Ira H. Hayes Memorial Applied Learning Center - Entity ID 79062

School: Ira H. Hayes High School

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Ira H. Hayes Memorial Applied Learning Center was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder again did not meet the academic expectations set forth by the Board. At the time Ira H. Hayes Memorial Applied Learning Center became eligible to apply for renewal, the charter holder 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 (DSP) 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 or following an on-site visit. In the most recent fiscal year for which there is State assessment data available, Ira H. Hayes High School received an overall rating of "Falls Far Below" the Board's academic standards.

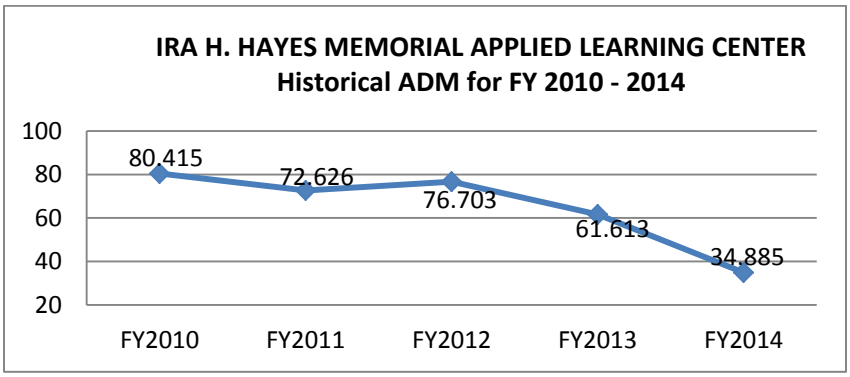
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in three "Acceptable" and zero "Not Acceptable" determinations. The DSP indicates that additional resources will be committed by the charter holder to purchasing curriculum that would result in improved academic performance.

The charter holder's organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission and the charter holder was required to submit the Organizational Membership portion of the Detailed Business Plan Section of the renewal application. At the time of this report, the charter holder has not completed the appropriate filings to align the organizational membership on file with the Board and the Arizona Corporation Commission.

The charter holder did have compliance matters, some of which continue to be monitored.

Profile

Ira H. Hayes Memorial Applied Learning Center operates one school serving grades 9-12 in Bapchule. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



A dashboard representation of Ira H. Hayes High School's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Ira H. Hayes High School

		2012 Small High School (9-12)			2013 Traditional 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. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	21 / 31.1	50	10	0 / 46.3	25	10
	Reading	52 / 57.9	50	10	31.8 / 71.9	25	10
2b. Composite School Comparison	Math	-9.1	50	7.5	-41.6	25	7.5
	Reading	-4.3	50	7.5	-35.2	25	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	23 / 30.3	50	3.75	0 / 43.3	25	7.5
	Reading	51 / 57.2	50	3.75	35.7 / 69.8	25	7.5
2c. Subgroup SPED	Math	6 / 8.3	50	3.75	NR	0	0
	Reading	16 / 27.5	50	3.75	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	D	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		44	25	15	44	25	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		42.86		70	25		70

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 25 including points received for the FY2013 letter grade of D as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 42.86 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Ira H. Hayes Memorial Applied Learning Center:

July, 2011: Ira H. Hayes Memorial Applied Learning Center was notified that the charter holder was required to submit a PMP on or before September 1, 2011 for the five-year interval review because Ira H. Hayes High School, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

September, 2011: The charter holder timely submitted a PMP (portfolio: i. Performance Management Plan).

February, 2013: The Board released FY2012 Academic Dashboards; Ira H. Hayes Memorial Applied Learning Center did not meet the Board's academic expectations and was assigned a DSP for Ira H. Hayes High School as part of an annual reporting requirement.

May, 2013: Ira H. Hayes Memorial Applied Learning Center did not timely submit the DSP for Ira H. Hayes High School, but submitted a DSP after the assigned deadline (portfolio: h. FY12 DSP Submission).

September, 2013: The Board released FY2013 Academic Dashboards; Ira H. Hayes Memorial Applied Learning Center did not meet the Board's academic expectations. The charter holder was not assigned a DSP for Ira H. Hayes High School as part of an annual reporting requirement because a final evaluation of the FY2012 DSP had not yet been completed and the charter holder would become eligible for renewal within the fiscal year.

November, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on November 5, 2013 to meet with the school's leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

December, 2013: Board staff provided the charter holder, through its authorized representative, Wendy Ong, 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 (December 30, 2013), the deadline date on which the renewal application package would be due to the Board (March 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 Renewal DSP as a component of its renewal application because the school did not meet the academic performance expectations set forth by the Board.

February, 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 DSP was not sufficient in all areas. Board staff provided the charter holder with technical guidance. The findings contained in the final evaluation of the FY2012 DSPs were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the Renewal DSP submitted as part of the renewal application package.

March, 2014: A renewal application package with the Renewal DSP for Ira H. Hayes High School was timely submitted by the charter representative (portfolio: e. Renewal DSP Submission).

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on May 5, 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. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submission. The following representatives of Ira H. Hayes Memorial Applied Learning Center were present at the site visit:

Name	Role
Crispin Zamudio	Superintendent
Hermelina Liddell	Science Teacher
Sharon Hanscom	Director Special Services

The DSP submitted by Ira H. Hayes Memorial Applied Learning Center for Ira H. Hayes High School was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP and evidence provided at the time of the site visit, the charter holder has not provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready (ACCR) Standards 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, or increasing the percent of entering ninth graders who graduate from high school in four years. No additional evidence was submitted following the site visit.

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 provided demonstrates that the school has not seen an increase in the percentage of students passing AIMS or expected to pass AIMS. No data was provided to address improved student growth. The charter holder did not provide evidence of increased proficiency for students in the bottom 25%, free or reduced lunch (FRL), and students with disabilities subgroups. The charter holder stated that school currently serves no English Language Learner (ELL) students.

Based on the findings summarized above and described below, staff determined that the charter holder did not demonstrate sufficient progress toward 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, Ira H. Hayes Memorial Applied Learning Center's demonstration of sufficient progress was evaluated as "Falls Far Below." The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards.

The charter holder's demonstration of sufficient progress in the area of curriculum is not acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The charter holder provided "Staff Meeting Notes and Sign-Ins" documents. These notes and sign-ins were provided to support the statement in the DSP that the school had a curriculum committee that met to review curriculum choices and select curriculum. These documents, dated from July 2013 to October 2013, identified the staff members who attended staff meetings and included handwritten notes about the meetings. The notes indicated that topics of discussion included: completing the DSP, financial issues, SPED issues, the school calendar, creating relationships with Central Arizona College and South Mountain Community College, offering Career & Technical Education courses at night, and the Principal's schedule at and away from school. This document did not provide any evidence related to a process for creating or adopting curriculum.
    - The charter holder indicated that teachers meet weekly to collaborate on curriculum and the incorporation of standards throughout subject areas. However, the charter holder was not able to provide any evidence of this.

- The charter holder must provide evidence that the school has a system in place 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 "Math and ELA Course Descriptions" documents. These documents identify course policies and procedures, course grading scales, and other logistical information about the courses. The documents do not, however, address the curriculum or instructional standards. These documents do not provide any evidence related to a system for implementing the curriculum consistently across the school.
    - The charter holder provided "ELA Teacher Lesson Plans" documents. These documents demonstrate that there are no consistent expectations for the implementation of curriculum aligned to the ACCR Standards. A mixture of ELA lesson plans were provided, some are from Beyond Textbooks and identify ACCR Standards, others identify the old performance objectives, others do not identify standards, some were submitted through taskstream, others were submitted in a teacher created format. None of the lesson plans could be compared to curriculum maps or pacing guides because there are no curriculum maps or pacing guides available. The ELA lesson plans indicate that students were engaging in instructional activities substantially below their grade level. The charter holder indicated that the ELA teacher was just hired in April and began using the Beyond Textbooks lesson plans of her own choice, no other teachers use this system. These documents demonstrate that the school is utilizing disjointed efforts to address school curriculum.
    - The charter holder provided "Math Teacher Lesson Plans" documents. When describing the math curriculum, the charter holder indicated that they use the McDougall Littell text books and digital text materials, but that their curriculum is based on a tutoring model. A mixture of math lesson plans were provided, some indicate the only resource used was Study Island and do not indicate the instructional activities used, others identified that the McDougall Littell text is used as the instructional resource and identified the instructional activities as the textbook lessons. None of the lesson plans could be compared to curriculum maps or pacing guides; there were "planners" available for each math course for the month of December, but the planners do not include standards and the lesson plans do not indicate the date of instruction. There are no curriculum maps or pacing guides available for spring semester. These documents demonstrate that the school is utilizing disjointed efforts to address school curriculum.
    - The charter holder provided "Science Curriculum Maps and Lesson Plan Binders" documents. The documents in these binders demonstrate that for the science classes, the teacher had created curriculum maps and aligned lesson plans that address the required standards. However, these binders exist only for science classes. The charter representative stated that the science teacher was the only teacher who had created documents like these and that any curriculum development/implementation is done teacher by teacher and is not systematic across the school. These documents demonstrate that the school is utilizing disjointed efforts to address school curriculum.
    - The charter holder indicated that he had an email that he sent to teachers that he told teachers to complete curriculum maps and addressed a question about the purpose of curriculum mapping; however, the charter holder did not provide the email and was not able to provide curriculum maps for math or ELA courses.

