Milestones Charter School - Entity ID 79207

School: Milestones Charter School

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Milestones Charter School was not required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder at that time met the academic expectations set forth by the Board. However, at the time Milestones Charter School 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, Milestones Charter School received an overall rating of "Does Not Meet" the Board's academic standards.

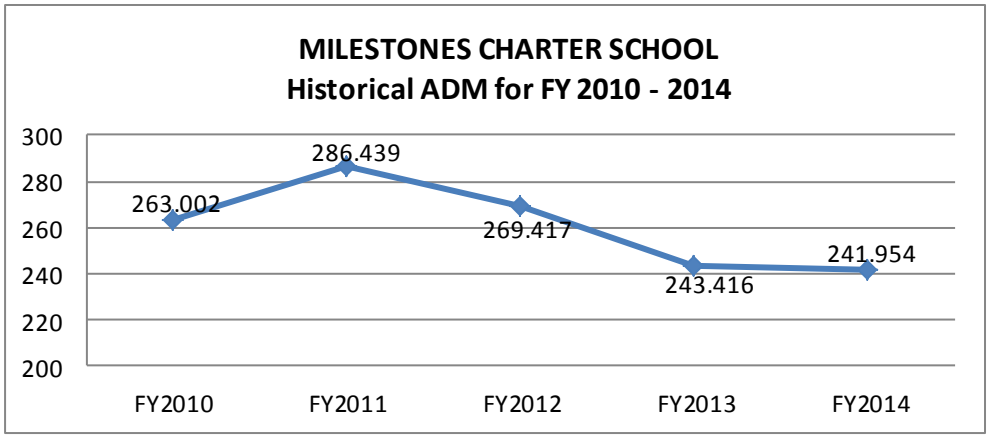
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in zero "Acceptable" and four "Not Acceptable" determinations.

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 completed the appropriate filing to align the organizational membership on file with the Board and the Arizona Corporation Commission.

The charter holder did have compliance matters, which were resolved.

Profile

Milestones Charter School operates one school serving grades K-8 in Phoenix. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

Milestones Charter School

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	41	50	12.5	28	25	12.5
	Reading	45.5	50	12.5	37	50	12.5
1b. SGP Bottom 25%	Math	36.5	50	12.5	26	25	12.5
	Reading	48	50	12.5	35	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	62 / 64.3	50	7.5	58.9 / 64.3	50	7.5
	Reading	83 / 76.9	75	7.5	79.5 / 78.5	75	7.5
2b. Composite School Comparison	Math	-7.6	50	7.5	-13.9	50	7.5
	Reading	1.7	75	7.5	-5.8	50	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	32 / 28.6	75	7.5	18.2 / 23.6	50	7.5
	Reading	68 / 38.1	75	7.5	45.5 / 37.8	75	7.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	C	50	5
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		57.5		100	47.5		100

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 47.5 including points received for the FY2013 letter grade of C as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 57.5 including points received for the FY2012 letter grade of C as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Milestones Charter School.

July, 2011: Milestones Charter School completed a five year interval review, because Milestones Charter School met the academic performance expectations set forth by the Board, Milestones was not required to submit a PMP.

January, 2013: The Board released FY2012 Academic Dashboards; Milestones Charter School received an overall rating of "Does Not Meet" the Board's academic standards and Milestones Charter School did not meet the Board's academic performance expectations. The charter holder was not assigned a DSP for Milestones Charter School as part of an annual reporting requirement because they had not previously been assigned a PMP. Only charter holders who were assigned a PMP were assigned DSPs as a part of an annual reporting requirement.

September, 2013: The Board released FY2013 Academic Dashboards; Milestones Charter School received an overall rating of "Does Not Meet" the Board's academic standards and Milestones Charter School did not meet the Board's academic performance expectations. The charter holder was not assigned a DSP as part of an annual reporting requirement because the charter holder would become eligible for renewal within the fiscal year.

December, 2013: Board staff provided the charter holder, through its authorized representative, Mrs. Tara Cabardo, 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 package because charter holder did not meet the academic performance expectations set forth by the Board.

