Issue

A substantively complete notification request to increase their enrollment cap from 366 to 900 was submitted by StarShine Academy, Inc. (SSA) on April 17, 2014. SSA 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 states that SSA has completed the expansion, construction, and renovation of its new facility at 3535 E. McDowell Road, and wants to increase the enrollment cap to better serve the surrounding neighborhoods. SSA is requesting to increase the enrollment cap to 900 over the next four years as demonstrated in the table below:

Year	Capacity	Students Per Grade
2014-2015	650	K-2: 120 3-5: 150 6-8: 130 9-12: 250
2015-2016	700	K-2: 140 3-5: 160 6-8: 140 9-12: 260
2016-2017	800	K-2: 170 3-5: 180 6-8: 160 9-12: 290
2017-2018	900	K-2: 200 3-5: 210 6-8: 200 9-12: 290

Additionally, the narrative states that StarShine Academy has employed a staff total of forty, will be conducting "an end-of-year summer summit to reflect on the past year and plan in detail for the next year" SSA also plans to continue to provided 3 hours of professional development (PD) on Fridays and one full day of PD at the beginning of each quarter "to keep staff up to date on effective instructional strategies as well as integrating any new staff members."

Support Information
The submitted board minutes of the March 25, 2014 meeting of the "Corporate and Governing Board of Directors" show board approval for a request to increase the enrollment cap.

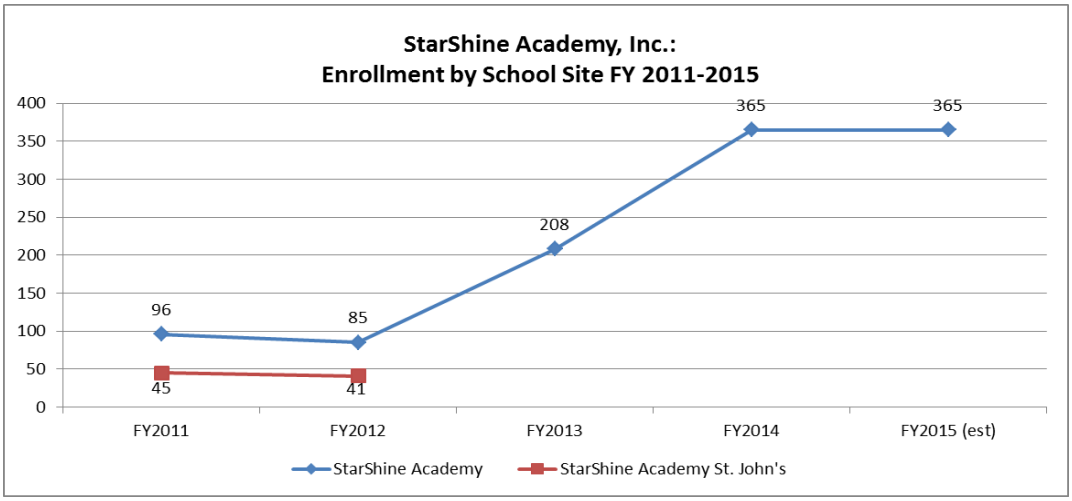
The Charter Holder submitted architectural drawings for the school buildings indicating a capacity sufficient to accommodate the expansion.

Background

The current request brought before the Board today is the second one submitted by the Charter Holder this fiscal year. On December 30, 2013, SSA submitted their first request to increase the enrollment cap to 700 and was brought before the Board on February 10, 2013. At the February Board meeting the request to increase the enrollment cap was denied because the Charter Holder failed to meet or demonstrate sufficient progress towards the Board's academic performance expectations.

SSA currently operates one school: StarShine Academy (serves K-12 in Phoenix). SSA previously operated two other sites: StarShine St. John's (served K-12 in Glendale from 2007 to 2012); StarShine Academy Global Transitions (served K-12 in Phoenix for fiscal year 2010). The site moved and the name was changed to StarShine Fay Landrum Academy (served K-12 in Phoenix from August 2010 to October 2010).