- 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 "Staff Meeting Notes and Sign-Ins" documents. These notes and sign-ins were provided to support the statement in the DSP that the school had a curriculum committee that met to review curriculum choices and select curriculum. These documents, dated from July 2013 to October 2013, identify the staff members who attended staff meetings and included handwritten notes about the meetings. The notes indicate that topics of discussion included: completing the DSP, financial issues, SPED issues, the school calendar, creating relationships with Central Arizona College and South Mountain Community College, offering Career & Technical Education courses at night, and the Principal's schedule at and away from school. These documents do not provide any evidence related to a process for creating or adopting curriculum.
    - The charter holder indicated that teachers meet weekly to collaborate on curriculum and the incorporation of standards throughout subject areas. However, the charter holder was not able to provide any evidence of this.
    - The charter holder stated that curriculum revision had been completed by the science teacher, and was able to provide curriculum binders for the science teacher. The charter holder stated that the science teacher was the only teacher who had revised her curriculum and such work is done teacher by teacher and is not systematic across the school.
- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided "Math Teacher Lesson Plans" documents. These documents identify ACCR Standards for each lesson, but do not describe instructional activities and thus do not provide enough evidence to evaluate whether the curriculum is aligned to the ACCR Standards.
    - The charter holder provided "ELA Teacher Lesson Plans" documents. These documents do not consistently identify ACCR Standards: some identify ACCR Standards, some identify the old performance objectives, and others did not identify standards. None of the lesson plans provide enough evidence to evaluate whether the curriculum is aligned to the ACCR Standards.
- The charter holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
    - The charter holder provided "Master Flex Sheet (Wednesday Tutoring Sign Ins)" documents. These documents identify student names, tutoring sign in dates, and the absentee date that the tutoring is intended to make up. The documents demonstrate that student tutoring was provided from December through April, but do not indicate what activities were occurring during the tutoring. These documents do not provide sufficient evidence to demonstrate curriculum adapted to meet the needs of subgroup populations.
    - The charter holder provided "AIMS Workshops, Email Containing Workshop Schedule" documents. These documents identify "workshops" offered to the students on half-day Fridays which were intended to prepare students for AIMS testing, identify the schedule for the workshops, and contain the instructional materials used during the workshops which contain problems that teacher/students solved together. The documents demonstrate the school has

implemented a curriculum approach to target students in the bottom 25% (students who have not passed AIMS) with additional instruction.

- The charter holder provided "Standards based plans used to teach the math workshops, PowerPoints and instructional materials to teach the ELA workshops" documents. These documents contain the instructional materials used during the workshops which contain problems that teacher/students solved together in Math workshops, and the instruction/activities used in the ELA workshops. The materials indicate that math instruction in the workshops was standards based. These documents demonstrate the school has implemented a curriculum approach to target students in the bottom 25%.
- The charter holder provided "ELA and Math Teacher Lesson Plans" documents. The lesson plan format provides a space for "differentiated Instruction" but none of the lesson plans in Math have anything filled in, ELA lesson plans have some information filled in on instructional adaptations but do not have curriculum adaptations. These documents do not provide evidence of a curriculum adapted to meet the needs of students in the SPED subgroup.