March, 2014: A renewal application package with a Renewal DSP for Milestones Charter 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 April 30, 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 Milestones Charter School were present at the site visit:

Name	Role
Donna Steadman	Principal
Frank Yanez	Consultant
John Bauer	SEP Director
Jamie Delafield	Elementary Lead Teacher
Patricia LaRue	Asst. Principal/ 6,7,8 Math Teacher
Tara Cabardo	Charter Representative/Admin School Operations

The DSP submitted for Milestones Charter School was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for 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 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, and implementation of a professional development plan that contributed to increased student growth and proficiency.

The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis did not demonstrate improved proficiency and growth.

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

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

Curriculum:

In the area of curriculum, Milestones Charter School's DSP progress was evaluated as Approaches. The charter holder provided evidence of implementation of a curriculum adapted to meet the needs of subgroup populations, but 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 the beginning stages and a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.

The charter holder's DSP 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 "email from 5th grade teacher 6-18-2013". This document contains an email from a teacher to an administrator containing the teacher's description of the features of the Study Island program. The document does not provide any additional context for the communication or a description of the process for selecting or evaluating supplemental curriculum resources. Without additional context, this document does not provide evidence of implementation of a systematic process to create/adopt curriculum.
    - The charter holder provided "Staff Development Agendas for 8/30/2013 and 10/10/2013". These documents identify that staff previewed materials for Study Island and participated in a webinar about using Study Island materials. The documents do not indicate these meeting were part of a process to adopt Study Island and no

documentation was provided to identify how Study Island was selected for consideration or use.

- The charter holder provided a "Milestones Charter School Special Governing Board Meeting 10/10/2013" document. The minutes from the meeting indicate that the board was notified that students will begin using the online resource Edmentum (Study Island and Reading Eggs) as a supplemental resource for math and reading. The charter holder did not provide a description of the process for selecting Edmentum as a supplemental curriculum resource. Without additional context, this document does not provide evidence of implementation of a systematic process to create/adopt curriculum.
- The charter holder provided "Teacher Evaluation" and "Teacher Self-Evaluation" documents. Some of these documents indicate that in 2012-2013 teachers were directed to develop a "meaningful assessment plan" and to "create and implement a 5th grade program." The documents from the current school year indicate that one teacher is "looking forward to a more unified curriculum map." These documents indicate that curriculum creation is done by teachers on an individual level without any indication of a comprehensive school plan, system, or curriculum. The documents provide evidence of a fragmented approach for creating or adopting a curriculum aligned to the ACCR Standards.

- 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 "Milestones ACC Pacing Guide", "Milestones Charter School ACCRS for Mathematics and ELA for K-8" and "Math and ELA Lesson Plans for grades K-8". The pacing guides, which were provided for reading and math for all grade levels, identify which quarter each standard is to be taught and demonstrate that all standards are scheduled to be taught within the school year. The ACCR Standards documents list each standard and for each standard identify the quarter(s) in which the standards were taught and curriculum resources used. The documents demonstrate a fragmented approach for implementing the curriculum.
  - The charter holder provided "Staff development agendas" and "staff meeting agendas." The September 18, 2013 agenda indicates that teams should "review maps check for pacing and tracking during 1st quarter" and review 2nd quarter. The September 25, 2013 agenda asks if any teams have started a curriculum map review and asks for "revelations." The January 8, 2013 agenda indicates that teams should "recheck map for pacing and tracking through 2nd quarter note any changes or suggestions for next year" and review 3rd quarter. The documents demonstrate a beginning stages approach for implementing the curriculum.
  - The charter holder provided "Meeting agendas for teachers in grades 5-8." The documents identify that curriculum maps were part of the agenda for meetings that occurred throughout the year. The September 4, 2013 agenda indicates "teachers report they are still working on what standards will be covered this quarter." The October 2, 2013 agenda indicates teachers "to bring curriculum maps to next meeting

