Kaizen Education Foundation dba South Pointe Elementary School - Entity ID 79233

School: South Pointe Elementary School

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Kaizen Education Foundation dba South Pointe Elementary School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder did not meet the academic expectations set forth by the Board. At the time Kaizen Education Foundation dba South Pointe Elementary School 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 able 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. In the most recent fiscal year for which there is State assessment data available, South Pointe Elementary School received an overall rating of "Meets" the Board's academic standards.

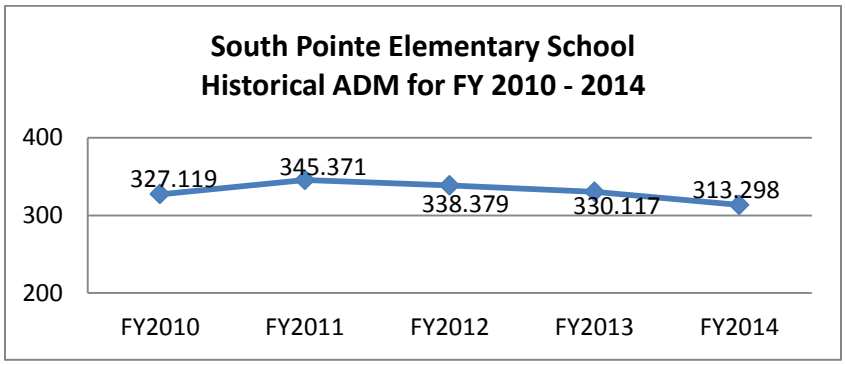
The Charter Holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in zero "Acceptable" and three "Not Acceptable" determinations.

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

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. The renewal application package submitted by the Charter Holder provides evidence of organizational membership alignment as required in the application.

Profile

Kaizen Education Foundation dba South Pointe Elementary School operates one school serving grades K-5 in Phoenix. South Pointe Elementary School is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



A dashboard representation of South Pointe Elementary School's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

South Pointe Public Charter Elementary School CTDS: 07-89-99-001 | Entity ID: 78851

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

Academic Performance

Academic Performance

NO PERMISSION TO EDIT

South Pointe Public Charter Elementary School

		2012 Alternative Elementary School (K-5)			2013 Alternative Elementary School (K to 5)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	36	75	15	36.5	75	15
	Reading	36	50	15	46	75	15
1b. SGP Bottom 25%	Math	38	50	10	38	50	10
	Reading	46.5	50	10	54	75	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	17 / 28.5	50	7.5	27.8 / 26.6	75	7.5
	Reading	31 / 41.5	50	7.5	43.8 / 41.2	75	7.5
2b. Subgroup ELL	Math	9 / 16.2	50	1.67	14.3 / 16.9	50	1.67
	Reading	26 / 28	50	1.67	22.9 / 20.2	75	1.67
2b. Subgroup FRL	Math	16 / 27.1	50	1.67	27.8 / 27.9	50	1.67
	Reading	31 / 42.1	50	1.67	43.8 / 42.8	75	1.67
2b. Subgroup SPED	Math	0 / 16.2	50	1.67	5.6 / 11.5	50	1.67
	Reading	10 / 27.8	50	1.67	5.6 / 21.6	50	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	10	D-ALT	25	10
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4b. Academic Persistence		97	100	15	94	100	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		61.25		100	69.58		100

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 69.58 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 61.25 including points received for the FY2012 letter grade of C-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 Kaizen Education Foundation dba South Pointe Elementary School:

July, 2011: Kaizen Education Foundation dba South Pointe Elementary School 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 South Pointe Elementary School, a school operated by the Charter Holder, did not meet the academic expectations set forth by the Board.

August, 2011: Kaizen Education Foundation dba South Pointe Elementary School timely submitted a Performance Management Plan (portfolio: f. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; South Pointe Elementary School initially received an overall rating of "Meets" the Board's academic standards. In accordance with Board policy at the time, the Charter Holder was waived from any specific monitoring requirements. Subsequent corrections to the dashboard calculations resulted in South Pointe Elementary School receiving a final overall rating of "Does Not Meet" the Board's academic standards. As a result, Kaizen Education Foundation dba South Pointe Elementary School did not meet the Board's academic performance expectations.

September, 2013: The Board released FY2013 Academic Dashboards; South Pointe Elementary School received an overall rating of "Meets" the Board's academic standards. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

January, 2014: Board staff provided the Charter Holder, through its authorized representatives, Michele Kaye and Theodore Frederick, 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 18, 2014), the deadline date on which the renewal application package would be due to the Board (April 18, 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.