Monitoring Instruction:

In the area of monitoring instruction, Ira H. Hayes Memorial Applied Learning Center'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 ACCR 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 ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers teach the curriculum with fidelity.
  - The charter holder provided an "Email Containing Workshop Schedule" document. This document identifies that the instructional leader has set the expectation that teachers turn lesson plans in on Mondays, however the charter holder provided no evidence that the instructional leader reviews the lesson plans or that through a lesson plan review he monitors the integration of the standards. He stated that he reviews the lesson plans before visiting a classroom to determine whether there is an objective identified, whether the teacher uses diversity of activities, how the teacher makes the lesson relevant, and to identify what he should see in the classroom. Because many of the ELA lesson plans identify the old archived state standards, it is clear the instructional leader is not monitoring the integration of the standards through lesson plan reviews. This document demonstrates the instructional leader receives lesson plans and has an approach, but not 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 "Walk Through Observations" documents. These documents demonstrate that the instructional leader is monitoring instruction, evaluating instructional practices of teachers, and providing comments/feedback to the teachers. This document demonstrates an approach to evaluate the instructional practices of teachers.

- The charter holder provided "Ira H. Hayes High School Certified Staff Performance Evaluation" documents. These documents identify the teacher, evaluation date, and length of observation. The evaluation focuses on instructional skills, learning environment, planning skills, competency in subject matter, and school/community relations. These documents demonstrate an approach to evaluate the instructional practices of teachers.

- The charter holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
  - The charter holder provided "Walk Through Observations" documents. These documents demonstrate that the instructional leader is monitoring instruction, evaluating instructional practices of teachers, and providing comments/feedback to the teachers. This document demonstrates an approach to provide some feedback to teachers on their instructional practices.
  - The charter holder provided "Ira H. Hayes High School Certified Staff Performance Evaluation" documents. The evaluation document demonstrates that teachers receive a copy of the completed evaluation, which is evidenced by the teacher signature at the end of the document. The evaluation document provides a space for creation of a professional development plan based on the evaluation, but none of the professional development plans were completed. This document demonstrates an approach to provide some feedback to teachers on their instructional practices, but does not demonstrate that the school ensures teacher development is ongoing.

- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
  - The charter holder provided "Ira H. Hayes High School Certified Staff Performance Evaluation" documents. The evaluation identifies instructional differentiation for subgroup students as an area of monitoring. This document demonstrated an approach to evaluating the quality of instruction in relation to meeting the needs of subgroup students.

Assessment:

In the area of assessment, Ira H. Hayes Memorial Applied Learning Center'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 that little data is collected and data is not 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 a "Development Profile Report" and "Class Development Profile Grid" documents. These documents indicate that the school is using Galileo and is obtaining data reports from Galileo. These documents demonstrate evidence of an assessment approach.

- 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 did not provide any evidence that data from the Galileo assessments is analyzed and utilized.
- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
  - The charter holder did not provide any evidence that the school utilizes an assessment system that assesses students within the subgroups according to their needs.

Professional Development:

In the area of professional development, Ira H. Hayes Memorial Applied Learning Center'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's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.

The charter holder's DSP in the area of professional development is not acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
  - The charter holder provided "Professional Development Certificates" documents. These documents indicate that teachers have completed outside professional development that has been self-selected by teachers. Teachers were also required to complete training on the use of Galileo and A+ training, and a "strategic planning training" session in which they created a behavior management plan for the school. This document demonstrates that Professional development is usually external and determined without regard to an overall school plan.
  - The charter holder provided "Ira H. Hayes High School Certified Staff Performance Evaluation" documents. The evaluation document provides a space for creation of a professional development plan based on the evaluation, but none of the professional development plans were completed. This document demonstrated the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs.
- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.

- The charter holder did not provide any evidence that there is a system to support high quality implementation of information and strategies learned through professional development.

