Issue

An Adding Grade Levels to Charter Amendment request to add grades 7-8 was submitted by The Paideia Academies, Inc. (Paideia). The charter is authorized for grades K-6. Paideia did not meet the Board's academic performance expectations for 2013, and was required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided

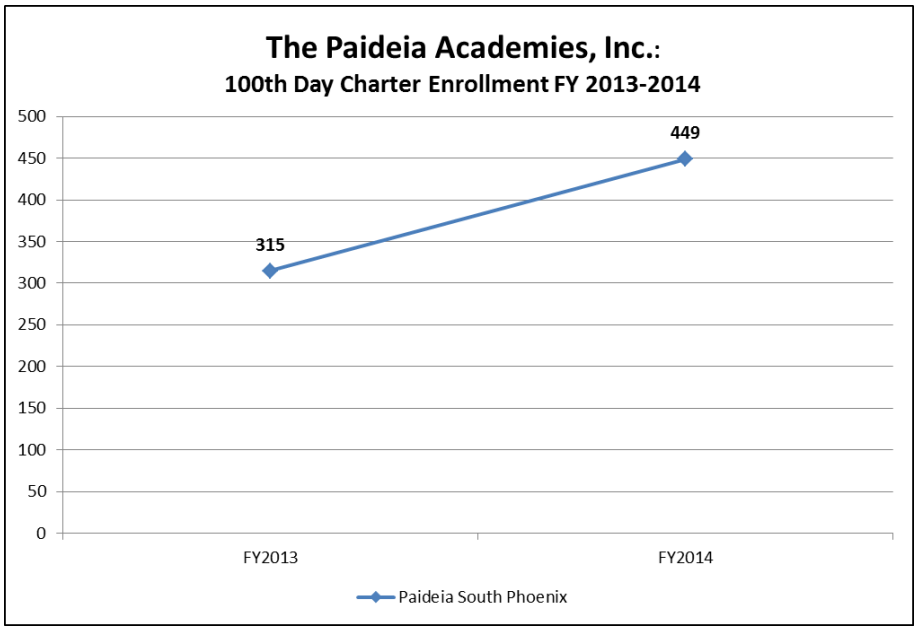
Rationale for Expansion Request
The narrative indicates that Paideia has 57 sixth graders advancing to the next grade level that need to be accommodated to enter 7th grade. Paideia plans to implement 7th grade in the 2014-15 school year and 8th grade in the subsequent school year.

Support Information
The submitted minutes of the January 23, 2014 meeting of the school governing body show approval for the addition of grades 7 and 8.

Background

Paideia was granted a charter in January 23, 2012 to operate The Paideia Academy of South Phoenix (PASP) serving grades K-6. The charter school is in its second year of operation.

The current enrollment cap is 600. According to ADE, the 100th day ADM for FY 2014 was 449. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM.



Eligibility

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

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. The academic performance of PASP is represented in the dashboard below.

The Paideia Academy of South Phoenix

		2013 Traditional Elementary School (K to 5)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	34	50	12.5
	Reading	46	50	12.5
1b. SGP Bottom 25%	Math	27	25	12.5
	Reading	52	75	12.5
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	44.4 / 65.3	25	7.5
	Reading	65.7 / 77.2	50	7.5
2b. Composite School Comparison	Math	-16.5	25	7.5
	Reading	-8.8	50	7.5
2c. Subgroup ELL	Math	25 / 43.3	50	3.75
	Reading	31.2 / 51.6	25	3.75
2c. Subgroup FRL	Math	41.2 / 56.1	25	3.75
	Reading	63.9 / 69.5	50	3.75
2c. Subgroup SPED	Math	NR	0	0
	Reading	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		D	25	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		43.12		100

The FY 2013 overall rating for PASP on the Board's academic performance measures was 43.12 including points received for the letter grade of D as reported by the Arizona Department of Education (ADE).

The academic performance of PASP did 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 amendment portfolio: e: DSP Submission).