The current enrollment cap is 366. According to ADE, the 100th day ADM for FY 2014 was 365. The graph below shows average daily membership (ADM) for the school site based on 100th day ADM. Enrollment figures for a closed site is included.



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.

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 StarShine Academy's academic outcomes, based upon the indicators and measures adopted by the Board is provided below.

StarShine Academy

		2012 Alternative K-12 School (K-12)			2013 Alternative K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	30	50	7.5	31	50	7.5
	Reading	49	75	7.5	38	50	7.5
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	40	100	12.5	15	25	12.5
	Reading	53.5	75	12.5	41.1	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	13 / 22.1	50	7.5	18.4 / 23.9	50	7.5
	Reading	45 / 47.4	50	7.5	48.8 / 50.2	50	7.5
2b. Subgroup ELL	Math	NR	0	0	25 / 20.7	75	1.67
	Reading	NR	0	0	50 / 39.1	75	1.67
2b. Subgroup FRL	Math	10 / 21.7	50	5	17.6 / 23.7	50	1.67
	Reading	42 / 48.4	50	5	48.1 / 49.9	50	1.67
2b. Subgroup SPED	Math	NR	0	0	0 / 8.3	25	1.67
	Reading	NR	0	0	18.2 / 23.8	50	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B-ALT	75	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		89	75	15	93	100	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		70		100	57.29		100

The FY 2013 overall rating for the school on the Board's academic performance measures was 57.29 including points received for the FY 2013 letter grade of D-Alt as reported by the Arizona Department of Education. The FY 2012 overall rating for the school on the Board's academic performance measures was 70 including points received for the FY 2012 letter grade of B-Alt as reported by the Arizona Department of Education.

The FY 2014 letter grade of StarShine Academy as reported by the Arizona Department of Education is D-Alt.

The academic performance of StarShine Academy 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 notification portfolio: e: DSP Submission).

Expansion Request DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on June 12, 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 StarShine Academy were present at the site visit:

Name	Role
Tammy Gee	Principal
Emerald Jones	Student Services Director
Rick Rose	Chief Financial Officer
Dr. Leonora Ketyer	Board Member/Education Consultant

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

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 (ACCRS) into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, 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 did not demonstrate improved growth and proficiency in math and reading.

No disaggregated data or analysis of data was presented to demonstrate increased proficiency and growth in Math and Reading for students in the ELL and students with disabilities subgroups. Over 90% of the student population at StarShine Academy is considered FRL.

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, StarShine Academy's DSP was evaluated as Approaches.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards. The approach lacks cohesiveness or alignment with other

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

- The Charter Holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided "Planning Meeting" document. This document identifies a meeting that took place on 6/10/13 with "Leadership" as attendees. Topics include: Program for 2014-2015 school year, staffing updates, travel updates, and construction and furniture updates. The notes identify "no change" for the program topic and have questions written on the document related to Galileo and A+, but no additional information was provided to demonstrate what details were discussed on 6/10/13. This document provided evidence of who is involved in the curriculum adoption process but did not demonstrate what findings the school makes about curriculum options. This document demonstrates disjointed efforts to adopting curriculum.
    - The Charter Holder provided "Leadership Team Meeting" documents. These documents identify an agenda item related to "software to support differentiation" for all 3 meetings. At the 10/8/13 meeting, the document identifies the "software: look fors". On 10/28/13, the notes identify prices for MobyMax and Study Island and on 11/4/13, an agenda item states, "Final decision on MobyMax; status of SI quote/negotiation." This document provided evidence of when the leadership team meets to discuss adopting curriculum, but did not demonstrate what finding the school makes about curriculum options. These documents demonstrate disjointed efforts to adopting curriculum.
    - The Charter Holder provided "Email 11/6/2013". This document identifies an email was sent by M. Johnson (Math Interventionist/Data staff member) to the school leader notifying her that he is in communications with a vendor for Study Island. This document does not provide evidence demonstrating how the school evaluates Study Island and what findings the school makes about Study Island. This document demonstrates disjointed efforts to 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 "Emails from 1/22-23/2014" documents. These emails identify internal communications between the school leader and specific teachers asking each one for a copy of what they use to help students with pacing in A+. The 1/23 email identifies 4 attachments that reflect a calendar for each high school grade level (i.e. Sophomore Calendar.ods). These documents do not demonstrate evidence of what the teachers provided to the school leader regarding the pacing in A+ for the students. These documents do not demonstrate evidence that the school has in place a system for implementing the curriculum consistently across the school.
    - The Charter Holder provided "Data-Driven Lesson Planning Worksheet" documents. This document identifies classroom student assessment data for Galileo benchmarks, MobyMax proficiency scores, ribbons earned on Study Island, AIMS pass rate, attendance rates, behavior referrals, AIMS goal, L to J, and Recognition. This worksheet is used in conjunction with developing the lesson plan. These documents do not demonstrate evidence of the school's process for using the worksheet and determining what is included in the lesson plan based on the data. These documents do not demonstrate evidence that the school has in place a system for implementing the curriculum consistently across the school.
    - For the elementary school, the Charter Holder provided, "Curriculum Binders for grades K-8" documents. Each binder includes lesson plans and standards checklists for each teacher's classroom. The classes have the following grade levels combined: 1-2, 3-4, 4-5, 5-6, and 7-8, and Kindergarten is the

