendance appropriately?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

Is the Charter Holder transparent in its operations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

Is the Charter Holder complying with its obligations to the Board?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to operational requirements monitored by other entities to which the Charter Holder is accountable.

Is the Charter Holder complying with all other obligations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

VII. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder submits a school closure notification for the school that has been designated an F School which would restore the charter to acceptable performance. Staff recommends the following language provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Educational Impact, Inc. on the basis of Academy Adventures Primary School's designation as an F school for FY 2014 and Educational Impact, Inc.'s failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. The Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system.

All that taken into consideration, the Charter Holder currently operates one other school, Adventure School, that has been designated as an A school and that has a current Overall Rating of Meets Standard. Therefore, I further move that if, by February 1, 2015, Educational Impact, Inc. submits a school closure notification for Academy Adventures Primary School to close at the end of FY15, the Board shall not issue to Notice of Intent to Revoke the charter of Educational Impact, Inc.

I further move that if the school closure notification is not submitted by February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 2: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. The following language is provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Educational Impact, Inc. on the basis of Academy Adventures Primary School's designation as an F school for FY 2014 and Educational Impact, Inc.'s failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. The Charter Holder was unable to provide evidence that it has consistently implemented a sustained

improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system.

All that taken into consideration, the Charter Holder currently operates one other school, Adventure School, that has been designated as an A school and that has a current Overall Rating of Meets Standard. The Board therefore directs staff to work with Educational Impact, Inc. to create a Consent Agreement for the purpose of restoring the charter to acceptable performance in accordance with A.R.S. § 15-241(U) if the Charter Holder agrees that: 1) it will amend its current charter contract to include appropriate systemic changes and additional accountability including the creation and implementation, beginning no later than February 1, 2015, of a Performance Management Plan to make systemic changes that will align with the Performance Management Plan evaluation criteria, 2) it will provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Academy Adventures Primary School, 3) if it cannot provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Academy Adventures Primary School the Charter Holder will close Academy Adventures Primary School at the end of FY15, 4) if Academy Adventures Primary School can provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Academy Adventures Primary School and continues operating after the end of FY15 the Charter Holder will, until a new Academic Dashboard is released, provide quarterly reports with supporting evidence to demonstrate implementation of the Performance Management Plan with fidelity, and provide valid and reliable internal benchmarking baseline, mid-year and end-of-year data that demonstrates improving academic performance, and if it cannot do so the Charter Holder will close Academy Adventures Primary School no later than the end of the fiscal year; and 5) if the next Academic Dashboard that is released does not demonstrate improved academic performance as compared to FY13 and FY14 for Academy Adventures Primary School the Charter Holder will close Academy Adventures Primary School no later than the end of the fiscal year during which the Academic Dashboard is released.

I further move that if the terms of a Consent Agreement cannot be reached by February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 3: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Educational Impact, Inc. on the basis of Academy Adventures Primary School's designation as an F school for FY 2014 and Educational Impact, Inc.'s failure to meet or demonstrate

sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. The Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system.

I further move that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 4: The Board may determine that there is a basis to restore the charter. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board restore the charter to acceptable performance in accordance with A.R.S. § 15-241(U). In this case, Academy Adventures Primary School was designated as an F school for FY 2014, but Educational Impact, Inc. was able to demonstrate sufficient progress toward the Board's expectations when it: *[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 contract period.