GAR, LLC - Entity ID 78997

Schools: Student Choice High School (Tempe),

Student Choice High School Tatum Campus, Student Choice High School (Peoria)

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, GAR, LLC was required to submit a Performance Management Plan as an intervention because the schools operated by the Charter Holder did not meet the academic expectations set forth by the Board. At the time GAR, LLC became eligible to apply for renewal, the Charter Holder again did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. However, in the most recent fiscal year for which there is State assessment data available, Student Choice High School (Tempe), Student Choice High School Tatum Campus, and Student Choice High School (Peoria) received overall ratings of "Meets" the Board's academic standards.

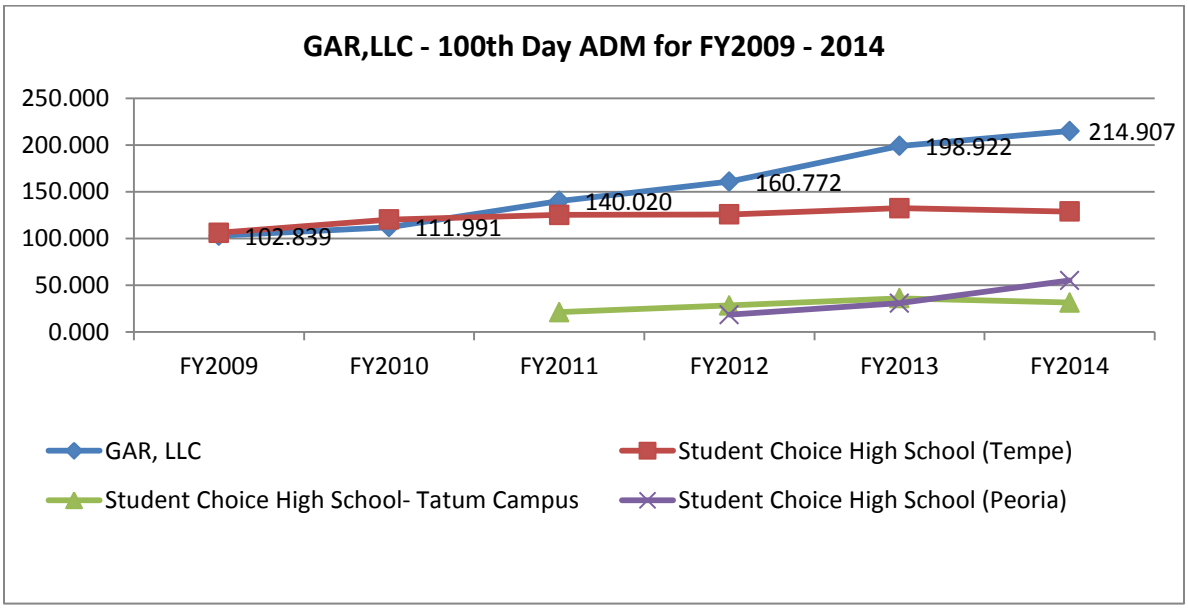
The Charter Holder meets the Board's financial performance expectations.

The Charter Holder did have compliance matters, which have been resolved.

The Charter Holder's organizational membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission.

Profile

GAR, LLC operates 3 schools serving grades 9-12 in Tempe, Phoenix, and Peoria. All 3 schools are designated as Alternative schools. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



A dashboard representation of Student Choice High School (Tempe)'s academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Student Choice High School CTDS: 07-86-79-101 | Entity ID: 79022

General | Site Contact | Inspections | Grades | Governing Body | FY Data | Site Visits | Member Campuses | Amendments

Academic Performance

Academic Performance

Edit this section.

Student Choice High School

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	17	25	15	23.5	50	15
	Reading	14.5	25	15	65	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	12 / 19.6	50	15	20.8 / 19.3	75	10
	Reading	39 / 48.5	50	15	67.5 / 53.1	75	10
2b. Subgroup ELL	Math	NR	0	0	33.3 / 21.1	75	10
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		92	100	20	86	75	20
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		55		100	73.75		100

A dashboard representation of Student Choice High School Tatum Campus' academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Student Choice High School Tatum Campus CTDS: 07-86-79-103 | Entity ID: 90738

General | Site Contact | Inspections | Grades | Governing Body | FY Data | Site Visits | Member Campuses | Amendments

Academic Performance

Academic Performance

Edit this section.

