Issue

A New School Site Notification Request was submitted by International Charter School of Arizona (ICSA). The charter is authorized for grades 5-12. ICSA did not meet the Board's academic performance expectations, and was required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided

Rationale for Expansion Request

ICSA is in the process of merging entities with Hillcrest Academy, Inc. (Hillcrest), which is submitting a concurrent New School Site Notification Request. ICSA is requesting to add a site serving grades 7-12 at the new location of Hillcrest Academy on South Power Road in Mesa, while Hillcrest will locate a new site serving grades K-6 at the new site of ICSA on East Paradise Lane in north Phoenix. Both entities have aligned their corporate boards, missions, and programs of instruction. With the approval of the New School Site Notification Requests, ICSA will request a decrease in approved grades to 7-12, and Hillcrest will request a decrease in approved grades from K-8 to K-6.

Support Information

The submitted minutes of the February 27, 2014 meeting of the corporate board of ICSA show approval for the lease of a new facility on approval by ASBCS for an expansion site.

Background

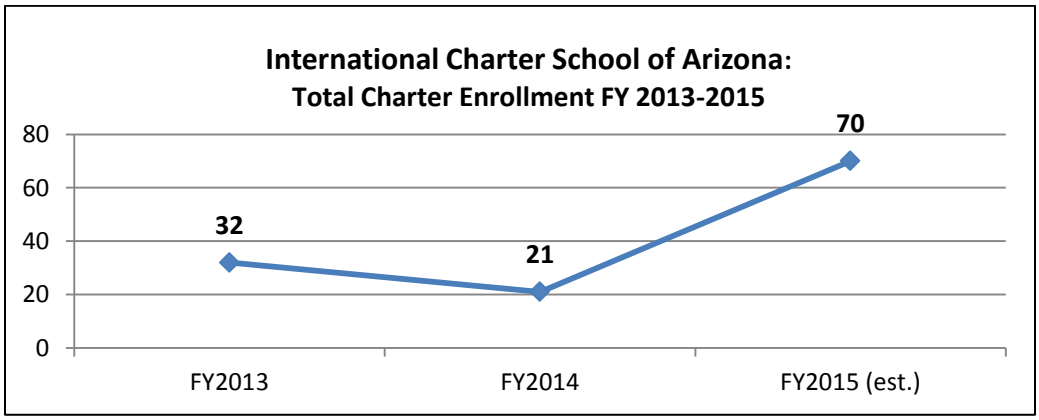
ICSA was granted a charter in 2011 to operate 1 school serving grades 5-8 in Phoenix. In 2013, the Board approved the addition of grades 9-12 to the charter. The charter school is in their third year of operation. A School Name Change Notification Request to change the name of International Charter School of Arizona to Hillcrest Academy High (HAH) was approved on August 22, 2014.

School Environment

The following list shows the 2014 A-F Letter Grade for the five public schools serving grades in the 7-12 range closest to the new site proposed for Hillcrest Academy High on Power Road in Mesa:

School Name	District/Charter	Grades Served	FY2014 A-F Letter Grade
Centennial Elementary School	District	K-8	A
ASU Preparatory Academy – Polytechnic	Charter	9-11	A
Higley High School	District	9-12	A
ASU Preparatory Academy – Polytechnic Middle School	Charter	5-8	A
Heritage Academy Queen Creek	Charter	7-8	A

The current enrollment cap is 200. According to ADE, the 100th day ADM for FY 2014 was 21. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2013-2014, and estimated enrollment for 2015.



Eligibility

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the notification approval process. The Charter Holder is in compliance in all areas.

Financial Performance

ICSA did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. The following table includes the charter holder's financial data and financial performance for fiscal year 2013, which was the Charter Holder's first year of operation.

International Charter School of Arizona, Inc.

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$22,628	$37,770		
Unrestricted Cash	$22,628			
Other Liquidity	-			
Total Assets	$63,431			
Total Liabilities	$126,444			
Current Portion of Long-Term Debt & Capital Leases	$61,158			
Net Assets	($63,013)			
Statement of Activities				
Revenue	$467,151			
Expenses	$592,326			
Net Income	($125,175)			
Change in Net Assets	($125,175)			
Financial Statements or Notes				
Depreciation & Amortization Expense	$7,683			
Interest Expense	$2,965			
Lease Expense	$85,000			