with thoughts on what standards will be covered in the second quarter." The December 11, 2013 agenda notes teachers will "check to make sure you do not have any standards that need to be covered this semester." The December 18, 2013 agenda directs teachers to "decide what standards will be covered in the third quarter" over winter break. The January 15, 2014 agenda directs teachers to review quarter goals and curriculum maps at the staff development day." The February 26, 2014 agenda directs teachers to "check maps and make sure all standards for the quarter have been covered or are planned to be covered in the next few weeks." The March 19, 2014 agenda directs teachers to review "the remaining standards on the curriculum map and have a plan for the 4th quarter to cover those standards." The April 23, 2014 agenda indicates the school needs teachers curriculum maps to drive instruction for the next school year and directs teachers to "reflect on what worked and what [they] would do differently in the next school year." These agendas provide evidence that demonstrates teachers do not, and are not expected to, consistently implement the school pacing guides/curriculum maps or are still in the beginning stages of creating these documents. The documents demonstrate a beginning stages approach for implementing the curriculum.

- The charter holder provided "Team meeting notes for grades K-4." The 4th grade team meeting on September 11, 2013 indicates they are "on track for 1st quarter, following map/pacing guide." The 4th grade team meetings on October 16 and October 23, 2013 indicate a follow-up is to "re-check curriculum map/pacing guide." The Kindergarten meeting on October 16, 2013 indicates they planned to discuss 1st quarter tracking and pacing, 2nd quarter mapping to check pacing and tracking, and if any changes were necessary. The notes from the 1st grade meeting and from the 2nd/3rd grade meeting on October 24, 2013 indicate they planned to discuss 1st quarter tracking and pacing, make notes for next year, and check 2nd quarter. The 4th grade team meeting on January 29, 2014 indicates they were to "discuss curriculum mapping for 4th grade standards-Re-check 1st quarter skills and 2nd quarter skills." These agendas provide evidence that demonstrates teachers are discussing their efforts, but does not indicate an expectation of what must be taught and does not indicate that teachers are to consistently implement the school pacing guides/curriculum maps because the school is in the beginning stages of creating these documents. The documents demonstrate a beginning stages approach for implementing the curriculum.
- The charter holder provided "Teacher Evaluation" and "Teacher Self-Evaluation" documents. These documents indicate that in 2012-2013 teachers were directed to develop a "meaningful assessment plan". A comment from a teacher that is "looking forward to a more unified curriculum map." supports that the process is new. These documents indicate that assessment, as part of curriculum creation and implementation, is done by teachers on an individual level without any indication of a comprehensive school plan, system, or curriculum. The documents demonstrate a fragmented approach for implementing a curriculum aligned to the ACCR Standards.

- 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 development agendas" and "staff meeting agendas." The documents reflect regular discussions about the tracking and pacing of standards against the curriculum maps. The documents also reflect requests for feedback on the pacing reviews. The April 18, 2014 agenda indicates that teams should "prepare for next year, covering the standards" and indicate they are "re-vamping math curriculum for 2014-2015". The April 25, 2014 agenda indicates "revamping" math curriculum is again an agenda item and that they are brainstorming. These documents do not indicate how teachers should be reviewing the maps other than for pacing, or if these reviews are intended to evaluate how effectively the curriculum enables students to master the standards, identify gaps in the curriculum, or address curricular gaps. These documents also provide no information about who is involved in revamping the math curriculum or what they should be considering during that process. Additionally, no evidence of actions taken based on the meetings was provided. The documents demonstrate the beginning stages or a fragmented approach to evaluating and revising curriculum.
- The charter holder provided "Meeting agendas for teachers in grades 5-8" And "Team meeting notes for grades K-4." The documents reflect regular discussions about the tracking and pacing of standards against the curriculum maps. The documents also reflect requests for feedback on the pacing reviews. The April 23, 2014 agenda indicates the school needs teachers curriculum maps to drive instruction for the next school year and directs teachers to "reflect on what worked and what [they] would do differently in the next school year." These documents do not demonstrate effectively the curriculum enables students to master the standards, identify gaps in the curriculum, or address curricular gaps. Additionally, no evidence of actions taken based on the meetings was provided. The document demonstrates the beginning stages or a fragmented approach to evaluating and revising curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
  - The charter holder provided "Milestones ACC Pacing Guide", "Milestones Charter School ACCRS for Mathematics and ELA for K-8" and "Math and ELA Lesson Plans for grades K-8" documents. The pacing guides, which were provided for reading and math for all grade levels, identify which quarter each standard is taught and demonstrates that all standards are scheduled to be taught within the school year. The ACCR Standards document lists each standard and for each standard identifies the quarter(s) taught and curriculum resources used. The lesson plans reviewed all demonstrate alignment with ACCR Standards. However, these documents in conjunction with the staff and team meeting minutes indicate that while the school has an ACCR Standards-aligned curriculum, they do not have an effective system for its implementation. These documents demonstrate the school has a curriculum aligned to the ACCR standards, but do not demonstrate the implementation of that curriculum.
- 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 "Math Curriculum for Special Education Students" and "Milestones Special Education Information Sheet 2013-14." The documents consist of a