Student Choice High School Tatum Campus

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	25	50	15	38.3	75	15
	Reading	0	25	15	100	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	46.2 / 19.2	75	30
	Reading	NR	0	0	NR	0	0
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Not Met	50	35	Not Met	50	15
4b. Academic Persistence		NR	0	0	79	75	20
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		44.64		70	72.5		100

A dashboard representation of Student Choice High School (Peoria)'s academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Student Choice High School CTDS: 07-86-79-102 | Entity ID: 90737

General | Site Contact | Inspections | Grades | Governing Body | FY Data | Site Visits | Member Campuses | Amendments

Academic Performance

Academic Performance

Edit this section.

Student Choice High School

		2012 Alternative High School (9-12)			2013 Alternative High School (10 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	50	100	15	29.2	50	15
	Reading	0	25	15	100	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	7.7 / 19.2	25	15
	Reading	NR	0	0	58.3 / 52.6	75	15
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	100	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
4b. Academic Persistence		NR	0	0	94	100	35
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR		35	73.75		100

I. Success of the Academic Program

The FY2013 overall rating for Student Choice High School (Tempe) on the Board's academic performance measures was 73.75 including points received for the FY2013 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic

performance measures was 55.00 including points received for the FY2012 letter grade of D-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for Student Choice High School- Tatum Campus on the Board's academic performance measures was 72.50 including points received for the FY2013 letter grade of D-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 44.64 including points received for the FY2012 letter grade of C-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for Student Choice High School (Peoria) on the Board's academic performance measures was 73.75 including points received for the FY2013 letter grade of D-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was "NR" including points received for the FY2012 letter grade of A-ALT as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of GAR, LLC:

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

August, 2011: GAR, LLC timely submitted a Performance Management Plan (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; Student Choice High School (Tempe) received an overall rating of "Does Not Meet", Student Choice High School- Tatum Campus received an overall rating of "Does Not Meet", and Student Choice High School (Peoria) received an overall rating of "NR". Therefore, GAR, LLC did not meet the Board's academic performance expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for all schools operated by the Charter Holder as part of an annual reporting requirement.

May, 2013: GAR, LLC did not timely submit the DSPs, but submitted DSPs after the assigned deadline (portfolio: h. FY12 DSP Submission).

September, 2013: The Board released FY2013 Academic Dashboards Student Choice High School (Tempe) received an overall rating of "Meets", Student Choice High School- Tatum Campus received an overall rating of "Meets", and Student Choice High School (Peoria) received an overall rating of "Meets". In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on October 1, 2013 to meet with the school's leadership and review of all evidence provided by the Charter Holder. The Charter Holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

January, 2014: Board staff provided the Charter Holder, through its authorized representative, Patrick Scott Meehan, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal (January 30, 2014), the deadline date on which the renewal application package would be due to the Board (April 30, 2014), information on the availability of the Charter Holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a

component of its renewal application package because the Charter Holder did not meet the academic performance expectations set forth by the Board.

March, 2014: Board staff completed a final evaluation (portfolio: f. FY2012 DSP Evaluation Instrument) of the Charter Holder's FY2012 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2012 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY2014 DSP submitted as part of the renewal application package.

April, 2014: A renewal application package with a Renewal DSP for Student Choice High School (Tempe), Student Choice High School- Tatum Campus, and Student Choice High School (Peoria) (portfolio: e. Renewal DSP Submission) was timely submitted by the charter representative.

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on June 18, 2014 to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the Charter Holder's renewal portfolio: c. Renewal DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the Charter Holder's Demonstration of Sufficient Progress submission. The following representatives of GAR, LLC were present at the site visit:

Name	Role
Dr. Sherry Jones	Director, Tatum Campus
Scott Meehan	Charter School Representative
Shawnna Lopez	Board Member
Elizabeth Burton	Data Coordinator
Peggy Lynam	Executive Director/Board Member

The DSPs submitted by Gar, LLC for Student Choice High School (Tempe), Student Choice High School Tatum Campus, and Student Choice High School (Peoria) were 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, implementation of a professional development plan that contributed to increased student growth and proficiency, meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model, and increasing the percent of students remaining enrolled in a public school across school years.

The Charter Holder 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 proficiency in Math and Reading from 2013 to 2014. The data and analysis did not demonstrate improved student growth in Math or Reading from 2013 to 2014. No disaggregated data or analysis of data was presented to demonstrate increased proficiency/growth in Math or Reading for students in the SPED and Bottom 25% subgroups. The Charter Holder stated that school currently serves no ELL or FRL students.