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No			N/A
Unrestricted Days Liquidity*	13.94			N/A
Default	No			N/A
Sustainability Indicators				
Net Income	($125,175)			N/A
Cash Flow	($15,142)			($15,142)
Fixed Charge Coverage Ratio	(0.20)			N/A

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

Academic Performance

As stated in the Board's Academic Performance Framework and Guidance document, a Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. A dashboard representation of HAH's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Hillcrest Academy High

		2013 Traditional Elementary School (5 to 8)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	52	75	25
	Reading	60	75	25
1b. SGP Bottom 25%	Math	NR	0	0
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	70.6 / 62.8	75	11.25
	Reading	94.1 / 79.9	100	11.25
2b. Composite School Comparison	Math	1.3	75	11.25
	Reading	9.1	75	11.25
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup SPED	Math	NR	0	0
	Reading	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		A	100	5
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		79.06		100

The FY 2013 overall rating for HAH on the Board's academic performance measures was 79.06 including points received for the FY 2013 letter grade of A as reported by the Arizona Department of Education. HAH was not in operation in FY2012.

The FY 2014 letter grade of HAH as reported by the Arizona Department of Education is C.

Because ICSA does not have two years of academic data, the academic performance of ICSA could not meet the Board's academic performance expectations set forth in the performance framework adopted by the Board. A Demonstration of Sufficient Progress (DSP) was submitted by the charter representative (presented in the Charter Holder's notification portfolio: e: DSP Submission).

Demonstration of Sufficient Progress

Following a preliminary evaluation of the DSP, staff conducted a site visit on August 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 notification portfolio: c. DSP Evaluation Instrument and d. DSP Site Visit Inventory) of the Charter Holder's DSP submission. The following representatives of ICSA were present at the site visit:

Name	Role
Jerad Hunsaker	Superintendent
Dale Nichol	High School Principal
Mike Scott	Curriculum
Kris Johnson	Grants
Michelle Shelby	Counselor

The DSP submitted by ICSA for HAH 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. However, no evidence was submitted by the Charter Holder in the 48 hour period.

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

The Charter Holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. No disaggregated data or analysis of data was presented to demonstrate increased proficiency in Math and Reading for students in the SPED subgroup.

The Charter Holder stated that HAH did not serve any students in the ELL or FRL subgroups in FY 2014 and that, due to a change in site location, sustained enrollment was not sufficient to identify students in the bottom 25%.

Based on the findings summarized above and described below, staff determined that the Charter Holder <u>did not demonstrate sufficient progress</u> 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, ICSA's DSP was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

The Charter Holder's demonstration of sufficient progress in the area of curriculum is not acceptable.

- The Charter Holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided Beyond Textbooks evaluation material. These documents identify materials used in the evaluation of an adopted curriculum, including samples of curricular documents (curricular calendar, sample lesson plan), a training agenda with an overview of the adopted curriculum, and documentation of attendance at a training regarding an adopted curriculum on July 7, 2014. The Charter Holder also provided email documents regarding the Beyond Textbooks (BT) demo account, dated June 12 to June 14, 2014. These documents include reviews of the BT curriculum system by two teachers sent to site leaders. However, one of the emails reviewed materials from BT for the 2nd grade, which is not a grade approved for the ICSA charter. The Charter Holder also provided Beyond Textbooks. This document provides an overview of the BT curriculum framework, which was provided to parents to describe the features and benefits of the BT curriculum. The Charter Holder adopted this curriculum over the summer of 2014, but did not document the implementation of BT, as instruction for FY 2015 had not started by the time of the site visit. These documents provide a limited demonstration of what findings the school makes about a particular curriculum option and who was involved in the adoption of that curriculum, but does not demonstrate how and when the school evaluates curriculum options. These documents provide evidence disjointed efforts the school uses to create/adopt curriculum, but do

not provide evidence of implementation of a systematic process the school uses to create/adopt curriculum.