- 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 "Ira H. Hayes High School Certified Staff Performance Evaluation" documents. The evaluation form criteria rates teachers on whether they attend classes/PD, but does not evaluate/monitor/follow-up on implementation of the PD. The instructional leader did not identify implementation of PD as an area that was monitored to support the findings in these evaluation criteria. This document demonstrated there is not a system to follow-up on and monitor the implementation of the strategies and information learned through professional development.

- The charter holder must provide evidence of implementation of 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 did not provide any evidence that Professional Development is provided to ensure teachers have the skills necessary to meet the needs of subgroup students.

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 provided demonstrates that the school has not seen an increase in the percentage of students passing AIMS or expected to pass AIMS. No data was provided to address improved student growth. The charter holder did not provide evidence of increased proficiency for students in the bottom 25%, FRL, and students with disabilities 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 the school's performance on the AIMS assessment, as reflected in the dashboard, is and will continue to improve as compared to prior years.
  - The charter holder provided Spring AIMS Reading Data for 2013 and 2014 that demonstrates that in the Spring 2013 AIMS administration 27% of 10th grade students obtained a "Passing Score," but in the Spring 2014 AIMS administration only 23% of 10th grade students obtained a "Passing Score." The data does demonstrate an improvement in the percentage of 10th grade students who obtained an "Approaches" score from 45% in 2013 to 62% in 2014. Without the data that indicates whether the increase carries through to a passing score in a subsequent AIMS administration, this data, in and of itself, does not demonstrate that the school has seen an increase in the percentage of students passing AIMS.

- The charter holder provided AIMS Reading Data for all AIMS administrations from Spring 2013 through Spring 2014 for the 2013, 2014, and 2015 cohorts that demonstrates that in the Spring 2013 AIMS administration 21% of the tested FAY students in these cohorts obtained a "Passing Score," in the Fall 2013 AIMS administration 10% of the tested FAY students in these cohorts obtained a "Passing Score," and in the Spring 2014 AIMS administration 0% of the tested FAY students in these cohorts obtained a "Passing Score." This data demonstrates that the school has not seen an increase in the percentage of FAY students passing AIMS.
- The charter holder provided AIMS Math for AIMS administrations from Spring 2013 and Fall 2013 for the 2013, 2014, and 2015 cohorts that demonstrates that in the Spring 2013 AIMS administration 0% of the tested FAY students in these cohorts obtained a "Passing Score," in the Fall 2013 AIMS administration 0% of the tested FAY students in these cohorts obtained a "Passing Score." This data demonstrates that the school has not seen an increase in the percentage of FAY students passing AIMS.
- The charter holder provided Galileo math data from two test administrations in 2013-2014. No comparative data was provided for the 2012-2013 school year. The data demonstrates that on the Galileo math tests from the first to the second test 14% of students declined a performance level, 67% of students maintained their performance level, and 19% of students improved a performance level. The data also demonstrates that on the second test, 2% of students received a score that put them in the "Meets Benchmark Goals" performance level, 33% of students received a score that put them in the "Approaches Benchmark Goals" performance level, and 65% of students received a score that put them in the "Falls Far Below Benchmark Goals" performance level. This data, when compared to the school's prior year AIMS data, demonstrates that the school has not seen a sufficient increase in the percentage of students expected to pass AIMS.
- The charter holder provided Galileo reading data from two test administrations in 2013-2014. No comparative data was provided for the 2012-2013 school year. The data demonstrates that on the Galileo math tests from the first to the second test the percentage of students who received a score that put them in the "Meets Benchmark Goals" increased slightly from 18% of students to 19% of students. The data demonstrates that on the second test, 3% of students received a score that put them in the "Exceeds Benchmark Goals" performance level, 19% of students received a score that put them in the "Meets Benchmark Goals" performance level, 38% of students received a score that put them in the "Approaches Benchmark Goals" performance level, and 41% of students received a score that put them in the "Falls Far Below Benchmark Goals" performance level. This data, when compared to the school's prior year AIMS data, demonstrates that the school has not seen a sufficient increase in the percentage of students expected to pass AIMS.
- The charter holder provided Galileo reading and math data broken out by the old archived state standards, not by the current ACCR Standards, for the spring benchmark administration. No analysis of this data was provided, nor are we able to conduct an analysis of this data as no comparative data was provided.