narrative of the process for adapting the Math curriculum to meet the needs of students with disabilities and individual information sheets for students. The student information sheets contain academic goals and accommodations for each student. These documents demonstrate implementation of the school's process for adapting curriculum to meet the needs of students with disabilities.

- The charter holder provided "Individual Language Learner Plan for an 8th grade student". The document includes quarterly progress reports which include formative assessment results, the student's individual plan, and tracks student progress toward mastery of ELL standards. The documents demonstrate implementation of the school's process for adapting curriculum to meet the needs of ELL students.
- The charter holder provided "Tier II and III for 6th grade students" and "Parent Teacher Student Plan for K, 2nd and 5th grade students". The documents provide descriptions and evidence of students receiving additional instruction aligned to targeted areas of need. This includes student quarterly plans, logs of extra support time with a teacher, and progress toward student goals. The documents demonstrate a system for adapting curriculum to meet the needs of students in the bottom 25%.
- The charter holder provided "Free & Reduced Lunch Program Student Data", "Milestones Academic Intervention Program", and "Parent Teacher Student Plan for K, 2nd and 5th grade students". These documents include a roster of FRL students and identify support services provided to each student. The documents identify whether students have an IEP or are placed into the Academic Intervention Program. The Academic Intervention Program document describes the two types of support provided (Tier Two and Tier Three) and identifies Reading Eggs and Study Island as resources used as part of the intervention programs. The Parent Teacher Student Plans provide descriptions and evidence of students receiving additional instruction aligned to targeted areas of need. These documents include student quarterly plans, logs of extra support time with a teacher, and progress toward student goals. These documents demonstrate implementation of the school's process for adapting curriculum to meet the needs of FRL students.

Monitoring Instruction:

In the area of monitoring instruction, Milestones Charter School's DSP was evaluated as Falls Far Below. 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 the beginning stages of monitoring and evaluating standards and instructional practices.

The charter holder's DSP in the area of monitoring instruction is not acceptable.

- The charter holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The charter holder provided "Teacher Observation form" documents. In some, but not all, cases these documents identify the standards as a component of the observation. In one case, the standards were not part of the observation, but a comment on the

observation indicated "Standards are too many!" and the follow-up indicated the observer spoke to the teacher about "assigning too many standards to one lesson" and "just assigning the main standards." In another case the observation indicates that the lesson plans are incomplete and "ELA standards are not included for the week." The documents indicate there is some monitoring of the inclusion of standards in the lesson plans, but do not demonstrate a system to monitor and ensure all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.

  - The charter holder provided "Staff development agendas," "staff meeting agendas," "Meeting agendas for teachers in grades 5-8," and "Team meeting notes for grades K-4." The documents reflect regular discussions about the tracking and pacing of standards against the curriculum maps. The notes reflect that teachers are directed to decide which standards are to be taught in each quarter. These notes demonstrate the school is in the beginning stages of implementing a system to monitor and ensure all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.