- The Charter Holder provided Principal Meeting 6/25. This document lists the reasons why BT was selected as the curriculum for the school for the 2014-2015 school year. The Charter Holder stated that the reason BT was selected was a comparison of data from districts that used BT, but when asked, did not provide documentation of this comparison. The Charter Holder adopted this curriculum over the summer of 2014, but did not document the implementation of BT, as instruction for FY 2015 had not started by the time of the site visit. This document provides a limited demonstration of what findings the school makes about a particular curriculum option, but does not demonstrate how and when the school evaluates curriculum options. These documents provide evidence of disjointed efforts the school uses to create/adopt curriculum, but do not provide evidence of implementation of a systematic process the school uses to create/adopt curriculum.
- The Charter Holder provided New Curriculum Adoption Methods and Criteria. This document was prepared at the time of the site visit, and outlines the process used to adopt the BT curriculum for implementation during the 2014-2015 school year, including who was involved, criteria used, and why BT was chosen. The Charter Holder adopted this curriculum over the summer of 2014, but did not document the implementation of BT, as instruction for FY 2015 had not started by the time of the site visit. This document provides a limited demonstration of how and when the school has evaluated a particular curriculum option, and what findings the school has made about that curriculum option, but does not demonstrate how and when the school evaluates curriculum options, and who was involved in the curriculum adoption process for that curriculum. These documents provide evidence of disjointed efforts the school uses to create/adopt curriculum, but do not provide evidence of implementation of a systematic process the school uses to create/adopt curriculum.

- The Charter Holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
  - The Charter Holder provided Lesson Plans. The weekly lesson plans address Math and Language Arts for grades 5/6, 7/8, and 9 from 5 weeks in August 2013, and January and February 2014. All lesson plans list, for each day, Standards, objectives, materials, and activities, with lesson plans for grades 7-9 also listing assessments, and lesson plans for grade 9 also listing homework. The lesson plans for Language Arts list the same ACCR standards and objectives for each week for each sample provided. For example, the lesson plans for Language Arts 5/6 list one ACCR Standard (Reading for Informational Text 6.1, one of 84 ACCR Standards required at the 5th and 6th grade levels) for each of the 25 days (14% of the 180 day calendar) covered in the plans, with only 3 of those 25 days (12%) addressing informational texts rather than literature, and no evidence that 5th grade standards were addressed. The lesson plans for the 7/8 grade class list only standards for grade 8, and do not list any standards from grade 7. The lesson plans for Math for grades 5-8 list the same 8 NCTM standards (rather than ACCR Standards) for each day for each sample provided, with objectives and materials repeated on a weekly basis. The NCTM standards did not indicate grade-level appropriateness. The Charter Holder was asked for, but did not provide, documentation of the link between NCTM standards and ACCR Standards. Math lessons for grade 9 identify grade-appropriate ACCR Standards for 1 of the 5 weeks provided. The lesson plans use different formats for each teacher. These documents do not demonstrate that the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, or that communicated expectations for the consistent use of these tools. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
  - The Charter Holder provided Pearson Math Pacing chart for Course 2 (7th grade). This document identifies the number of instructional days for each chapter of the textbook, the topic of each lesson, and whether the lessons in the textbook include differentiation for students below level or advanced students. The Charter Holder stated that the teachers were expected to follow the sequence of lessons

presented in the book. The Charter Holder also provided Lesson Plans for Math, grade 7 from 5 weeks in August 2013, and January and February 2014. These documents list, for each day, the NCTM standards (rather than ACCR Standards), objectives, materials, activities, and assessment. The activities for the lessons list chapters and topics that align to the sequence presented in the pacing guide, but list the same 8 NCTM standards for each day in August, January, and February. The Charter Holder was asked for, but did not provide, documentation of the link between NCTM standards and ACCR Standards. Neither the Pacing Guide nor the lesson plans identify expected strategies or methods. No documents were presented to provide evidence that the Math curriculum aligns to ACCR Standards. These documents provide a limited demonstration that the school utilizes tools that identify what must be taught, the expected pacing, and activities, but did not demonstrate the school utilizes tools that identify the expected strategies, or methods, or that communicated expectations for the consistent use of these tools. This document provides limited evidence that the school has in place processes for implementing the curriculum consistently across the school. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