only grade level that is not combined. Lesson plans for math and reading were identified in the binders and were presented in different lesson plan formats. According to the leadership team, at the beginning of the year the teachers had flexibility on the format for the lesson plan and in March 2014 made revisions to the lesson plan format and provided expectations for the revised lesson planning. These revisions came as a result of the school's DSP site visit information on January 21, 2014. After the March revisions to the lesson plans, the documents for lesson plans identify a uniform lesson plan format that includes: ACCR Standards to be addressed, learning goal/target, engagement, whole group instruction, small group rotation, MobyMax component, review center, lesson wrap-up, and teacher comments/reflection. Prior to March 2014, some of the lesson plans included alignment to standards and some did not have them. Some identified a schedule or lessons to be taught, while others provided teacher and student activities. These lesson plans, prior to March 2014 do not demonstrate that the school utilizes the tool consistently across the school. Each binder also included standard checklists. These documents identify all the ACCR Standards at a grade level for English Language Arts and Math. Each teacher was asked at the end of the year to document when they taught the standard based on lesson plans. Each checklist identifies a date range when instructed or it is left blank if the standard was not instructed. Since these checklists were completed within the last two weeks of the site visit, the dates range from August to May. For all combined grade level classrooms, except Mr. Bobigian's class, the checklists identify that not all the standards were addressed in reading within the 2013-2014 school year as evidenced by not finding any dates next to a standard. The same is true for all the checklists that include the math standards. Although all the teachers completed their checklists, these documents do not demonstrate how this tool will be used to ensure that all standards are taught throughout the year. These documents demonstrate a fragmented approach the school uses to implement the curriculum consistently across the school.

- The Charter Holder provided "ELA and Math Lesson Plans using new format" documents. In March 2014, the lesson plan format was revised to implement a uniform lesson plan template that includes: ACCR Standards to be addressed, learning goal/target, engagement, whole group instruction, small group rotation, MobyMax component, review center, lesson wrap-up, and teacher comments/reflection. These documents identify plans in math and reading for each of the following days: March 10-12 and March 25-27 and their content for each subject is very similar day to day. Limited information is provided in the components described and some sections do not contain any information. Although all the teachers are required to use the revised lesson plan template, no evidence was provided to demonstrate that this tool is fully completed to address all the components. These documents demonstrate a fragmented approach the school uses to implement the curriculum consistently across the school.
- For the high school, the Charter Holder provided "Curriculum Planning Manual" and "Pacing Guides" documents. The manual identifies a scope and sequence for each class course provided by A+. Each course identifies the series of lessons, each one including a title, description on the lesson content, and the lesson activities. A+ provides courses in language arts, math, science, and social sciences. The leadership team indicated that the "Curriculum Planning Manual" is provided to teachers to create pacing guides. The guide identifies for each course the pacing of lessons based on a weekly time frame, the grade% for a lesson, additional materials used during a particular lesson and the student expectations when in the computer lab. These documents demonstrate the school utilizes tools that identify what must be taught, strategies, methods, and activities. These documents do demonstrate a system the school uses to implement the curriculum consistently across the school.
- For the high school, the Charter Holder provided "A+ Connector "and "A+ Reports" documents. This document identifies list of students in course, progress and expected progress on lessons, and grades. Additionally it includes student activities/assignments by students and it was compared to the pacing guide for Advanced Algebra and they did align. This document demonstrates the school utilizes tools that identify what must be taught, strategies, methods, and activities. This document demonstrates evidence of a system the school uses to implement the curriculum consistently across the school.