April, 2014: A renewal application package with a Renewal DSP for South Pointe Elementary School (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 26, 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 Kaizen Education Foundation dba South Pointe Elementary School were present at the site visit:

Name	Role
Abigail Broderick	ELAS Director
Nadine Taylor	Campus School Leader
Peggy Steinhagen	Curriculum Coach
Christina Hertneky	Math Coach
Emily Britton	Director of QSI

Mary Berg	Vice President of Academic Support Services
Michele Kaye	C.O.O.
Abelardo Batista	School Leader – Vista Grove Preparatory Academy
Gary Bae	Regulatory Affairs Officer

The DSP submitted by Kaizen Education Foundation dba South Pointe Elementary School for South Pointe Elementary 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, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCRS) into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, and implementation of a professional development plan that contributed to increased student growth and proficiency.

Data and analysis provided demonstrates improved or maintained academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved or maintained growth and proficiency in Math and Reading in the whole school population, though results varied by grade level. No disaggregated data or analysis of data was presented to demonstrate increased proficiency or growth in Math and Reading for students in the subgroups.

Based on the findings summarized above and described below, staff determined that the Charter Holder demonstrated 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, Kaizen Education Foundation dba South Pointe Elementary School's demonstration of sufficient progress was evaluated as Meets. The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the Charter Holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school.

The Charter Holder's demonstration of sufficient progress in the area of curriculum is acceptable.

- The Charter Holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided "Curriculum Monitoring, Review, Development, and Adoption Process". This document identifies the policies and process for creating/adopting curriculum, including internal and external resource reviews and

continuous monitoring of curricular effectiveness through data evaluation. This document describes a formalized system to create/adopt curriculum.

  - The Charter Holder provided "Email re: "'checking in!'"; "Email re: 'Proposals for envision and Connected Math'"; "Assessment system documentation"; "Email re: 'Summary of ELE math meeting notes from VGPA 7/11/12'"; "Steve Leinwand consultancy services summary"; and "SSRI results for 2012, 2013, and 2014". These documents provide evidence of the implementation of the steps of the school's process for creating and adopting curriculum, including reviews of resources, analysis of data to inform curriculum adoption decisions, and piloting potential curriculum resource materials. The documents include meeting agendas and notes and completed charts containing findings from resource reviews. These documents demonstrate evidence of a system to create/adopt curriculum.

- The Charter Holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
  - The Charter Holder provided "Curriculum Cycle- Instructional Cycle". This document identifies the steps of the school's formalized process for implementing curriculum and monitoring the implementation of the curriculum. This document demonstrates a system for implementing curriculum.
  - The Charter Holder provided "Leona Group ELA Pacing Guides, Curriculum Maps Math, and Lesson Plans"; "Coaching Activity Tracking, Common Core Math Mapping, ELA Mapping Powerpoint, and emails re: 'Mapping Session Wednesday' and 'Mapping Session'"; and "Lesson Plan checklist and Lesson Plan review". These documents identify consistent implementation of a curriculum with curriculum maps for all grade levels and reviews of lesson plans to ensure alignment to the curriculum maps. Curriculum maps identify the ACCR Standards paced by quarter for introduction and reinforcement, and included practices to be taught, vocabulary, essential questions, and activities and resources. A review of sample lesson plans provided demonstrates alignment to the corresponding curriculum maps and planning at the appropriate rigor level. These documents provide evidence of a system for implementing curriculum consistently across the school.

- The Charter Holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
  - The Charter Holder provided "Curriculum Monitoring, Review, Development, and Adoption Process". This document identifies the policies and process for evaluating and revising curriculum, including internal and external resource reviews and continuous monitoring of curricular effectiveness. This document describes a formalized process to evaluate and revise curriculum.
  - The Charter Holder provided "Coaching Activity Tracking, Common Core Math Mapping, ELA Mapping Powerpoint, and emails re: 'Mapping Session Wednesday' and 'Mapping

Session'" and "SSRI results for 2012, 2013, and 2014". These documents identify coaching activities that took place to evaluate and revise curriculum maps, identify curriculum resource gaps, and fill said resource gaps, as well as feedback solicited from teachers on curricular effectiveness and future needs. These documents demonstrate implementation of the school's system to evaluate and revise curriculum.

- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
    - The Charter Holder provided "Curriculum Mapping Team and Curriculum Alignment – Core Template" and "Steve Leinwand consultancy services summary". These documents identify various internal and external reviews that evaluated curriculum options as well as the chosen curriculum to ensure the curriculum addressed the ACCR standards and that no gaps remained. These documents demonstrate that the school evaluated curriculum against the ACCR standards to ensure alignment.
    - The Charter Holder provided "Leona Group ELA Pacing Guides, Curriculum Maps Math, and Lesson Plans". This document identifies for each grade level when and in what order ACCR standards will be taught, as well as the corresponding activities and resources. This document demonstrates the implementation of a curriculum that is aligned with ACCR standards.
- The Charter Holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
    - The Charter Holder provided "Elementary ELD lesson plan"; "RTI Tiered Instruction Processes and Programs"; "Lesson Planning Reflections"; "List of IEP student goals"; and "List of students participating in afterschool 21st century tutoring, Friday RTI Schedule, Morning Duty Schedule, and Summary of Classes". These documents identify a system for adapting and supplementing the curriculum to meet the needs of students from the various subgroups, as well as evidence of various elements of this system. These documents demonstrate the implementation of a system to adapt and supplement curriculum to meet the needs of subgroup students.

Monitoring Instruction:

In the area of monitoring instruction, Kaizen Education Foundation dba South Pointe Elementary School's demonstration of sufficient progress was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the Charter Holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

The Charter Holder's demonstration of sufficient progress in the area of monitoring instruction is 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 "Lesson Plan Checklist and Lesson Plan Review". This document identifies that the school conducted quarterly reviews of teacher lesson plans to ensure alignment to curriculum maps and coverage of the standards, as well as a review of the effectiveness of instruction based on student achievement data. This document demonstrates a system for monitoring the implementation of an ACCRS-aligned curriculum with fidelity.

- 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 "Compliance Engagement and Checking for Understanding Classroom Walk-Through Observations; CWT Feedback; and coaching calendar" and "Coaching Activity Tracking, Peer Observation Forms". These documents identify findings from administrator observation walk-throughs, a summary of the results and feedback given to teachers, planned walkthrough observations, and concerns or questions for follow-up with the teachers in questions. The second collection of documents identifies teacher-identified strengths and learning needs. These documents demonstrate the implementation of several systems to evaluate the quality of instruction and identify teacher strengths and weaknesses.
  - The Charter Holder provided "Teacher evaluation tool and rubric, completed evaluation, performance warning, and termination". This document identifies evidence, documents, and artifacts to support evaluation findings. Evaluation areas include engagement, collaboration, planning, delivery, use of data, differentiating instruction, etc. The evaluations incorporate student survey and student assessment data. Evaluations are completed once a semester. Completed evaluations for both a struggling and proficient teachers are supported by relevant evidence. This collection of documents demonstrates implementation of a system for evaluating the instructional practice 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 "Compliance Engagement and Checking for Understanding Classroom Walk-Through Observations; CWT Feedback; and coaching calendar" and "Coaching Activity Tracking, Peer Observation Forms". These documents identify findings from administrator observation walk-throughs, a summary of the results and feedback given to teachers, and concerns or questions for follow-up with the teachers in questions. The second collection of documents identifies administrator-assigned dates of team teaching, modeling of effective instructional practices, and cognitive coaching activities to address teacher learning needs. These documents demonstrate the implementation of a system for providing analysis and feedback to further develop the system, as well as ensuring ongoing development of teachers.

- The Charter Holder provided "Teacher evaluation tool and rubric, completed evaluation, performance warning, and termination". The evaluations set improvement goals and strategies for achieving said goals. Goals are reviewed with the staff member and signed by the staff member after the review. Completed evaluations for a struggling teacher are supported by relevant evidence and identify that the struggling teacher received feedback, coaching, and follow-up before being terminated for continued failure to improve. This collection of documents demonstrates implementation of a system for providing analysis and feedback of instructional practices to further develop the system, as well as ensuring ongoing development 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 provided "Teacher evaluation tool and rubric, completed evaluation, performance warning, and termination". The evaluation tool includes specific criteria and specialized tools for the evaluation of SPED and ELL compliance and relevant instructors of students in the subgroups. Specialized ELL and SPED evaluation tools are completed on a quarterly basis for teachers with students in these subgroups. This collection of documents demonstrates implementation of a system to evaluate the instruction practices of teachers that addresses the needs of students in the various subgroups.

Assessment:

In the area of assessment, Kaizen Education Foundation dba South Pointe Elementary School's demonstration of sufficient progress was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the Charter Holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

The Charter Holder's demonstration of sufficient progress in the area of assessment is acceptable.