- The Charter Holder provided Clues to a Culture Unit for Grade 5, Unit 3. This document from the Wheatley Project Language Arts curriculum identifies the number of weeks expected for this Language Arts unit, the ACCR focus standards, suggested objectives and texts, and sample activities and assessments aligned to ACCR Standards. The Charter Holder also provided Language Arts Lesson Plans for grades 5/6 from 5 weeks in August 2013, and January and February 2014, but these plans could not be linked to the Clues to a Culture Unit Plan as the Clues To a Culture unit plan does not identify dates to be taught, and none of the lesson plans for grade 5/6 identify a standard listed in the unit plan. These documents provides a limited demonstration that the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, but did not demonstrate the school communicated expectations for the consistent use of these tools, or that these tools had been implemented. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
- The Charter Holder demonstrated the Beyond Textbooks (BT) website. This electronic document contains a calendar to identify standards to be taught, and the amount of time allocated to provide instruction for that standard. According to the Charter Holder, the website also provides instructional resources for each ACCR Standard. The Charter Holder demonstrated the availability of linked resources for four standards, one 5th grade Math standard, one 6th grade Reading standard, and two 8th grade Reading standards. For three of the four standards, the BT site contains the resources available for the teacher to use for instruction, but not for one of the 8th grade standards. The Charter Holder stated that fewer resources were available for the upper grades. The Charter Holder adopted this curriculum over the summer of 2014, but did not document the implementation of BT, as instruction for FY 2015 had not started by the time of the site visit. These documents demonstrate the school has adopted but not implemented tools that identify what must be taught and the expected pacing, but did not demonstrate the school utilizes tools that consistently identify the expected strategies, methods, and activities, or that the school has communicated expectations for the consistent use of these tools. This document provides limited evidence that the school has in place processes for implementing the curriculum consistently across the school. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
- The Charter Holder provided Beyond Textbooks Non-Negotiables. This document describes the expectations for teacher use of BT curricular resources, including expectations for use of specific resources (calendars, essential standards, and unwrapped documents), and the expectation for planning one month in advance. The Charter Holder adopted this curriculum over the summer of 2014, but has not implemented BT yet, as instruction for FY 2015 had not started by the time of the site visit. The Charter Holder also provided Welcome Hillcrest Faculty presentation for the 2014-2015 school year. This document included the BT Non-Negotiables in the presentation. This document demonstrates the school has a process for communicating expectations for the consistent use of these tools, but not that the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods,

and activities. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

  - The Charter Holder provided the 2014-2015 Teacher Handbook. This document includes expectations regarding how teachers will use the curriculum map, and when and how teachers are to submit lesson plans. The Charter Holder also provided Welcome Hillcrest Faculty presentation for the 2014-2015 school year. This document identifies the expectation for lesson planning, indicating the expectation for identifying standards in each lesson, and creation of lessons by Sunday for following week. However, the Charter Holder did not provide evidence that this document has been provided to teachers, as instruction for FY 2015 had not started by the time of the site visit. This document provides limited demonstration that the school has a process for communicating expectations for the consistent use of these tools. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

- 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.
  - No documentation was provided by the Charter Holder to demonstrate evidence of the implementation of a systematic process for evaluating and revising curriculum.
- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided Standards Checklist for Grade 6. This document is a table which cross-referenced each grade-level ACCR English Language Arts Standards with each Wheatley Project unit plan, and listed whether that unit included that Standards as a Focus Standards or included standard-aligned activities. However, similar documents were not provided for other grades. The Charter Holder stated that Board staff could retrieve other checklists from commoncore.org, but staff found that they are not available without a subscription. The Charter Holder also provided Language Arts Lesson Plans for grades 5/6 from 5 weeks in August 2013, and January and February 2014, but these plans could not be linked to the Standards Checklist as none of the lesson plans identified a Wheatley Project unit plan. These documents identify that the curriculum described by the Charter Holder is aligned to ACCR Standards, but does not provide evidence that the curriculum has been implemented. These documents do not demonstrate implementation of an ELA curriculum aligned to the ACCR standards. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
  - The Charter Holder provided Pearson Math Pacing chart for Course 2 (7th grade). This document identifies the number of instructional days for each chapter of the textbook, the lesson topic, and whether the lessons in the textbook include differentiation for students below level or advanced students, but did not indicate which ACCR Standard was addressed by each lesson. The Charter Holder also provided Lesson Plans for Math, grade 7 from 5 weeks in August 2013, and January and February 2014. These documents list, for each day, the NCTM standards (rather than ACCR Standards), objectives, materials, activities, and assessment. The activities for the lessons list chapters and topics that align to the sequence presented in the pacing guide, but list the same NCTM standards for each day in August, January, and February. The Charter Holder was asked for, but did not provide, documentation of the link between NCTM standards and ACCR Standards. Neither the Pacing Guide nor the lesson plans identify expected strategies or methods. No documents were presented to provide evidence that the Math curriculum aligns to ACCR Standards. These documents do not provide evidence of implementation of a curriculum aligned to the ACCR standards. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
  - The Charter Holder demonstrated the Beyond Textbooks (BT) website. This electronic document contains a calendar to identify standards to be taught, and the amount of time allocated to provide instruction for that standard. According to the Charter Holder, the website also provides instructional