Demonstration of Sufficient Progress

Following a preliminary evaluation of the DSP, staff conducted a site visit on March 24, 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 amendment portfolio: c: DSP Evaluation Instrument and d: DSP Evidence List) of the Charter Holder's DSP submission. The following representatives of The Paideia Academies, Inc. were present at the site visit:

Name	Role
Dr. Brian Winsor	Charter Representative, Principal
Mandy Leach	Curriculum Director
Beth Mendonca	Charter Representative, Assistant Principal

The DSP submitted by The Paideia Academies, Inc. for The Paideia Academy of South Phoenix was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the Charter Holder was required to provide a response. The Charter Holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The Charter Holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency and implementation of a plan for monitoring and documenting increases in student growth and proficiency.

The Charter Holder has not provided 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 (ACCRS) into instruction and 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. The data and analysis demonstrates improved growth in Math. The data and analysis did not demonstrate improved growth and proficiency in Reading or improved proficiency in Math.

No disaggregated data or analysis of data was presented to demonstrate increased proficiency/growth in Math and Reading for students in subgroups.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's academic performance expectations.

A description of the findings for each required area as evaluated is provided below:

Curriculum:

In the area of curriculum, The Paideia Academies, Inc.'s DSP was evaluated as "Meets."

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the Charter Holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. The Charter Holder's DSP in the area of curriculum is 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 "SLC (Small Learning Community) binder" and "Emails" documents. The binder identifies the process for conducting SLC meetings, agendas and notes for the SLC meetings, completed data dialogue forms, communications with the Campus Leadership Council (CLC) and updates to the teacher's lesson plans. The data dialogue forms, from the beginning of the school year, address the low reading scores which is the basis for adopting supplemental reading curriculum. These dialogues are conducted during the SLC meetings as evidenced by agendas included in the binder. The SLC is comprised of the grade level teachers, Curriculum Director and school leadership. In addition, the emails describe communications between the Curriculum Director and the (CLC) discussing the details regarding the presentation of the Odyssey Math program and guided reading sets, the supplemental curriculum the SLC proposed. These documents demonstrate how and when the school evaluates curriculum options and who is involved in the curriculum adoption process. The documents describe the school's process for evaluating curriculum options and adopting curriculum.
    - The Charter Holder provided "SLC Meetings" documents. Agendas and notes were provided to support the statement in the DSP that the school had Small Learning Community (SLC) data review teams that met to adopt curriculum based on student data. The review team is comprised of the school leadership and the grade level teams as evidenced by the agendas. These documents identify what curriculum was being compared for reading materials and the notes described other supplemental programs and strategies, including math curriculum. The documents describe the school's process for evaluating curriculum options and who is involved in the curriculum adoption process. They describe the school's process for evaluating curriculum options and adopting curriculum.