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, GAR, LLC's demonstration of sufficient progress was evaluated as Approaches. The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready 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 no evidence that the school has a system for creating/adopting curriculum. Rather, the Charter Holder indicated that the Charter's Corporate Board makes decisions on the evaluation of resources and adoption of curriculum, without providing any evidence to demonstrate how and when the Charter's Corporate Board evaluates curriculum options, what findings the Charter's Corporate Board makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided "A+ mapped to the Common Core", "Courses lists", and "Math Common Core Mapping to ALS". These documents identified several pieces of information intended to align the ACCR Standards to the activities in each of the A+ lessons and courses. The Charter Holder was unable to explain how or if these documents were used to adopt or evaluate curriculum.
- The Charter Holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
    - The Charter Holder provided "Student Choice High School Mentoring Program, Student Choice High School Student sample list Activity from 4/7/2014-4/14/2014 and Parent Loop". This collection of documents demonstrates a new mentoring program the schools are planning to use to implement curriculum and ensure students complete self-

paced work at an appropriate rate. The documents describe the program goals, the "teacher and student loop," and the forms to be used as part of the program, which will include increased parent communication as well as regular tracking of student progress. The Charter Holder did not provide completed copies of these forms and stated that the program had not yet been implemented consistently at all the schools. In fact, implementation had begun only in April 2014. This collection of documents demonstrates the beginning stages of an approach to implementing the curriculum consistently across the school.

  - The Charter Holder provided "A+ mapped to the Common Core", "Courses lists", and "Math Common Core Mapping to ALS". These documents identified several pieces of information intended to align the ACCR Standards to the activities in each of the A+ lessons and courses. The Charter Holder was unable to explain how or if these documents were used to implement curriculum.

- 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 "A+ mapped to the Common Core Standards document, Course lists for English courses: English 101, 102, 201, 202, 301, 302, 401, 402, Math Common Core Mapping to ALS, Course lists for Math courses: Pre-Algebra, A Function Approach to Algebra, Algebra, Geometry, Algebra 2, Pre-Calculus, and Personal Finance". The Charter Holder initially stated they created these documents to adjust the curriculum and fill curricular gaps to meet the ACCR Standards. However, the Charter Holder was unable to provide any evidence of or describe how these documents were used to evaluate the curriculum or identify and address curricular gaps. These documents did not demonstrate implementation of a systematic process for evaluating and revising curriculum.
  - The Charter Holder did not provide any additional evidence that could demonstrate the school has 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 "A+ mapped to the Common Core Standards document, Course lists for English courses: English 101, 102, 201, 202, 301, 302, 401, 402, Math Common Core Mapping to ALS, Course lists for Math courses: Pre-Algebra, A Function Approach to Algebra, Algebra, Geometry, Algebra 2, Pre-Calculus, and Personal Finance". This collection of documents identifies the skills of the ACCRS aligned to particular courses within the A+LS curriculum software, but does not include the full standard description or standard number that addresses a specific lesson nor does this collection of documents demonstrate that all standards are appropriately covered in the courses as implemented. These documents do not demonstrate the implementation of an ACCR Standards-aligned curriculum.
  - The Charter Holder provided "AIMS Prep Reading Materials 2013-2014 binder" and "Laurus Online Math Computer Tutor Teacher Section, Common Core Standards Units for Laurus Math for ALG 1, ALG 2, and Geometry, Student list and their attendance

between 1/17 and 4/3". The AIMS Prep materials include a binder with individual instruction plans aligned to the ACCR Standards on a weekly basis for 6 weeks. The Laurus Math materials include AIMS prep materials aligned to the ACCR Standards. These documents were used to implement a short remediation program prior to the Spring AIMS test, but do not demonstrate implementation of an ACCR Standards aligned curriculum throughout the year.

- 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 "AIMS Prep Reading Materials 2013-2014 binder" and "Laurus Online Math Computer Tutor Teacher Section, Common Core Standards Units for Laurus Math for ALG 1, ALG 2, and Geometry, Student list and their attendance between 1/17 and 4/3". These documents include individual instructional plans, resources for implementing the instructional plans, materials for 6-week AIMS prep courses, online resources for Math aligned to the archived standards, and a list of 22 students who attended AIMS Prep courses. These documents demonstrate this implementation of adapted curriculum for students who have not passed the AIMS assessment. These documents demonstrate an approach to the adaptation of curriculum for non-proficient students.
    - The Charter Holder did not provide any evidence that the curriculum is adapted to meet the needs of students in the SPED subgroup.