- For the high school, the Charter Holder provided "Mrs. Meyer's Lesson Plans" documents. These documents identify the class schedule and various components, but do not identify ACCR standards. The August 26-30 lesson plan identifies the main objective as "Students will be able to annotate and close read using a common model" and includes activities for "I Do", "You Do" and "We do", although not all days include all components. Only Monday includes all the components described. The October 28-November 1 lesson plan identifies different components which include bell work and instructional materials used. For example, on Tuesday it identifies sophomores will read "Day of the Butterfly" and a related article on leukemia. The February and April lesson plans contain the same format but also have different components. These include the task for each English class in grades 9-11. For example on Wednesday it states, "Eng 9: Complete 1 eng lesson", "Eng 10: Complete 1 eng lesson", "Eng 11: Complete 1 eng lesson" and "Cohort: Vocab *Speak*". These documents do not demonstrate evidence that the school utilizes the lesson plan consistently to identify what must be taught or what strategies, methods and activities are used. These documents demonstrate a fragmented approach the school uses to implement the curriculum consistently across the school.
- For the high school, the Charter Holder provided "Weekly Lesson Plan" documents for T. Link. These documents identify the subject, grade as high school, teacher, math lesson, ACCR standards, materials needed, and daily lesson activities. For example, the lesson plan dated September 3-6 identifies 8th grade ACCR Standards and the grade listed is "High School". It also includes a "Sequence of Learning Activities", "Closure", and "Assessment". In comparing the lesson plans for T. Link and Mrs. Meyer, it is evident that they differ in components. According to the leadership team, the teachers had flexibility of what lesson plan format to use. These documents do not demonstrate evidence that the school utilizes the lesson plan format consistently to identify what must be taught or what strategies, methods and activities are used. These documents demonstrate a fragmented approach the school uses to implement the curriculum consistently across the school.
- For the high school, the Charter Holder provided "Checklists" documents. These documents identify all the ACCR Standards at a grade level for English Language Arts and Math. Each teacher was asked at the end of the year to document when they taught the standard based on lesson plans. Each checklist identifies a date range when instructed or it is left blank if the standard was not instructed. Since these checklists were completed within the last two weeks of the site visit, the dates range from August to May. Lesson plans reviewed for Mrs. Meyer (9-12 ELA Teacher) did not include ACCR standards and it is uncertain how she was able to identify what standards were taught. The 9-10 grades ELA checklist identifies that 1/3 of the standards where not instructed in the 13-14 school year. For the High School Math checklists, they identify that for the conceptual category of Algebra and Geometry most of the standards were instructed based on the date written on the checklist. For Statistics and Probability, Number and Quantity Overview, and Functions, very few standards were instructed. The leadership team indicated that due to the self-paced nature of the A+ curriculum, it is not possible to determine which students in a course received instruction on that standard on the day listed. Although all the teachers completed their checklists, these documents do not demonstrate how this tool will be used to ensure that all standards are taught throughout the year. These documents demonstrate a fragmented approach the school uses to implement the curriculum consistently across the school.