- The Charter Holder provided "AIMSweb Class Distribution by Scores and Percentile" and "Galileo Pre-test data" reports. These documents show how the school identifies the students' academic level in reading at the beginning of the year. The student data from AIMSweb and Galileo benchmark reading assessments for grades 1-3 are used to determine if the students require additional instructional materials as evidenced by the data dialogue forms discussed above. The documents were provided as evidence of data reviewed to evaluate and adopt supplemental curriculum as part of the school's process for evaluating curriculum options and adopting 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 "Curriculum Maps" documents. These documents identify maps for grades Kindergarten -6 and address all core subjects (math, English Language Arts, science and social studies). Each map is structured quarterly and identifies themes throughout the year, ACCR Standards, lessons and activities. The documents were reviewed in relation to lesson plans and the information aligned for the pacing and alignment to ACCR Standards. Teacher lesson plans are reviewed and discussed during SLC Meetings as evidenced by materials in the SLC binder that contribute to continuously updating the maps as needed. These documents demonstrate the school utilizes tools that identify what must be taught, the expected pacing, methods, and activities, and communicated expectations for the consistent use of the these tools. These documents demonstrate implementation of the school's process for implementing the curriculum consistently across the school.
  - The Charter Holder provided "Paideia Instructional Effectiveness PD Rubric" document. This rubric is used by the school leadership to evaluate the teachers and review their curriculum maps and lesson plans. The curriculum maps are reviewed to ensure that they are up to date, are using the 90 day framework sequence, include clear signs of adjustments for benchmark data, clear alignment to ACCR Standards, include reading/writing in all content areas, and thoroughly incorporate all areas of the Paideia philosophy. The lesson plans are required to be up to date, align with ACCR Standards, clearly reflect the curriculum map content, are highly detailed and include "I do", "We do", "You do" sequences and include reading/writing in all content areas. A completed rubric dated 12/10/13 contained handwritten notes by the Curriculum Director identifying deficiencies in a teacher's curriculum map. This document describes and demonstrates implementation of the school's process for implementing the curriculum consistently across the school.
  - The Charter Holder provided "lesson plan" documents for Math and ELA across grade levels. These documents identify grade level standards, strategies, methods, activities, and coached projects. The documents were reviewed in relation to the curriculum maps and the information aligns. Teacher lesson plans are reviewed and discussed during SLC Meetings as evidenced by materials in the SLC binder that contribute to continuously updating the maps as needed. These documents demonstrate the school utilizes tools that identify what must be taught, the expected pacing, methods, and activities, and communicated expectations for the consistent use of the these tools. These documents demonstrate implementation of the school's process for implementing the curriculum consistently across the school.

- The Charter Holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
  - The Charter Holder provided "Curriculum Maps" documents. These documents identify maps for grades Kindergarten -6 and address all core subjects (math, English Language Arts, science and social studies). Each map is structured quarterly and identifies themes throughout the year, ACCR Standards, lessons and activities. Teacher lesson plans are reviewed and discussed during weekly SLC Meetings as evidenced by materials in the SLC binder that contribute to continuously updating the maps as needed.

In conjunction with the data dialogue forms, which identify the standard(s) a student is failing to meet, the data is evaluated and the map is revised accordingly. These documents demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.

  - The Charter Holder provided "SLC Meetings" documents. Agendas and notes were provided to support the statement in the DSP that the school had Small Learning Community (SLC) data review teams. Included is the process used to conduct the SLC Meetings. The review team is comprised of the school leadership and the grade level teams as evidenced by the agendas. The document that describes the process for conducting the weekly SLC meetings identify that on the first Monday of the month, the SLC must be prepared to demonstrate what standards have been identified for re-teaching and the following Monday, teachers are required to add the re-teaching standards to their curriculum maps. These meetings are evidenced by the completed data dialogue forms that address what standard(s) has not been met and the additional notes to the curriculum maps throughout the year identifying that teachers are meeting weekly and revising curriculum maps as required based on student data. These documents demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
  - The Charter Holder provided "student data cards" documents. These documents show how the school identifies the students' academic level in reading and math at the beginning, middle, and end of the year. The school leadership demonstrated a data room where the student data cards are kept and continuously updated based on benchmark assessments given through AIMSweb and Galileo. Each card identifies the student's name, teacher/grade, prior year data, and scores for a Fall, Winter and Spring benchmark assessment. The student data from AIMSweb and Galileo benchmark assessments are used to determine if the students are mastering the standards and to identify gaps in the curriculum, as evidenced by the data dialogue forms and revisions made to the curriculum maps throughout the year. These documents demonstrate evidence of the school's 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 "Curriculum Maps" documents. These documents identify maps for grades Kindergarten -6 and address all core subjects (math, English Language Arts, science and social studies). Each map is structured quarterly and identifies themes throughout the year, ACCR Standards, lessons and activities. The documents were reviewed in relation to lesson plans and the information aligned for the pacing and alignment to ACCR Standards. These documents demonstrate implementation of a curriculum aligned to the ACCR Standards.
  - The Charter Holder provided "lesson plan" documents for Math and ELA across grade levels. These documents identify grade level standards, strategies, methods, activities, and coached projects. The documents were reviewed in relation to the curriculum maps and the information aligns. These documents demonstrate implementation of a curriculum aligned to the ACCR Standards.
- The Charter Holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
  - The Charter Holder provided "RtI (Response to Intervention) Binder" documents. The binder includes student data from Odyssey and Galileo, AIMSweb data, Read Naturally scores, and individual student information. The data is used to determine what interventions will be provided to a student. The individual student information form includes the strategies used, the date and time of intervention, and the interventionist assigned to the student. The documents demonstrate the school's process for identifying additional strategies for students scoring below grade level within the subgroups. These documents demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, The Paideia Academies, Inc.'s DSP was evaluated as Approaches.