Monitoring Instruction:

In the area of monitoring instruction, GAR, LLC 's demonstration of sufficient progress was evaluated as Approaches. The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready 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 demonstration of sufficient progress in the area of monitoring instruction is not acceptable.

- The Charter Holder must provide evidence of implementation of a system to monitor the integration of ACCRS into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.
    - The Charter Holder provided "Student Choice High School 2013-2014 Trimester Analysis Reports Binder/Course Completion Raw Data Binder". This document identifies the number of students assigned a particular course, the number who completed the course, the completion rate, and the adjusted completion rate after corrections for courses that were completed, but improperly closed out. It also provides the backup documentation to support the information contained in the analysis. The Charter Holder did not provide evidence that this information was conveyed to teachers and stated they do not explicitly monitor the implementation of ACCRS into instruction. This

document demonstrates a fragmented approach 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 "Student Choice High School Teacher and Teacher Aide Evaluation Instrument for R. Robinson and R. St. Louis". This document identifies two teacher evaluations, completed in May 2014. The Charter Holder mentioned that the evaluations were based on "frequent walk-throughs", though no evidence of the occurrence of these walk-throughs was provided. The evaluation tool addresses various "classroom performance competencies", including instruction and assessment. The instruction section evaluates the teacher's content knowledge, planning and preparation, effective use of the curriculum, and ability to use offline activities to further academic growth. No evidence was provided to support evaluation findings. The Charter Holder indicated they had not completed evaluations for all teachers. No documentation was provided to demonstrate the monitoring of instruction in the first semester of the year. This document demonstrates the beginning stages of an approach to monitor the instructional practices of teacher.
- 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 "Student Choice High School Teacher and Teacher Aide Evaluation Instrument for R. Robinson and R. St. Louis". The evaluations include an "Improvement Plan" and "Professional Growth Plan", which the Charter Holder stated were based on evaluation findings. A review of the Improvement Plan and Professional Growth Plan found that these documents are used as a communication tool where the teacher and director go over the weaknesses of the teacher. The form is signed to indicate when this follow-up discussion took place, which was in May 2014. No other evidence of resources provided to address teacher learning needs was provided. Additionally, the Charter Holder mentioned that the school has not yet implemented the "Improvement Plan" or "Professional Growth Plan" outlined in the evaluation tool and the documents reviewed indicated these tools were used inconsistently. This document demonstrates the beginning stages of an approach to conduct some analysis and provide feedback to further develop the instructional practice of teachers.
- 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 did not provide any evidence of the implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students from the various subgroups.

Assessment:

In the area of assessment, GAR LLC 's demonstration of sufficient progress was evaluated as Approaches. The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 that little data is collected and data is not used to make instructional decisions.

The Charter Holder's demonstration of sufficient progress 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 "Assignment List for English 101, Lesson Details for A Function Approach to Algebra and Biology". This collection of documents identifies when assessments are given within the A+LS computer-based curriculum. The documents indicate that there is an assessment given prior to the final exam to assess student readiness; students are then automatically assigned remedial lessons based on areas not deemed as mastered before taking the final exam. However, the Charter Holder mentioned that teachers were overriding this functionality, allowing students who had not demonstrated mastery to move on to the final exam without remediation. This collection of documents demonstrates an assessment system that is not comprehensive.
    - The Charter Holder provided "ACSA QSP Galileo Assessment Planning Worksheet". This document identifies which Galileo benchmarks (pretest, benchmarks 1-3, and post-test) were given on a specific timeframe and to specific grade levels. Upon review, the Charter Holder indicated that only the 10th grade assessment was given for the pre-test, benchmark #1, and benchmark #3, and that benchmark #1 and #3 were only given to students who were required to take the AIMS test. The Charter Holder indicated that no students took the post-test. Because not all students were tested and only the 10th grade assessment was used, this document demonstrates an assessment system that is neither comprehensive nor aligned to the curriculum.
- 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 "Emails from 10/9/13 from QSP and Test Blueprint 2013-2014 ATI AZ CC Reading 10 Gr. CBAS #1". The email identifies how the Quality Schools Program will review Galileo pretest data with the school and contains an attached a test blueprint with the percent of questions on the upcoming benchmark #1 that will address each standard. The Charter Holder indicated that the test blueprint was used to

create a six-week instructional plan (an example of which was provided) to prepare students for upcoming assessments. However, the Charter Holder did not provide evidence that data analysis of the results from the benchmark assessments took place and was used to inform and adapt instruction. This document does not demonstrate that the school analyzes assessment data and uses that analysis 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 did not provide any evidence of the implementation of an assessment system that meets the needs of students from applicable subgroups.