- The Charter Holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
  - The Charter Holder provided "StarShine Academy PD 4/11/14", "Release Form" and "StarShine Academy Survey" documents. The 4/11 document identifies 23 teacher signatures indicating they attended the PD session on "Change Management/Thunderbird Graduate School" and "Lesson planning peer review". The release form document acknowledges consent and agreement, if signed, to allow Thunderbird School of Global Management the right to take notes or digital recordings on 4/11. The survey document identifies 15 statements regarding the organization and leadership and each person can rate

each statement from “Strongly Disagree (1)” to “Strongly Agree (6)” or a “Do Not Know”. Next, the document is followed by 4 fill-in questions regarding change within the organization. The Charter Holder indicated that this document identifies “survey portion of needs assessment from Thunderbird one of the three review processes used from September 2013 to April 2014”. These documents do not demonstrate evidence of implementation of this survey. This document demonstrates a fragmented approach to implementing a systematic process for evaluating and revising curriculum.

  - The Charter Holder provided “High School Team Meeting 5/20/2014”document. This document identifies agenda topics to include: Introduction, Common Core Standards Discussion, Graduation Discussion, L to J Progress, Enrollment Packets, Curriculum Mapping for Next Year, Elective Grades, Set Up Formal Observations, Open Discussion, and Closing. The Charter Holder indicated this document is an example of a team meeting where revisions to curriculum/data analysis are discussed. This document does not demonstrate evidence of curriculum that had been revised. This document demonstrates a fragmented approach to implementing a systematic process for evaluating and revising curriculum.
  - The Charter Holder provided “Teacher Reflection and Feedback Form December 6” documents. These documents are post-it notes where teachers identify the benefits of Core Knowledge curriculum based on these guiding questions: “How can the Core Knowledge program help us to build a bridge to implementing Common Core Standards?” and “What are the benefits of the Core Knowledge program?” In summary, the notes reflected that Core Knowledge was aligned to ACCR Standards, and provided an organized structure of instructional elements to lead one through the curriculum. Based on the leadership team, they indicated that Core Knowledge is optional to the teachers as curricular material and it is not certain based on lesson plans reviewed if teachers used the Core Knowledge curriculum. This does not demonstrate that the curriculum is used with fidelity across all teachers. These documents demonstrate a fragmented approach to implementing a systematic process for evaluating and revising curriculum.
  - The Charter Holder provided “Summer Summit 2014 Overview” document. This document identifies a sequence for the “Summer Summit 2014 Overview”. Each numbered step identifies an action task. For example, “2 Power the Standards” and “5 Identify Resources”. This document does not demonstrate evidence of implementation because the summer summit had not been conducted prior to the site visit.

- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
  - For the high school, the Charter Holder provided “A+ Standards Manager” document. This document identifies ACCR Standards alignment to assigned student lessons. This document demonstrates evidence of 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.
  - For the elementary school, the Charter Holder provided “Revised lesson plans” document. These documents identify that MobyMax time is a required component of the daily lesson plan but do not define what activities the students will focus on. This document demonstrates a fragmented approach to implementing a curriculum adapted to meet the needs of subgroup populations.
  - For the high school, the Charter Holder provided “Study Island Report for AIMS High School Prep” document. This document identifies students assigned to Study Island, items completed, and scores for the Math AIMS prep course. This course is assigned to support students in subgroups. This document demonstrates evidence of a supplemental curriculum used to prep students on the AIMS Math. This document demonstrates evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, StarShine Academy’s DSP was evaluated as Approaches.