The Charter Holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the Charter Holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. The Charter Holder's DSP in the area of monitoring instruction is not acceptable.

- The Charter Holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The Charter Holder provided "Notes" and "Emails" from the Curriculum Director, and "SLC Meetings agenda" documents. The notes indicate that the Curriculum Director reviews the curriculum maps. The emails demonstrate communications to teachers to revise their maps and plans when issues are identified. In addition, the SLC Meetings agenda indicate that on the First and Second Monday of the Month, the SLC must be prepared to discuss what standards will be used to reteach and each teacher is required to include them in their curriculum maps. Through the process of the SLC Meetings and the review conducted by the Curriculum Director, the school demonstrates it has a process for ensuring all grade level standards are taught and that teachers implement the ACCR Standards aligned curriculum with fidelity. These documents demonstrate implementation of the school's system for monitoring the integration of the standards into instruction.
    - The Charter Holder provided "Paideia Instructional Effectiveness PD Rubric" documents. The completed rubrics indicate the Curriculum Director conducts walkthrough observations and evaluates the teachers based on the rubric criteria. Specifically, the rubric identifies curriculum maps/lesson plans & data dialog binders as a component the Curriculum Director observes. Observations are approximately 30 minutes. As an example, the 12/10/13 rubric identifies how the Curriculum Director pointed out that the curriculum maps for a teacher had not been updated and listed the specific week last updated. These documents demonstrate implementation of the school's system for monitoring the integration of the standards into instruction.

- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The Charter Holder provided "Paideia Instructional Effectiveness PD Rubric" documents. The completed rubrics indicate the Curriculum Director conducts walkthrough observations and evaluates the teachers in the following areas: student friendly key learning objectives, critical vocabulary, didactic teaching and modeling, guided practice, checking for understanding, level of student engagement and intellectual coaching, classroom culture and management and curriculum maps/lesson plans & data dialog binders. Observations are approximately 30 minutes. The notes by the Curriculum Director identify that on 12/10/13, she describes how the teacher used guided reading with the class and clarifies any vocabulary words and how the teacher attempted to connect the concept with a real-life situation. These skill areas align to the section "Didactic Teaching and Modeling" in the rubric. Completed rubrics were provided for the Charter Holder across all grade levels. These documents demonstrate implementation of the school's process for evaluating the instructional practices of teachers.
    - The Charter Holder provided "Instructional Effectiveness Observations 2013/2014" document. This is a log kept by the Curriculum Director which identifies observation dates for each month from September to March. All the Kindergarten to 6th grade teachers and Special teachers are listed, with a total of 22

teachers. The log identifies that each teacher was seen once per month and 6 teachers were seen twice in a couple of months. The number of observations per teacher range from 4 to 8 observations within the academic year. The Curriculum Director uses the Paideia Instructional Effectiveness PD Rubric and provided completed observation forms as evidence of monitoring instructional strategies. The completed rubrics and dates from the observation log align. These documents demonstrate implementation of the school's process for evaluating the instructional practices of teachers.

  - The Charter Holder provided "Teacher Formal Evaluations" documents. Each evaluation identifies the score received for each indicator and the lesson plan that goes along with the observation. These documents evaluate the same components described in the rubric used to conduct walkthroughs. These documents demonstrate the school leadership conducts annual formal evaluations with 2-3 observers. These documents demonstrate implementation of the school's process for evaluating the instructional practices of teachers.