Professional Development:

In the area of professional development, GAR, LLC's demonstration of sufficient progress was evaluated as Approaches. The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided 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 demonstration of sufficient progress in the area of professional development is 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 "Student Choice School Calendar with dates with the Quality Schools Program (QSP), Overview of Sessions based on the QSP, and Student Choice High School Tempe Teacher Calendar"; "Email sent on 9/4/2013 to Student Choice Schools"; and "Materials provided to the school by QSP". These documents identify the dates when the QSP trainer was scheduled to visit the schools to provide coaching and trainings and the titles and dates of each training session, along with included coaching sessions to follow up and monitor progress. The email and materials provide examples that the QSP sessions were implemented throughout the year. Additionally, the materials provided include information on best practices for blended learning and the creation of six-week instructional plans to address student areas for growth in preparation for assessments. These documents demonstrate an approach to professional development that is aligned to areas of high importance.
- 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 "Improvement Plan Management Summary, Improvement Plan, and Student Choice High School—Tempe PMP". This collection of documents identifies tasks that are to be undertaken in the upcoming school year to improve school performance and student achievement and lists what individuals will be responsible for each specific task. Tasks range from upgrading computer hardware to implementing student mentoring program. The Charter Holder indicated that these improvement plan documents grew out of the charter's work with the Quality Schools Program and their analysis of school performance. This collection of documents demonstrates the beginning stages of a system for supporting the high quality implementation of information and strategies learned in professional development sessions.
- The Charter Holder provided "Email sent on 9/4/2013 to Student Choice Schools"; "Materials provided to the school by QSP"; "1A Slideshow, Just What is Special Education"; "45DAYFLOW"; and "FERPA_Training_PPT". The QSP-related documents identify follow-up resources based on recent trainings, including a Powerpoint presentation and analyzed data regarding student assessment performance. The remaining documents provide evidence of resources used to support high quality implementation of strategies and information learned in school-led professional development sessions, including multiple sessions related to Special Education. Materials and resources were not provided as evidence for all professional development sessions. These documents demonstrate that the Charter Holder provides access to some resources and supports implementation of strategies learned in professional development sessions.

- 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 "Overview of Sessions based on the QSP" and "Email on 1/14 from Carla Rivera-Cruz". These documents identify that the QSP scheduled coaching sessions to follow up on and monitor the implementation of strategies. The email includes a limited comment regarding the progress of a teacher in coaching sessions. The Charter Holder did not provide any other evidence regarding the monitoring of the implementation of strategies learned in professional development sessions. No evidence was provided regarding follow-up and monitoring of implementation of strategies from professional development sessions not associated with the Quality Schools Program. These documents demonstrate a fragmented approach to the implementation of a system to follow up on and monitor the implementation of strategies and information learned through the professional development plan.
- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.

- The Charter Holder provided "Materials provided to the school by QSP"; "1A Slideshow, Just What is Special Education"; "45DAYFLOW"; and "FERPA_Training_PPT". The materials from QSP identify professional development activities that were targeted to address the needs of non-proficient students. The remaining documents identify resources used at at least one campus during sessions on instructional strategies and compliance matters regarding students in the SPED subgroup. These documents demonstrate that the Charter Holder offered professional development sessions to meet the needs of students in applicable subgroups.

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 demonstrates improved student proficiency in Math and Reading from 2013 to 2014. The data and analysis did not provide evidence that could demonstrate increased student growth in Math and Reading, nor did the Charter Holder provide data and analysis that could demonstrate increased student growth or proficiency for students in the applicable subgroups.