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 an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. 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 Standard into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.
    - The Charter Holder provided "Emails regarding lesson planning" documents. These documents identify internal communications between school leadership and school staff related to communicating lesson planning expectations and support for teachers on lesson planning. These documents demonstrate that the school leader communicates with teachers throughout the year regarding expectations and feedback on lesson plans, but these documents do not demonstrate a system to monitor the integration of ACCR Standards into instruction.
- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The Charter Holder provided "Classroom Observation Teacher Feedback Form" documents. These documents identify teacher feedback conducted by the school leader. The template identifies the following components: teacher, observer, grade/subject, date, and time, # of students, symbol for thumbs up, symbol for question(s), and symbol for idea. Although, each feedback form identifies information made by the school leader for most of the components, the school did not provide evidence to demonstrate how this form evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers consistently. These documents demonstrate a fragmented approach in evaluating the instructional practices of teachers.
    - The Charter Holder provided "Classroom Observation Data Collection Sheet" documents. These documents identify a "new" observation form that was implemented in April 2014. Each sheet identifies indicators in the following domains: 1. Planning & Preparation, 2. Classroom Environment, 3. Instruction, and 4. Professional Responsibilities, and uses a rating scale with comments for each indicator. The bottom portion identifies sections for the observer and teacher to include comments/reflection. Samples were provided for three teachers that were conducted in the month of May. Although these documents demonstrate evidence that the school is currently evaluating the quality of instruction and identifies the strengths, weaknesses, and learning needs, they do not demonstrate evidence that this process was used throughout the year. These documents demonstrate a fragmented approach in evaluating the instructional practices of teachers.
    - The Charter Holder provided "Teacher Evaluations" documents. These documents identify three areas of evaluation: Teaching Performance, Student Academic Progress, and Survey Data. The Charter Holder indicated the evaluation form is tied to the PD training conducted by MCESA in the Teaching Performance section and that the form is aligned to the data system as evidenced in the Student Academic Progress section. The evaluation form is signed and dated by the teacher. In addition the form includes a page that identifies the teacher's classroom data using the L to J charts and Galileo pre-test and post-test data for math and reading. Samples were identified for various grade levels. These documents identify the tools used to evaluate teachers, including documentation of feedback provided to teachers. These documents demonstrate evidence of a system to evaluate the instructional practices of teachers.
    - The Charter Holder provided "Lesson Plan Peer Reviews" documents. These documents identify the reviewer, data reviewed, author of lesson plan and subject (Reading or Math). The middle portion asks if a lesson plan includes specific components, including alignment to standards. The bottom part identifies strengths, areas of improvement, how to improve the plan, and whether the expected

learning outcome is reached by the independent practice and lesson wrap-up and why. These reviews are conducted by the teachers. There is no evidence of follow-up or ongoing action to address identified weaknesses and learning needs. The documents demonstrate a fragmented approach for providing feedback to 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 "Emails regarding lesson planning" documents. These documents identify internal communications between school leadership and school staff related to communicating lesson planning expectations and support for teachers on lesson planning. These documents demonstrate that the school leader communicates with teachers throughout the year regarding expectations and feedback on lesson plans. These documents do not demonstrate evidence of what lesson plans were reviewed to provide 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, StarShine Academy's DSP was evaluated as Approaches.

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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated data is collected and but limited evidence demonstrates data is used to make instructional decisions. 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 "Data Plan 2013-2014" and "Assessment Calendar 2013-2014" documents. This data plan identifies the action steps and team member responsible to complete the tasks identified. The school-wide goal is to increase reading (5%) and math (10%) achievement. Tasks listed include: staffing, needs assessment, deploy technology, MobyMax, Study Island, data-driven instruction, and L to J. The calendar identifies the assessment tools for the school and for each identifies which tool is used to assess the students. The Charter Holder stated that both documents were developed collaboratively by the site team to address the need for growth in math and reading across most grade levels. These documents demonstrate the school regularly and timely assesses students in a manner that is aligned with curriculum in order to monitor student progress.
    - The Charter Holder provided "DIBELS 2013-2014 Binder" document. This document identifies that language development was assessed from grades K-6 with progress monitoring. Meeting agendas provided evidence that DIBELS data is discussed frequently in collaboration with other teachers and school leadership. During these discussions the agendas identify that students are placed into their tiered intervention groups. These documents demonstrate the school regularly and timely assesses students in a manner that is aligned with curriculum in order to monitor student progress.

- The Charter Holder provided "Run Charts" documents. These documents identify a method of charting using the L to J model. Each chart includes a table containing the variables for the x and y axes. Charts were provided for all the grade levels and tracked a variety of measures. For example: the 1-2 grade class tracked number of sight words, 4-5 grade class tracked spelling words, and 9th grade class tracked daily lesson completion count. School leadership stated that the L to J model was implemented in January 2014. These documents demonstrate that the school regularly and timely assesses students in a manner that is aligned with curriculum in order to monitor student progress.