- The Charter Holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
  - The Charter Holder provided "SLC binder" documents. Each binder includes data dialogue forms that address curricular gaps which are discussed during the SLC meetings. Completed forms were observed for all grade levels in math and English Language Arts. The dialogues are used to revise the curriculum maps and/or lesson plans based on the SLC meetings. These documents demonstrate how teachers receive feedback. These documents demonstrate implementation of the school's process to conduct some analysis and provide some feedback.
  - The Charter Holder provided "Paideia Instructional Effectiveness PD Rubric" documents. The completed rubrics indicate the Curriculum Director conducts walkthrough observations and evaluates the teachers in the following areas: student friendly key learning objectives, critical vocabulary, didactic teaching and modeling, guided practice, checking for understanding, level of student engagement and intellectual coaching, classroom culture and management and curriculum maps/lesson plans & data dialog binders. The notes by the Curriculum Director identify that on 12/10/13, she describes how the teacher had not updated curriculum maps and identified gaps in the ELA lessons for the period of 11/9 to 11/22. These documents demonstrate how teachers receive feedback. These documents demonstrate implementation of the school's process to conduct some analysis and provide some feedback.
  - The Charter Holder provided "Instructional Effectiveness Observations 2013/2014" document. This is a log kept by the Curriculum Director which identifies observation dates for each month from September to March. All the Kindergarten to 6th grade teachers and Special teachers are listed, with a total of 22 teachers. The log identifies that each teacher was seen once per month and 6 teachers were seen twice on a couple of months. For example, in October, the fifth grade teacher was observed on 10/23 and had a follow-up visit on 10/29. The Curriculum Director uses the Paideia Instructional Effectiveness PD Rubric and provided completed observation forms as evidence of providing feedback to the teachers and follow-up. The Curriculum Director indicated that the observation form is used throughout the coaching visit with the teacher. These documents demonstrate implementation of the school's process to conduct some analysis and provide some feedback.

- 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 "Paideia Instructional Effectiveness PD Rubric" documents. The completed rubrics indicate the Curriculum Director conducts walkthrough observations and evaluates the teachers in the following areas: student friendly key learning objectives, critical vocabulary, didactic teaching and

modeling, guided practice, checking for understanding, level of student engagement and intellectual coaching, classroom culture and management and curriculum maps/lesson plans & data dialogue binders. However, this document does not demonstrate how 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. These documents demonstrate an approach to, but not a system for, evaluating the instructional practices of teachers that address the needs of students in subgroups.

Assessment:

In the area of assessment, The Paideia Academies, Inc.'s DSP was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the Charter Holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. The Charter Holder's DSP 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 data cards" documents. These documents show how the school identifies the students' academic level in reading and math at the beginning, middle, and end of the year. The school leadership demonstrated a data room where the student data cards are kept and updated quarterly based on benchmark assessments given through AIMSweb and Galileo. Each card identifies the student's name, teacher/grade, prior year data, and scores for a Fall, Winter and Spring benchmark assessment. The student data from AIMSweb and Galileo benchmark assessments are used to determine if the students are mastering the standards and to identify gaps in the curriculum as evidenced by the data dialogue forms and data binders. Based on the process for SLC Meetings, each team is required to visit the Data Room at least once per month. These documents demonstrate evidence of the implementation of a comprehensive assessment system.
    - The Charter Holder provided "Galileo Aggregate Multi-Test Reports" for students in grades 1-6 for the first 3 benchmarks. These documents identify the grade level benchmark score for the 3 assessments given: CBAS#1, CBAS#2, and CBAS#3, in Reading and Math. For each grade level, the report breaks down the percentage of students that fall far below, approach, meet or exceed the benchmark goals. The Galileo assessments were used by all the students and the "CC" on the reports identify that the assessment program is aligned to ACCR Standards for reading and math. These documents demonstrate a comprehensive assessment system through which the school regularly and timely assesses students in a manner that is aligned with ACCR Standards.
- The Charter Holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
    - The Charter Holder provided "Data Dialogue" documents. The SLC has a process for meeting every Monday where data is discussed to determine what standards are mastered and which require re-teaching. This information is identified in the data dialogue forms that are kept by each SLC. These documents identify the standard that was not met, the students who did not meet, and what additional gaps are identified. As described in the Curriculum section of this staff report, the teachers are required to update their curriculum maps to reflect the re-teaching standards. In addition, during the SLC, the data dialogue forms identify how the teacher will re-teach the chosen standards. These documents demonstrate evidence of how and when the school analyzes assessment data, what findings the school

makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.