resources for each ACCR Standard. The Charter Holder demonstrated the availability of linked resources for four standards, one 5th grade Math standard, one 6th grade Reading standard, and two 8th grade Reading standards. For three of the four standards, the BT site contains the resources available for the teacher to use for instruction, but not for one of the 8th grade standards. The Charter Holder stated that fewer resources were available for the upper grades. The Charter Holder adopted this curriculum over the summer of 2014, but did not document the implementation of BT, as instruction for FY 2015 had not started by the time of the site visit. This document provides limited evidence of the adoption, but not the implementation, of a curriculum aligned to the ACCR standards. This document provides evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

- The Charter Holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
    - The Charter Holder demonstrated the Beyond Textbooks website. This electronic document contains a calendar to identify standards to be taught, with links to website areas where teachers can upload differentiated instructional activities aligned to each standard. According to the Charter Holder, the website also provides intervention and accommodation resources for each ACCR Standard. The Charter Holder demonstrated the availability of linked resources for four standards, one 5th grade Math standard, one 6th grade Reading standard, and two 8th grade Reading standards. For the 5th and 6th grade standards, the BT site contains the resources available for the teacher to use for differentiation, but not for the 8th grade standards. According to the Charter Holder, the ELP standards have not been integrated into BT for ELL students. The Charter Holder adopted this curriculum over the summer of 2014, but did not document the implementation of BT, as instruction for FY 2015 had not started by the time of the site visit. These documents provide a limited demonstration that the school has adopted, but not implemented, a curriculum adapted to meet the needs of subgroup populations. These documents provide evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.
    - The Charter Holder provided Pearson Math Pacing chart for Course 2 (7th grade). This document identifies the number of instructional days for each chapter of the textbook, the topic of each lesson, and whether the lesson in the textbook includes differentiation for students below level or advanced students. However, the Charter Holder did not provide evidence that the differentiation identified in the pacing guide addresses the needs of students in the subgroups according to their needs. This document provided limited evidence there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups, but did not demonstrate that the differentiated activities have been implemented. The Charter Holder also provided Lesson Plans for Math for grades 5/6, 7/8, and 9 5 weeks in August 2013, and January and February 2014. The lesson plans for Math for grades 5-8 list the same NCTM standards (but not ACCR Standards) for each day for each sample provided, but do not list implementation of any curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups. These documents do not demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups. These documents provide evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

Monitoring Instruction:

In the area of monitoring instruction, ICSA's DSP was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.

The Charter Holder's 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 ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The Charter Holder provided Lesson Plans. The weekly lesson plans address Math and Language Arts for grades 5/6, 7/8, and 9 from 5 weeks in August 2013, and January and February 2014. All lesson plans list, for each day, Standards, objectives, materials, and activities, with lesson plans for grades 7-9 also listing assessments, and lesson plans for grade 9 also listing homework. The lesson plans for Language Arts list the same ACCR standards and objectives for each week for each sample provided. For example, the lesson plans for Language Arts 5/6 list one ACCR Standard (Reading for Informational Text 6.1, one of 84 ACCR Standards required at the 5th and 6th grade levels) for each of the 25 days (14% of the 180 day calendar) covered in the plans, with only 3 of those 25 days (12%) addressing informational texts rather than literature, and no evidence that 5th grade standards were addressed. The lesson plans for the 7/8 grade class list only standards for grade 8, and do not list any standards from grade 7. The lesson plans for Math for grades 5-8 list the same NCTM standards (rather than ACCR Standards), objectives, and materials for each day for each sample provided. The NCTM standards did not indicate grade-level appropriateness. The Charter Holder was asked for, but did not provide, documentation of the link between NCTM standards and ACCR Standards. The lesson plans use different formats for each teacher. Math lessons for grade 9 identify grade-appropriate ACCR Standards for 1 of the 5 weeks provided. These documents do not demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity. These documents provide evidence of the beginning stages of monitoring standards and instructional practices.
    - The Charter Holder provided emails dated September 10, 2013 and December 3, 2013. These documents from the site leader to teachers state the expectation that lesson plans will be submitted for the following week before teachers leave on Friday. The Charter Holder was asked for, but did not provide, lesson plan review criteria. The emails did not demonstrate that there was an expectation that all grade level standards would be taught within the school year. These documents provide limited evidence that the school communicates an expectation that teachers implement curriculum, but do not demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity. These documents provide evidence of the beginning stages of monitoring standards and instructional practices.
- 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 Teacher Self-Evaluation Forms. These documents are used by the principal for teacher observations of classroom instruction. A set for December 9, 2013 and a set for April 28, 2014 were provided. These documents are checklists that identify that teachers were marked as either satisfactory or needs improvement in 10 areas, four of which address classroom environment, one of which addresses classroom management, one of which addresses professional knowledge, and four of which address behaviors outside the classroom. The site leader stated that there were no specific criteria for the ratings of satisfactory or needs improvement. Instructional quality is not directly addressed in any of the criteria, and no observer notes were present on any form. The documents do not indicate that follow-up was provided, and the site leader stated that follow up was not documented. These documents do not demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers. These documents provide evidence of the beginning stages of monitoring standards and instructional practices.
- 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.