- The Charter Holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
  - The Charter Holder provided "Breakout sessions" and "Professional Development Agendas" documents. These documents identify the schedule of times and topics to be addressed during the breakout sessions. Grade levels are grouped and represent a combination of 3-4 groups: K-2 & Music, 3-6 & Garden & PE, 7-8 & CTE, and 9-12. These documents do not demonstrate evidence of what findings the school makes from assessment data or how that analysis is used to inform and adapt instruction.
  - The Charter Holder provided "Child Study Notes" and "Professional Development Agenda" documents. This agenda document identifies that during a PD, time was allotted to conduct Child Study rotations. The notes include four columns and identify: the student name (which has been redacted from this document), areas of concern, current strategies in place, and strategies to try. Each one is completed and identifies information relevant to a student's area of weakness/concern, what strategies does the student have in place, and which strategies are suggested. These documents demonstrate evidence of the teacher's participation during the PD session related to "Child Study rotation", but do not demonstrate evidence that the school is analyzing and utilizing data to inform and adapt instruction.
  - The Charter Holder provided "DIBELS Data Meeting Minutes" documents. These documents identify how many students are in the categories of intensive, strategic, and benchmark. They identify the overall concerns as it relates to reading skills. The classroom support section identifies what strategies the classroom teacher is implementing and classroom supports and resources identify what additional strategies or curricular materials the teacher is requiring. These documents demonstrate evidence of how assessment data is analyzed and evaluated and how the analysis is used to inform and adapt instruction.
  - The Charter Holder provided "Ongoing data discussion" documents. These documents are handwritten pages which identify information related to assessments. One document describes whether improvements have been made on MobyMax, DIBELS, and L to J, but no results are identified in relation to that statement. The second document lists what evidence shows they are effective and include: L to J charts, written test scores, performance based rubric scores, pre-test & post-tests, and performances. It does identify how the evidence listed indicates they are effective or have improved. These documents minimally demonstrate evidence that data from these assessments are evaluated and analyzed to measure the effectiveness of the school's programs. These documents do not demonstrate evidence of how assessment data is analyzed and evaluated and how the analysis is used to inform and adapt instruction.
  - The Charter Holder provided "Memo 6/3/2014" document. This document was sent by the school leader to core teachers regarding "Data cards". The memo describes how each teacher must prepare a student information card to include strengths and needs in reading, math, writing, and social skills. In addition, they are required to list successful strategies used and effective and ineffective peer partners for every student. This document demonstrates evidence of how the school will be communicating student information in the upcoming school year, but does not demonstrate evidence of how assessment data is analyzed and evaluated and how the analysis is used to inform and adapt instruction.
  - The Charter Holder provided "AIMS data 2013-2014 Binder" document. This document presents data by student, but did not include any evidence of analysis conducted by the school.

- The Charter Holder provided "Galileo Growth and Proficiency 2013-2014 Binder" document. This document indicates growth and proficiency scores on graphs based on pre-test and post-test benchmark assessments for grades 1-12. This document identifies for each class if expected growth was maintained or not, and indicated only 38% of the classes maintained growth between the benchmarks described. This document did not demonstrate any evidence of analysis conducted by the school.
- The Charter Holder provided "DIBELS 2013-2014 Binder" document. This document identifies that language development was assessed from grades K-6 with progress monitoring. Meeting agendas provided evidence that DIBELS data is discussed frequently in collaboration with other teachers and school leadership. During these discussions the agendas identify that students are placed into their tiered intervention groups. This document demonstrates how and when the school analyzes assessment data and who is involved in the analysis of assessment data, but does not demonstrate how the teachers analyze the data or how that analysis is used to inform and adapt instruction. These documents do not provide evidence that the school is analyzing and utilizing data from a comprehensive assessment system to inform and adapt instruction.
- The Charter Holder provided "Lesson Plans - Meyer" document. These documents identify lesson plans in ELA and Math for Teacher Meyer. The plans range from 3/31 to 6/5 and have varied grade levels listed for a sequence of dates. Although individual students are listed in either group 1, 2 or 3 in all lesson plans, they do not demonstrate evidence that the school is utilizing data to inform and adapt instruction.