  - The Charter Holder provided "Data binders". Each student has a data binder which includes attendance and data related to math and ELA classroom and benchmark assessments. According to the Curriculum Director, every student reviews their binder with the teacher. Binders reviewed identify assessments in math, vocabulary, spelling, reading fluency, AIMSweb, and student goals. On the third Monday of the month of the SLC meeting, every teacher is required to share how the data binder is helping the student's achievement. These documents demonstrate evidence of 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 "CLC meetings" documents. The CLC is the Executive Leadership Team that meets every Monday which is comprised of the school leadership and lead teacher. The documents identify the CLC process, agendas throughout the year, and materials discussed. Specifically, the 3rd Monday of the month is dedicated to reviewing academic data. School leadership provided Galileo reports to demonstrate evidence of the data that was reviewed. In addition the RtI Coordinator provided documents to demonstrate how the student data is reported to the CLC. The Curriculum Director provided documents to the CLC regarding student data reflecting low reading scores at the beginning of the year which resulted in purchasing supplemental curriculum. Agendas were reviewed and identify data meetings were conducted consistently. These documents demonstrate evidence that data from these assessments is analyzed and utilized.

- The Charter Holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
  - The Charter Holder provided "RtI (Response to Intervention) Binder" documents. The binder includes student data from Odyssey and Galileo, AIMSweb data, Read Naturally scores, and individual student information. The data is used to determine what interventions will be provided to a student. The individual student information form includes the strategies used, the date and time of intervention, and the interventionist assigned to the student. The documents demonstrate how the school's assessment system assesses students within the subgroups according to their needs. These documents demonstrate evidence of implementation of an assessment system that meets the needs of students in subgroups.

Professional Development:

In the area of professional development, The Paideia Academies, Inc.'s DSP 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 evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. 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 "Paideia Training Calendar July 2013". This document identifies the topics addressed during the summer training which include training on core instructional materials, character education, instructional strategies, coached projects and curriculum mapping. PASP is in their second year of operation and school leadership indicated a number of teachers that were new to them this year and led to the topics chosen. School leadership did describe that the ASU Inspire program had recently conducted a survey for professional development (PD) and will review results with the CLC in order to

guide more effective PD for the staff; however, no evidence was provided to demonstrate what survey was given to teachers. This document does not demonstrate how the plan was developed to address teacher learning needs and areas of high importance.

  - The Charter Holder provided "PD agendas, sign in sheets and materials" documents. These documents identify trainings that were provided to teachers based on data reviewed during SLC meetings. The documents identify the Galileo math data that was reviewed to determine the Singapore and Mental Math training, along with an agenda, sign-in sheets and PowerPoint slides used during the presentation. Although these documents demonstrate evidence of how a PD topic was developed to address teacher learning needs and areas of high importance, it does not demonstrate evidence of a comprehensive professional development plan.