- The charter holder 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 "Teacher Evaluations for 2012-2013." The 2012-2013 evaluations purport to identify strengths, weaknesses, areas of improvement, and goals for the following school year; however, none of the identified strengths, weaknesses, or areas of improvement relate to instructional practices of teachers. Further, none of the evaluations are supported by observations or evidence of observations by administrators or other evaluators. The evaluations include a self-evaluation completed by the teacher. The self-evaluations all indicate the teachers have rated themselves as having performance at the "highest" levels or above the middle in nearly all identified areas. Very few of the areas relate to instructional practices of teachers. The evaluations do not provide meaningful feedback or contain meaningful observations related to evaluating instructional practices of teachers or identifying the strengths, weaknesses, and learning needs of teachers. These documents do not provide evidence of implementation of a system to evaluate the instructional practices of teachers.
  - The charter holder provided a completed "2013-2014 Teacher Self-Evaluation" with a letter about the school's evaluation process. The letter, dated April 15, 2014 indicates that the evaluation process did not begin until late in the school year. The letter states that the evaluators will be conducting "visits" to complete the observation tool on April 28th and May 9th, at the end of the school year. The timing of this evaluation process does not enable teachers to grow and develop their instructional effectiveness over the school year. Additionally, the letter states that "self-reflection is one of the best evaluative measures" and "We are hoping you will assess areas of improvement and growth, and take the remainder of the school year to build and develop these areas." These documents do not provide evidence of implementation of a system to evaluate the instructional practices of teachers.

- The charter holder provided "Teacher Observation form" documents. In some cases, these observation forms identify the lesson observed, the physical environment, student engagement/participation, the teacher mastery of material, classroom management, and follow-up. In other cases, the forms contain a "copy of lesson from planbook," comments, and any follow-up. There are no consistent expectations for which observers appear to be looking, very few of the observations address the instructional practices of teachers, and the observations do not provide meaningful feedback on the strengths, weaknesses, and learning needs of teachers. These documents do not provide evidence of implementation of a system to evaluate the instructional practices of teachers; rather they demonstrate a fragmented 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 "Teacher Evaluations," "Teacher Self-Evaluations" and observations. These documents provide limited direction to the teachers and indicate that teacher development is self-directed with very little if any administrative direction.
- 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 "Spring Special Education Compliance document". This document is a notice of compliance with Special Education reporting requirements to ensure that teachers serving SPED students are in compliance. This does not demonstrate that the charter holder evaluates the instructional practices of teachers to address the needs of SPED students.

Assessment:

In the area of assessment, Milestones Charter School's DSP was evaluated as Falls Far Below. 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's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.

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 "Team Meeting Agendas for 11/20/2013, 1/15/2014, and 4/14/2014" and "Event Schedule from Planbook". These documents include notices of

upcoming assessment timeframes. The November agenda identifies an upcoming ELA diagnostic assessment the week following the meeting. The January agenda states that mid-quarter assessments need to be administered. The April agenda notifies teachers to complete DIBELS testing. These documents identify three different assessment instruments, and do not provide evidence that they were administered other than the indicated times. The Event Schedule document identifies due dates for assessment results for Study Island, DIBELS, AIMS, and Stanford 10. These assessments appear to be teacher administered without any evidence of a school wise plan to ensure implementation of a comprehensive assessment system. There is no documentation of the results of assessments or evidence that all assessment were administered timely.

  - The charter holder provided "Agenda Staff Development 4/18/14" and "April/May 2014 Upcoming Events". These documents identify the due date for End of Year DIBELS assessments. The staff development agenda also indicates that teachers are to continue progress monitoring, but provides no information about the progress monitoring assessment process.
  - The charter holder provided "2012-2013 Teacher Evaluations". These documents demonstrate that for at least 2 teachers their "goals for the following school year" include "development of meaningful assessment plan" and "create and implement an effective assessment plan with the input of co-workers and administration." These documents demonstrate that there is no comprehensive school-wide assessment program and that any assessment processes are expected to be individual teacher created and directed. These documents demonstrate a fragmented approach to student assessment and progress monitoring.