Increasing Graduation Rate:

In the area of increasing graduation rate, Ira H. Hayes Memorial Applied Learning Center's demonstration of sufficient progress was evaluated as "Approaches." The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. While the charter holder's evidence demonstrates 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's DSP in the area of increasing graduation rate is not acceptable.

- 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 an "AIMS Augmentation Calculation for School Years" document. The document reflects the statutory guidelines for the AIMS augmentation alternative method for graduation. This does not demonstrate strategies to ensure students in grades 9-12 graduate on time.
    - The charter holder provided an "Ira H. Hayes High School Program of Study Graduation Requirements" and an "Ira. H. Hayes master schedule for S2" document. The documents demonstrate the school tracked students' course completion and enrollment and used the tracker to determine the school master schedule for the Spring to ensure they offered courses needed for students who were in this year's graduation cohort. These documents demonstrate strategies the school uses to ensure students in grades 9-12 graduate on time.
    - The charter holder provided a "Cohort tracking sheet" document. The document demonstrates the school tracked students' credits and the credits needed to graduate. The document was used by the school to track graduation progress including credits students earned using A+ as a method for recovering credits. This document demonstrates strategies the school uses to ensure students in grades 9-12 graduate on time.
    - The charter holder provided "Communications to Parents/community" documents. The documents include letters to parents and community members regarding truancy, attendance, augmentation, graduation requirements, make-up days, AIMS workshops, and incentive programs. These documents demonstrate strategies the school is using to ensure students in grades 9-12 graduate on time through practices to address early academic difficulty.
    - The charter holder provided a "Summary from December 2nd to the Present" document. The document is a summary created by the instructional leader of the steps they have taken and the strategies they have implemented to increase graduation rate. These documents demonstrate strategies the school is using to ensure students in grades 9-12 graduate on time through practices to address early academic difficulty.
    - The charter holder provided an "AIMS Workshops, Email Containing Workshop Schedule" document. The document identifies "workshops" offered to the students on half-day Fridays which were intended to prepare students for AIMS testing and help seniors who had not yet passed AIMS. This document demonstrates strategies the school is using to ensure students in grades 9-12 graduate on time through practices to address early academic difficulty.
- The charter holder must provide evidence that demonstrates success in ensuring students graduate on time.
    - The charter holder did not provide any evidence to demonstrate the effectiveness of the strategies they are using to ensure students in grades 9-12 graduate on time.

II. Viability of the Organization

The charter holder did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years.

Ira H. Hayes Memorial Applied Learning Center

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$619,665	$438,223	$498,903	$853,161
Unrestricted Cash	$533,859	$305,736	$226,619	
Other Liquidity	-			
Total Assets	$3,036,977	$2,979,107	$3,179,290	
Total Liabilities	$2,598,121	$2,508,459	$2,455,945	
Current Portion of Long-Term Debt & Capital Leases	$153,533	$118,530	$80,586	
Net Assets	$438,856	$470,648	$724,345	
Statement of Activities				
Revenue	$1,122,095	$909,577	$1,146,255	
Expenses	$1,153,886	$1,163,274	$1,565,072	
Net Income	($31,791)	($253,697)	($418,817)	
Change in Net Assets	($31,791)	($253,697)	($418,817)	
Financial Statements or Notes				
Depreciation & Amortization Expense	$140,144	$140,313	$138,347	
Interest Expense	$98,910	$178,639	$192,993	
Lease Expense	$2,324	$2,451	$2,188	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	Yes	N/A
Unrestricted Days Liquidity*	168.87	95.93	52.85	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($31,791)	($253,697)	($418,817)	N/A
Cash Flow	$181,442	($60,680)	($354,258)	($233,496)
Fixed Charge Coverage Ratio	0.82	0.23	(0.31)	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

The charter holder was required to submit a financial performance response based on the fiscal year 2013 audit (portfolio: k. Financial Response). Staff's evaluation of the financial performance response resulted in three "Acceptable" and zero "Not Acceptable" determinations (portfolio: j. Financial Response Evaluation).

The DSP indicates that additional resources will be committed by the charter holder to purchasing curriculum that would result in improved academic performance.