  - No documentation was provided by the Charter Holder to demonstrate evidence 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.
  - No documentation was provided by the Charter Holder to demonstrate evidence of implementation of a system to evaluate the instructional practices of teachers that address the needs of students in subgroups.

Assessment:

In the area of assessment, ICSA'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 and documenting student proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.

The Charter Holder's DSP in the area of assessment is not acceptable.

- The Charter Holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
  - The Charter Holder provided AIMS Prep Schedule for Fridays. This document identifies assessments and dates for assessments from January 17th – April 4th. This document identifies the time for each grade level assessment for Math, Writing, Reading, and Science, and lists dates for Galileo benchmark assessments. When asked, the Charter Holder did not provide documentation of the written or practice assessments described in this document. The Charter Holder also provided Galileo Reading and Math Results 2013-2014. These documents provide scale scores and risk assessments for students in grades 6-9 on a pretest, two benchmark assessments, and a posttest. However, no documentation was provided that the school uses these results to monitor student progress. The Charter Holder stated that each benchmark assessment assessed all archived standards (rather than ACCR Standards), but that they were not aligned to the curriculum. These documents provide a limited demonstration that the school regularly and timely assesses students, but not that the school assesses students in a manner that is aligned with the curriculum in order to monitor student progress. This document provides evidence that the Charter Holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures.
  - The Charter Holder provided Galileo Intervention Alert report for Grade 5 English Pretest. This document identifies, by archived standard rather than ACCR Standards, individual mastery level by Performance Objective for two students, percent of students demonstrating mastery of each Performance Objective, the number of students meeting standard, and the percent of students demonstrating mastery of the same performance objectives at Hillcrest Academy. As this document addressed only the pretest, it did not demonstrate that the school used this data in a manner that is aligned with the curriculum in order to monitor student progress. This document provided a limited demonstration that the school assesses students, but did not demonstrate that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress. This document provides evidence that the Charter Holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures.

- 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 Galileo Intervention Alert report for Grade 5 English Pretest. This document identifies, by archived standard rather than ACCR Standard, individual mastery level by Performance Objective for two students, percent of students demonstrating mastery of each Performance Objective, the number of students meeting standard, and the percent of students demonstrating mastery of the same performance objectives at Hillcrest Academy. The Charter Holder stated that this document was used to determine whether archived standards had been covered, but no further documentation was provided to demonstrate how and when the school analyzes assessment data, what findings the school made from this data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. This document provides evidence that the Charter Holder is at the beginning stages of developing a comprehensive assessment system in which 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.
    - No documentation was provided by the Charter Holder to demonstrate evidence of implementation of an assessment system that meets the needs of students in subgroups.

Professional Development:

In the area of professional development, ICSA's DSP was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually determined without regard to an overall school plan.

The Charter Holder's DSP in the area of professional development is not acceptable.

- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The Charter Holder provided Professional Development Calendar and Sign-In Sheets. The calendar identifies specific dates and topics from August 9, 2013 through May 16, 2014, while the sign-in sheets identify dates and topics starting in July 2013. Both the calendar and the topics listed on the sign-in sheets include areas described by the Charter Holder as areas of high importance, including training in the Galileo assessment system, Common Core Standards, and the International Baccalaureate curriculum, though the dates and topics on the calendar do not align to the dates and topics on the sign-in sheets in many cases. According to the Charter Holder, the topics for sign-in sheets do not align with the calendar due to changes made to address the needs of teachers. The calendar was prepared during the summer of 2013, but was not updated before submission as part of the DSP in August 2014. This document provided limited demonstration that the plan was developed to address areas of high importance, but did not demonstrate that it was developed to address teacher learning needs. These documents provide evidence that the school is at the beginning stages of developing a professional development plan based on teacher learning needs.
    - The Charter Holder provided documentation of trainings on the Galileo assessment system. These documents include sign-in sheets for July 30, 2013; August 1, 2013; October 25, 2013, and Galileo Teacher Help Documents. The October 25 topic aligns to the topic listed on the Professional