- 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 "MobyMax feedback/follow-up" documents. These documents identify emails sent to school staff informing them in three separate occasions the average login time for sessions conducted on MobyMax. The scale is rated as: greater than 50 min, 30 to 50 min, 15-29 min, and 0-14 min. Due to the submitted email files by the Charter Holder, the pie chart only identifies two shades of gray and staff is unable to view the data from this pie chart based on the four scales identified. All documents identified provide limited information regarding the overall results. These documents did not demonstrate the school's process for evaluating and analyzing student data and how that analysis is used to inform and adapt instruction.
  - The Charter Holder provided "MobyMax Progress Report" document. This document identifies grade level equivalent, time spent, and change over time. The school leadership indicated that the teachers and interventionists focus on the Grade Level Progress numbers, problems completed, and subjects students are working in, but did not provide evidence of the process used by staff to monitor the students in subgroups.

Professional Development:

In the area of professional development, StarShine Academy'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 "Professional Development (PD) Plan 2013-2014" document. This document identifies school goals, PD goals, and scheduled dates for staff development. In addition, agendas have

been provided to demonstrate evidence of trainings conducted and attended by the staff in 2013-2014. However, no evidence was provided to demonstrate how this plan was developed to address teacher learning needs and areas of high importance. These documents do not demonstrate a comprehensive professional development plan, but rather a fragmented approach to professional development.

  - The Charter Holder provided "PD interest inventory" document. This document is an email communication dated 7/22/2013 from the school leader to staff. She is asking the teachers to complete two attached surveys, one is a "professional development interest inventory" and the second is "a questionnaire about your favorites and feelings". No additional documentation was provided to demonstrate evidence that the teachers completed and returned the surveys to the school leader and what the findings may have been. These documents do not demonstrate a comprehensive professional development plan, but rather a fragmented approach to professional development.

- 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 "Data-Driven Lesson Planning PD" documents. These documents identify the expectations for implementing the revised format of lesson planning that was implemented in March 2014. They also include exemplars for teachers to follow. In addition, evidence was provided through internal communications that lesson planning tools were sent to staff on several occasions. These documents provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan.
- The Charter Holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
  - The Charter Holder provided "PD follow-up" documents. These documents identify internal communications between the school leadership and staff, mainly reminding them to implement components of PD topics attended. In some communications, the staff is reminded to bring their "data binder", implement L to J charts in the classrooms, and when consultants would be visiting the classrooms. Instead of feedback regarding the effectiveness of implementing new strategies, communications focus on providing reminders. These documents do not demonstrate evidence of how the school observes and evaluates 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 "Reflecting On My Growth" document. This document identifies a template with starter questions for teacher reflection. Two samples were provided and represent limited responses to the starter questions related to standards. These documents do not demonstrate evidence of how the school leader uses this feedback to develop 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 "FERPA and Child Find PD" documents. These documents identify sign-in sheets, agenda and materials presented to provide training on compliance with SPED federal requirements. These documents provide evidence of implementation of a professional development

plan that meets the needs of students with disabilities, but do not demonstrate how the professional development plan addresses teacher weaknesses and learning needs.

- The Charter Holder provided "Differentiation Training" documents. These documents identify sign-in sheets, agenda and materials presented to provide training on differentiation. These documents provide evidence of implementation of a professional development plan that meets the needs of students within all subgroups, but do not demonstrate how the professional development plan addresses teacher weaknesses and 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 data and analysis did not demonstrate improved growth and proficiency in math and reading. 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 Student Growth and Achievement Reports" documents. The reports contain growth and achievement measures between the pre-test and post-test benchmark assessments for students in grades 1-12 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, 30% achieved growth and in reading 11% achieved growth. This data does not provide evidence that demonstrates improved academic performance in math or 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 request to increase the enrollment cap to 900 to the charter of StarShine Academy 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 an academic dashboard, and a letter grade "D-ALT" in 2014 as reported by the Arizona Department of Education.

Option 2: Notwithstanding staff's recommendation to deny the request, the Board may determine that there is a basis to approve the Enrollment Cap Notification Request to the charter held by StarShine Academy 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 increase the enrollment cap to 900 to the charter of StarShine Academy.