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 February 2009, ADE Exceptional Student Services notified the charter holder of non-compliance in all areas with regard to specific regulations for Part B, Individuals with Disabilities Education Act (IDEA), and the Arizona Revised Statutes. The compliance issues were reported by ADE as resolved in April 2009.

In April 2010, the results of an on-site review of the *Elementary and Secondary Education Act (ESEA)* programs, State Johnson-O-Malley (JOM), Migrant, and Neglected or Delinquent programs identified deficiencies in some areas. The deficiencies were required to be corrected by September 2010. The deficiencies were reported by ADE as resolved in February 2011.

The fiscal year 2012 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicated that one returning teacher had a fingerprint clearance card (FCC) that expired on August 16, 2012. The application to renew the FCC was not submitted until September 20, 2012. Additionally, the fiscal year 2009 audit identified an issue related to fingerprinting. Specifically, the fiscal year 2009 audit indicated the charter holder did not follow all statutory requirements for hiring a teacher prior to the teacher receiving a FCC because the FCC application had not been received by the Arizona Department of Public Safety prior to the hire date and the charter holder had not obtained statewide criminal history information on the individual. The charter holder submitted satisfactory CAPs.

The fiscal year 2011 audit identified an issue that required a CAP. Specifically, the audit indicated the charter holder suffered a catastrophic server failure and was unable to provide a usable backup of the computerized attendance system for comparison. The charter holder submitted a satisfactory CAP.

The fiscal year 2010 audit identified an issue that required a CAP. Specifically, the audit indicated the same individual was responsible for the preparation and posting of accounts payable and payroll transactions and reconciles the bank accounts. The charter holder submitted a satisfactory CAP.

Four of the five audits identified a repeated audit issue that had not been corrected from the prior year's audit. The fiscal year 2013 audit's issue involved the charter holder not maintaining fingerprints for one board member as of the testing date. The fiscal year 2012 audit's issue involved the charter holder not posting a statement on its website indicating where all public notices of meetings would be posted and not posting all public meeting notices on its website. The fiscal years 2010 and 2009 audits' issue involved charter holder management requesting that the auditors prepare draft financial statements and related note disclosures to the financial statements. The fiscal year 2009 audit also identified a repeated audit issue involving the charter holder not following proper procurement procedures for 1 of 1 purchases requiring competitive sealed bidding.

C. Charter Holder's Organizational Membership

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

In the renewal application package, the charter holder submitted evidence of the appropriate filings to align the organizational membership, which was made on March 21, 2014. However, the request was deemed Substantively Incomplete because additional information was required to be provided by April 14, 2014 and the information was not provided. On May 23, 2014 the charter representative was reminded of the status of the organizational alignment and the problems with the March 21, 2014 submission. On May 27, 2014 the charter representative submitted an additional request, which was not the appropriate request. After further discussion with the charter representative, the charter representative submitted two additional requests on May 27, 2014. One request, to remove an old Board member, was approved; the second request, to add an additional Board member has been deemed Substantively Incomplete for the same reason that the March 21, 2014 filing was deemed Substantively Incomplete. The request could not be processed without the submission of additional information. After further communication with the charter representative, the charter holder has submitted additional information for review and appears to be making progress toward alignment.

Board Options

Option 1: The Board may deny the renewal. Staff recommends the following language 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 Ira H. Hayes Memorial Applied Learning Center 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 Renewal Executive Summary and currently operates a school that has received an overall rating of "Does Not Meet Standard" or "Falls Far Below Standard" in both of the two most recent fiscal years for which there is State assessment data available.

Option 2: Notwithstanding staff's recommendation to deny the renewal, the Board may determine that there is a basis to approve the renewal. The following language is provided for consideration: Renewal is based on consideration of academic, fiscal 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*]. Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. The charter holder is currently not in compliance with regard to organizational membership for the reason that it made changes to its organizational membership prior to seeking approval of the Board, but the charter holder has taken steps to remediate the noncompliance and the Board is not precluded from taking disciplinary action if the noncompliance is not corrected. 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 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 approve the request for charter renewal and grant a renewal contract to Ira H. Hayes Memorial Applied Learning Center.