- The Charter Holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The Charter Holder provided "K-8 Assessment Flow Chart and Galileo Reminders". This document identifies testing dates for different assessments used, including formative assessments administered as part of daily classroom work. School-wide comprehensive assessments included Galileo benchmarks, tests for ELL students, DIBELS assessments, and formative assessments aligned with the curriculum. This document demonstrates a comprehensive assessment system with regular administration and alignment to 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 "Lesson Plan Review"; "Goal Setting Record, Student Goal Sheets, and Exit Tickets"; and "Galileo Student Reports, Class Reports, Lego Charts". These documents identify multiple instances in which teachers and administrators analyzed data. The documents provide evidence that the data was used to understand student performance, adapt instruction, and assign students to RTI tiers. Specifically, the Lesson Plan Reviews, completed after the results are received for benchmark assessments, identify the concept/PO tested, the number of times each concept was addressed in lesson plans, the student assessment results on those concepts, and any notes concerning resources used or adaptations necessary. These documents demonstrate evidence that assessment data is analyzed and utilized to inform and adapt instruction.
- The Charter Holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
    - The Charter Holder provided "K-8 Assessment Flow Chart and Galileo Reminders". Adaptations include testing for ELL students and adjusted DIBELS assessments based on performance level for students in the bottom 25%. This document demonstrates an assessment system that meets the needs of students in the subgroups.
    - The Charter Holder provided "Rosetta Stone Assessment Results Report". This document identified reports for ELL students completing English language development work through Rosetta Stone. This document demonstrates adaptation of the assessment system to meet the needs of ELL students.
    - The Charter Holder provided "Goal Setting Record, Student Goal Sheets, and Exit Tickets". These documents identify that assessment data for students in the various subgroups is monitored to inform student goal setting and instruction. The goal setting records are used to track assessment data for ELL, students with disabilities, students who qualify as FRL, and students in the bottom 25%. Teachers complete these data tracking sheets to identify student needs for RTI and additional supports, and to communicate with students about these assessment results to create student goal sheets. These documents demonstrate evidence of an assessment system to meet the needs of students from the subgroups.

Professional Development:

In the area of professional development, Kaizen Education Foundation dba South Pointe Elementary School's demonstration of sufficient progress was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the Charter Holder provided evidence of comprehensive professional development plan

that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation.

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 "Instructional Coaching Tools and completed data collection tools"; "Coaching Activity Tracker"; Leonaqsicoach.com yearlong professional development log and mid-year retreat information and new teacher academy"; and PD Schedule, agendas, sign-in sheets, and May 2014 PD survey". These documents identify the school's professional development plan and provide evidence that the plan is designed to address teacher learning needs and areas of high importance based on teacher feedback, observations, and student assessment data. Sign-in sheets and agendas provide evidence of the consistent implementation of the professional development plan. These documents demonstrate a comprehensive professional development plan developed to address teacher learning needs and 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 "Instructional Coaching Tools and completed data collection tools"; "Coaching Activity Tracker"; and Leonaqsicoach.com yearlong professional development log and mid-year retreat information and new teacher academy". These documents identify various resources and follow-up sessions designed to support the high quality implementation of strategies learned through professional development. Evidence includes resources for all professional development sessions that are continuously available online for teachers to access, including relevant videos and handouts. Additionally, coaching activities describe individualized sessions designed to develop specific skills through modeling and cognitive coaching. These documents demonstrate a system for supporting the high quality implementation of information and 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 "Instructional Coaching Tools and completed data collection tools" and "Coaching Activity Tracker". These documents provide evidence for the continued monitoring of implementation of strategies learned through the professional development plan through the use reflection sheets, observation notes related to specific areas of high importance, individualized coaching, and follow-up to

coaching sessions. These documents included completed copies of forms. These documents demonstrate the implementation of a system to follow up on and monitor the implementation of strategies and information learned in professional development sessions.

- 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 "Instructional Coaching Tools and completed data collection tools"; Leonaqsicoach.com yearlong professional development log and mid-year retreat information and new teacher academy"; and "PD Schedule, agendas, sign-in sheets, and May 2014 PD Survey". These documents identify the administration of multiple professional development sessions/teacher trainings specifically designed to meet the needs of ELL students, students with disabilities, and FRL/bottom 25% students. The documents also identify specific reflection on special education and ELL data collection and services and provide evidence of continuously accessible resources supporting the implementation of strategies learned during these sessions. These documents demonstrate the implementation of a professional development plan that meets the needs of students from the various subgroups.

Data:

South Pointe Elementary School received an overall rating of "Meets" regarding its academic performance in relation to the Board's framework in FY2013. Data and analysis provided demonstrates improved or maintained academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved or maintained growth and proficiency in Math and Reading in the whole school population.