- 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 "Teacher Memo 2/11/14". This document notified teachers that they would be sharing DIBELS results and that the data would be compiled. No evidence that DIBELS data was collected or compiled was provided. Nor was any evidence provided that the school would be utilizing the data to inform instruction, or how teachers were expected to use the data.
  - The charter holder provided "Email sent on 2/24/2014 to teachers". This document informs teachers of a coding system to use for student performance levels when scoring DIBELS results. No additional information or analysis of DIBELS data was provided. Nor was any evidence provided that the school would be utilizing the data to inform instruction, or how teachers were expected to use the data.
  - The charter holder provided "Team Meeting," "Staff Meeting" and "Staff Development" agendas. These documents indicate that in September teachers were reporting students "seem low," but did not indicate whether this discussion was data driven/based or how teachers were assessing students. These documents indicate that at the end of November the school was reporting that students should have all taken math diagnostic tests and beginning ELA diagnostic tests, and directing teachers to ensure their students were tested. There is no indication that the students were tested

or that assessment data was used to inform instruction. In February, the agenda for staff development indicated a DIBELS "Tabletop" discussion about the "pro's/con's," a mid-year assessment, tabulating scores, data collection, and setting a due date for March 1. This agenda did not provide evidence that the meeting included analysis of assessment data of a discussion of how the data would be used to inform and adapt instruction. In March and April there were again discussions about DIBELS and Study Island testing, but nothing to indicate any of the discussions included data analysis or that data was used to inform instruction.

- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
    - The charter holder did not provide any documentation of any assessments, other than those already identified above, which do not specifically address the assessment of students with proficiency in the bottom 25%, ELL students, FRL students, or students with disabilities.

Professional Development:

In the area of professional development, Milestones Charter School's DSP was evaluated as Approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

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

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided "Milestones Charter School – School Calendar Modifications", "Full school calendar for 2012-13 and 2013-14" "Back to School Staff Development agenda and sign-in sheets". The calendars identify the scheduled days for staff development. The calendar modifications documented describe changes that were made to the calendar for 2013-14 to increase the number of days of staff development. Sign-in sheets are provided for staff development for new teachers at the beginning of the school year and staff development throughout the school year. Dates on agendas align with the school calendar. These documents identify teacher attendance at staff development. A review of the staff development agendas indicates that these days are staff meetings focusing primarily on the day to day operations of the school and not the development of teacher skills and knowledge. Limited professional development training on the use of new curriculum resources was provided. The August 30 agenda identified that the session began with reminders and updates regarding attendance, Curriculum Night, and that lesson plans are to be updated and posted to planbook.com. For the remainder of the afternoon teachers were previewing supplemental materials, programs and resources, providing updates on their implementation of Daily Five, and discussing beginning of the year assessments. The October 10 agenda lists the afternoon

as a workshop with an Edmentum representative on the features of Reading Eggs and Study Island. The February 14 and March 7 agendas contain no identifiable professional development. The topics listed on these agendas include: after school trash on the playground, Read Across America day, Parent Communication and AIP's (follow-up), Spring Conference, Scholastic Book Fair, Preparing for AIMS, and Student-Led conferences. Instructional content included in these agendas is limited to a tabletop discussion of DIBELS results and compiling information for student-led conferences and progress reports. The April 18 agenda includes a portion of the afternoon focusing on curriculum resources, however the agenda indicates that the focus is on preparing for next year and a table top discussion of the books "Reading in the Wild" and "The Book Whisperer." These documents do not demonstrate a comprehensive professional development plan, but rather a fragmented approach to professional development.

  - The charter holder provided "Teacher Evaluations," "Teacher Self-Evaluations" and observations. In one self-evaluation the teacher discusses how she grew professionally over the year, indicating she learned how to use technology resources and curriculum, she read a book, she researched a project-based learning program and other instructional materials, and she watched a webinar. The teacher further indicates it has been overwhelming learning all the new things the school implemented in the last year. In other self-evaluations the teachers mention learning through research. The administrator observation and evaluations include goals that direct the teachers to do research or create and implement plans. These documents demonstrate that teachers are primarily responsible for their own development and learning through self-directed research and activities. These documents do not provide evidence that the administration has created a professional development plan or provides direction for teacher development. These documents demonstrate a fragmented approach to professional development.

- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies learned.
  - The charter holder provided "Common Core Standards and PARCC testing; Words Their Way Workshop; Daily Five/CAFÉ Workshop Agenda; Common Core Math; Building a Strong Elementary Math Program; and Milestones Special Education Overview." These documents include materials provided to teachers to support implementation of the limited professional development offered. These documents do not demonstrate a system that support high quality implementation of the 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 "Teacher Observation Forms". These documents include examples of observations that commented on teacher implementation of Daily 5 and

Common Core instruction. Instead of feedback regarding the effectiveness of implementing newly learned strategies, one observation includes a statement that the teacher "is going to continue to look for resources that Milestone can use in all classrooms to help implement the deeper thinking common core standards." These documents do not demonstrate a system for follow-up and monitoring of the implementation of strategies learned through professional development.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
    - The charter holder provided "Milestones Special Education Overview" and "Milestones Annual Special Education Workshop agenda". These documents identify professional development to meet the needs of students with disabilities. No other professional development was identified to meet the needs of students in the ELL and FRL subgroups. These documents demonstrate a fragmented approach to providing professional development in relation to students within the subgroups according to their needs.

Data:

The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis did not demonstrate improved proficiency and growth for reading and math.

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 improving and will continue to improve as compared to prior years.
    - The charter holder provided "Milestones FY2013 FY2014 Growth Comparison". This document contains a comparison of the number and percentage of students meeting the "AIMS FY2013 ACCS Target Scores" for math and reading compared to the number and percentage of students meeting "Study Island FY2014 ACCS Target Scores".

      For all students, and students in the bottom 25%, ELL, FRL, and SPED subgroups, the school provided graphs and tables that show the percentage of students meeting "Study Island FY2014 ACCS Target Scores" is greater than the percentage of students meeting "AIMS FY2013 ACCS Target Scores".

      The report includes results from two separate assessments from two separate years and no defined relationship or correlation between the two data sets or assessments. No prior Study Island data was provided to demonstrate the relationship between the percentage of students meeting "Study Island ACCS Target Scores" and the percentage of students meeting the target score identified on the AIMS assessment Roster Report Summary as being a predictor of future success on "Arizona's Common Core Standards"

assessments. As a result, the data provided does not demonstrate improved proficiency or growth in math and reading.

Overall the charter holder did not demonstrate improved student growth and proficiency in Reading and Math.

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.

Milestones Charter School

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$70,687	$2,259	$63,003	$11,085
Unrestricted Cash	$49,779	$2,259	$63,003	
Other Liquidity	$525			
Total Assets	$5,366,653	$5,677,067	$5,823,817	
Total Liabilities	$6,922,676	$7,109,712	$7,094,308	
Current Portion of Long-Term Debt & Capital Leases	$176,056	$171,056	$161,526	
Net Assets	($1,556,023)	($1,432,645)	($1,270,491)	
Statement of Activities				
Revenue	$2,265,202	$2,392,201	$2,526,211	
Expenses	$2,388,580	$2,554,355	$2,560,321	
Net Income	($123,378)	($162,154)	($34,110)	
Change in Net Assets	($123,378)	($162,154)	($34,110)	
Financial Statements or Notes				
Depreciation & Amortization Expense	$226,219	$225,922	$232,950	
Interest Expense	$578,495	$552,307	$575,104	
Lease Expense	$24,210	$19,650	$28,396	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	Yes	Yes	Yes	N/A
Unrestricted Days Liquidity*	7.69	0.32	8.98	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($123,378)	($162,154)	($34,110)	N/A
Cash Flow	$68,428	($60,744)	$51,918	$59,602
Fixed Charge Coverage Ratio	0.91	0.86	1.05	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. Renewal Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and four "Not Acceptable" determinations (portfolio: f. Renewal Financial Response Evaluation).

While the charter holder did not meet the Board's financial performance expectations in fiscal years 2011, 2012 and 2013, the DSP 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

The fiscal year 2012 audit identified repeated audit issues involving the charter holder not conspicuously posting a statement on its website indicating where all public notices of meetings would be posted and the charter holder not posting all public meeting notices on its website.

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 a statement that "All documents have been submitted and are current." This statement was neither correct nor sufficient. After discussion with the charter holder, the charter holder submitted a Charter Holder Governance Notification Request on May 24, 2014. The charter holder has completed the appropriate filing to align the organizational membership on file with the Board and the Arizona Corporation Commission.

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 Milestones Charter School 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. 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 Milestones Charter School.