Development Calendar described above. These documents identify professional development to support the use of the Galileo assessment system. The Teacher Help Documents represent materials provided to teachers to support the professional development. No documentation was provided to indicate that the school had identified teacher learning needs regarding the Galileo assessment system. These documents provide limited demonstration that the plan was developed to address an area of high importance, but did not demonstrate that it was developed to address teacher learning needs. These documents provide evidence that the school is at the beginning stages of developing a professional development plan based on 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 provided documentation of trainings on the Galileo assessment system. These documents include sign-In sheets for July 30, 2013; August 1, 2013; October 25, 2013, and Galileo Teacher Help Documents. The October 25 topic aligns to the topic listed on the Professional Development Calendar described above. These documents identify professional development to support the use of the Galileo assessment system. The Teacher Help Documents represent materials provided to teachers to support the professional development. No documentation was provided to indicate that the school supported the implementation of the information and strategies learned through these trainings. These documents provide a limited demonstration of how the Charter Holder provided access to resources necessary to implement the information presented in one PD session, but do not demonstrate that the Charter Holder supports teachers in planning to implement the information and strategies. These documents provide evidence that the school is at the beginning stages of developing a professional development plan based on teacher learning needs.
- 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.
    - No documentation was provided by the Charter Holder to demonstrate 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.
- 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 Sign-In Sheets for July 31, 2013 and October 18, 2013. The July 31 sign-in sheet indicates the topic was Special Education, and the October 18 document indicates the topic was Learning Difficulty. The October 18 topic does not align to the Professional Development Calendar described above, and no documents supporting the contents of the training were provided. No documentation was provided to indicate that the school supported the implementation of the information and strategies learned through these trainings. These documents provide a limited demonstration of how the professional development plan addresses areas of high importance in relation to students within the subgroups, but do not demonstrate how the professional development plan addresses teacher weaknesses and learning needs in relation to students within the subgroups according to their needs. These documents provide evidence that the school is at the beginning stages of developing a professional development plan based on teacher learning needs.

Data:

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

The Charter Holder's demonstration of sufficient progress in the area of data is not acceptable.

ICSA did not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.

- 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 a correlation between the school's performance on the AIMS assessment, as reflected in the dashboard, and benchmark assessments that demonstrates improvement compared to prior years.
    - The Charter Holder provided Galileo Reading Results 2013-2014 and Galileo Math Results 2013-2014. This document identified results, by student and grade, of the pretest, two benchmark assessments, and the posttest, as well as whether each scale score exceeds, meets, approaches, or falls far below standard, and provides a risk assessment for each student. These documents do not demonstrate a correlation between the school's performance on the AIMS assessment, as reflected in the dashboard, and benchmark assessments that demonstrates improvement compared to prior years. These documents do not 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.
    - The Charter Holder provided Data Analysis of AIMS 2014 data. Data was calculated compared to state averages, results show that based on charter holder calculations reading proficiency data is expected to be higher than the state average, and the math proficiency is expected to be lower than the state average. Median growth for bottom 25%, as calculated by charter holder is 46, which is comparable to median math growth overall. These documents do not demonstrate a correlation between the school's performance on the AIMS assessment, as reflected in the dashboard, and benchmark assessments that demonstrates improvement compared to prior years. These documents do not 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.

Board Options

Option 1: Having considered the statements of the representatives of the Charter Holder today and the contents of the expansion portfolio which includes the Demonstration of Sufficient Progress, I move to deny the New School Site Notification Request to the charter of International Charter School of Arizona on the bases that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the staff report.

Option 2: Notwithstanding staff's recommendation to deny the request, the Board may determine that there is a basis to approve the New School Site Notification Request to the charter held by International Charter School of Arizona as requested by the Charter Holder. The following language is provided for consideration: Charter expansion is based on consideration of academic 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]. 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 expansion portfolio which includes the Demonstration of Sufficient Progress, I move that the Board approve the New School Site Notification Request to the charter of International Charter School of Arizona.