The Charter Holder's demonstration of sufficient progress in the area of data is acceptable.

Kaizen Education Foundation dba South Pointe Elementary School successfully demonstrated improved or maintained academic performance based on data generated from valid and reliable assessment sources, but did not provide evidence of increased proficiency for students in the subgroups.

- 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 "Stanine % Data Charts for grade 2". This document identifies that there is a decrease in the percentage of students falling in the bottom 10%-20% over time and that the percentage of students falling in the 30th to 70th percentiles is increasing. Data provided a year-over-year comparison for 2012-2014. This document demonstrates improved academic performance for 2nd grade students.
    - The Charter Holder provided "SPES % passing (Math and Reading)". This document provides a year-over-year comparison (2012-2014) for the percent of FAY students in

grades 3-5 passing AIMS in reading and math, respectively. This document demonstrates improved proficiency for 3rd grade reading students over time, but no substantial change from 2013 to 2014 in other grade levels and subjects. This document demonstrates either improved or maintained proficiency in math and reading for the whole-school population, and demonstrates that academic performance is not declining.

- The Charter Holder provided "SPES SGP" and "Galileo Growth 2014". These documents identify grade-level student growth in Math and Reading based on AIMS results in 2012 and 2013 and AIMS-aligned Galileo benchmark growth in 2014. The data groups student and grade-level performance into categories of high, medium, and low growth. Taken together, these documents demonstrate at a minimum maintained growth in math and reading and may demonstrate improved growth in math and reading for some grade levels.
- The Charter Holder provided "MSG Chart for 2012-2014". This document identifies the median student growth percentile for students in both math and reading. Data was based on AIMS results in 2012 and 2013, as well as provisional AIMS results in 2014. While 2014 data may change, current evidence provided indicates improved or maintained student growth in 4th and 5th grade and declining student growth in 3rd grade. This demonstrates improved or maintained academic growth in math and reading.

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.

Kaizen Education Foundation dba South Pointe Elementary School

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$70,668	$56,102	$85,980	$109,149
Unrestricted Cash	$10,539	$23,146	$89,980	
Other Liquidity	$210,000			
Total Assets	$393,466	$257,018	$323,459	
Total Liabilities	$426,931	$262,226	$352,756	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	($33,465)	($5,208)	($29,297)	
Statement of Activities				
Revenue	$3,030,598	$2,884,444	$3,016,839	
Expenses	$3,058,855	$2,860,355	$3,004,061	
Net Income	($28,257)	$24,089	$12,778	
Change in Net Assets	($28,257)	$24,089	$12,778	
Financial Statements or Notes				
Depreciation & Amortization Expense	$44,529	$36,562	$32,604	
Interest Expense	-	-	-	
Lease Expense	$200,000	$200,000	$200,000	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	26.32	2.95	10.93	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($28,257)	$24,089	$12,778	N/A
Cash Flow	$14,566	($29,878)	($23,169)	($38,481)
Fixed Charge Coverage Ratio	1.08	1.30	1.23	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: g. Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and three "Not Acceptable" determinations (portfolio: f. Financial Response Evaluation).

While the Charter Holder did not meet the Board's financial performance expectations in fiscal years 2011, 2012 and 2013, the Demonstration of Sufficient Progress includes no indication that additional resources would be committed by the Charter Holder to developing systems 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 May 2012, 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 was required to submit a corrective action plan. The Charter Holder was notified by Exceptional Student Services that the corrective action plan was completed in April 2013.

The fiscal year 2010 audit indicated one teacher's fingerprint clearance card expired prior to her last day of employment. Since the individual was no longer employed by the Charter Holder, a corrective action plan was not required.

In the previous five fiscal years, the Charter Holder failed to timely submit the fiscal year 2014 Budget.

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. The Charter Holder provided evidence of the appropriate filing that aligns organizational membership on file with the Board and the Arizona Corporation Commission.

Board Options

Option 1: The Board may approve the renewal. Staff recommends the following language 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. 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. 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 Kaizen Education Foundation dba South Pointe Elementary School.

Option 2: Notwithstanding staff's recommendation to approve the 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 for Kaizen Education Foundation dba South Pointe Elementary School on the basis that Charter Holder failed to: **1)** meet or make sufficient progress toward the academic performance expectations set forth in the performance framework when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]; **AND/OR 2)** complete the obligations of the contract when: [*provide specific material findings related to obligations of the contract*]; **AND/OR 3)** comply with Arizona charter school statutes or any provision of law from which the charter school is not exempt when: [*provide specific violations related to provisions of law*].