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

- The Charter Holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate 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 "AIMS multiyear results all campuses". This document provides a year-over-year comparison of the percent of students at the three school sites who fell into each category (Approaches, Meets, etc.) on the AIMS test. A review of the document shows that the percentage of students earning "Meets" on the AIMS test increased in both Math and Reading on all three campuses in 2014, as compared to prior year data if available. This document demonstrates increased student proficiency in Math and Reading.
    - The Charter Holder did not provide evidence that could demonstrate increased student growth in Math or Reading, nor did the Charter Holder provide data that was disaggregated by the applicable subgroups.

Increasing Graduation Rate:

In the areas of increasing graduation rate, GAR, LLC's DSP was evaluated as "Approaches". The Charter Holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades who graduate from high school in four years. While the Charter Holder's evidence demonstrated that the Charter Holder has implemented strategies to ensure students in grades 9-12 graduate on time, the school did not present data that demonstrates success in ensuring students graduate on time.

- The Charter Holder must provide evidence of strategies the school uses to ensure students in grades 9-12 graduate on time. These strategies should ensure that students have a plan to direct them in meeting graduation requirements that is kept up-to-date, and should include practices to address early academic difficulty.

- The Charter Holder provided "SCHS Completed Courses Activity Sheet". This document identifies courses and credits required to graduate, as well as the completion date and grade earned by students for these courses. This demonstrates a strategy to ensure students graduate on time.
- The Charter Holder provided "Graduation plan for five students, Student packet, and Individual student progress reports". This collection of documents identifies individualized and sequential graduation plans for five students, copies of parent communication of student progress throughout the year, and information on course completion and requirements. This document demonstrates a variety of strategies to ensure that students graduate on time.
- The Charter Holder did not provide any data or evidence to demonstrate success in ensuring that students graduate on time.

Academic Persistence:

In the areas of increasing the percent of students remaining enrolled in a public school across school years, GAR, LLC's DSP was evaluated as "Approaches". The Charter Holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the Charter Holder's evidence demonstrated limited efforts on the part of the school to engage students in school, the Charter Holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

- The Charter Holder must provide evidence of a sequential process for keeping students motivated and engaged. There is evidence that the Charter Holder is becoming more methodical in determining how to engage students and keep them enrolled in school.
  - The Charter Holder provided "School letter sent to parents on 5/27/14". This document notifies parents of the beginning of the enrollment process for the 14-15 school year. No additional documentation was provided to demonstrate evidence of a sequential process for improving student engagement or to demonstrate success in increasing the percentage of students remaining enrolled in school across school years.

II. Viability of the Organization

The Charter Holder meets the Board's financial performance expectations set forth in the performance framework adopted by the Board. Therefore, the Charter Holder was not required to submit a financial performance response.

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

Over the past five years, there were no items to report.

B. Other Compliance Matters

In March 2014, Exceptional Student Services notified the charter holder of partial compliance in some areas with regard to specific regulations for Part B, Individuals with Disabilities Education Act (IDEA), and the Arizona Revised Statutes. The charter holder is required to submit a corrective action plan.

The fiscal year 2011 audit indicated that fingerprint clearance cards (FCC) for two returning employees expired on April 26, 2011 and April 13, 2011 with applications submitted on April 15, 2011 and April 11, 2011, respectively. The date of testwork was May 11, 2011 and the new FCCs were issued on May 16, 2011 and May 11, 2011. Since the audit indicated that all staff were now properly fingerprinted, a corrective action plan (CAP) was not required.

The fiscal year 2009 audit identified an issue that required a CAP. Specifically, the audit indicates the school was in session for 710 hours instead of the 720 hours required for high schools. The charter holder submitted a satisfactory CAP.

C. Charter Holder's Organizational Membership

Because the organizational membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission, the Charter Holder was not required to submit the Charter Holder's Organizational Membership portion of the Detailed Business Plan Section.

Board Options

Option 1: The Board may approve the renewal. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, the Board has sufficient basis to deny the request for charter renewal and to not grant a renewal contract for GAR, LLC on the grounds that the charter holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as stated in the Renewal Executive Summary. All that taken into consideration, the charter holder operates 3 schools that have a current Overall Rating of Meets Standard and the Board has adopted an academic performance framework that allows for additional consideration of the charter holder throughout the next contract period. Therefore, the Board will grant a renewal contract to GAR, LLC.

Option 2: Notwithstanding staff's recommendation to grant a renewal, the Board may determine that there is a basis to deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to GAR, LLC on the basis that the charter holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as is reflected in the Renewal Executive Summary.