- The Charter Holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies.
  - The Charter Holder provided "Paideia Instructional Effectiveness PD Rubric" and "SLC Meeting" documents. The completed rubrics indicate the Curriculum Director conducts walkthrough observations and evaluates the teachers in a number of areas that align with PD topics presented in the summer, which include: didactic teaching and modeling, guided practice, checking for understanding, level of student engagement and intellectual coaching, classroom culture and management and curriculum maps/lesson plans & data dialog binders. The Curriculum Director described using the rubric during and after a coaching visit with the teacher. The ratings and observations guide the discussions as evidenced by the completed rubrics. In addition, during the SLC meeting process, teachers review in their teams the curriculum maps and student data binders to discuss and complete the data dialogue forms, which inform how to adapt the curriculum to meet the needs of students not mastering the standards. These documents demonstrate evidence of how the Charter Holder provides access to resources necessary to implement the information and strategies, and otherwise supports teachers in planning to implement the information and strategies.
  - The Charter Holder provided "PD agendas, sign in sheets and materials" documents. These documents identify trainings that were provided to teachers based on data reviewed during SLC meetings. The documents identify Galileo math data that was reviewed to determine the Singapore and Mental Math training, along with an agenda, sign-in sheets and PowerPoint slides used during the presentation. These documents demonstrate evidence of a plan that was developed to address teacher learning needs and areas of high importance.

- The Charter Holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
  - The Charter Holder provided "Paideia Instructional Effectiveness PD Rubric" documents. The completed rubrics indicate the Curriculum Director conducts walkthrough observations and evaluates the teachers in a number of areas that align with PD topics presented in the summer, which include: didactic teaching and modeling, guided practice, checking for understanding, level of student engagement and intellectual coaching, classroom culture and management and curriculum maps/lesson plans & data dialog binders. Complete rubrics were reviewed across grade levels. As an example, notes by the Curriculum Director identify that on 12/10/13, she describes how the teacher used guided reading with the class and clarifies any vocabulary words and how the teacher attempted to connect the concept with a real-life situation. These skill areas align to the section "Didactic Teaching and Modeling" and provide feedback regarding the effectiveness of implementing a learned strategy. These documents demonstrate a system for

follow-up and monitoring of the implementation of strategies learned through professional development.

- 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 "PD agendas, sign-in, and materials" document. These documents identify what topics have been addressed during the school year and in some cases student data was provided to demonstrate evidence of how a specific PD was developed. However, they do not provide evidence to 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.

Data:

The Charter Holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis provided evidence of improved growth in math, but did not demonstrate improved growth for reading or improved proficiency for reading or for math. Additionally, the Charter Holder did not provide evidence of improved academic performance for students in subgroups. The Charter Holder's DSP in the area of data is not acceptable.

- The Charter Holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate 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 Aggregate Multi-Test Reports" documents. The reports contain benchmark scores for students in grades 1-6 for math and reading. Each report reflects all three test administrations given in the Fall, Winter, and Spring and identifies for each test what percentage of students fell below, approached, met or exceeded the benchmark goals for each test administration. Overall in Math, students made a slight increase in proficiency: 31% met or exceeded at benchmark 1 and increased by 5 to 36% at benchmark 3. The same is true for Reading; the overall increase is minimal and indicates that 60% met or exceeded at benchmark 1 and increased to 66% at benchmark 3. In comparing the FY 2013 academic dashboard for this school using the state weighted average: 65.3 % for Reading and 77.2% for Math, the data provided does not demonstrate improved student proficiency in math.
    - The Charter Holder provided "Galileo Student Growth and Achievement Reports" documents. The reports contain growth and achievement measures between the benchmark assessments for students in grades 2-6 for math and reading. Each report classifies whether a student reached high growth and achievement, high growth and low achievement, low growth and high achievement, or low growth and achievement. For math, 53% achieved growth and in reading 52% achieved growth. Compared to the student growth percentiles in the FY 2013 academic dashboard for PASP, it indicates the school improved their growth in Math and slightly increased in Reading based on the Galileo data. This data does provide evidence that demonstrates improved academic performance in math based on data generated from valid and reliable assessment sources, but not for reading

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 requests to add grades 7-8 to the charter of The Paideia Academies, Inc. on the bases that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the

staff report and currently operates a school that has received an overall rating of “Does Not Meet Standard” in the most recent fiscal year for which there is State assessment data available.

Option 2: Notwithstanding staff’s recommendation to deny the request, the Board may determine that there is a basis to approve the Adding Grade Levels Amendment Request to the charter held by The Paideia Academies, Inc. 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 request to add grades 7-8 to the charter of The Paideia Academies, Inc.