**AGENDA ITEM: Request to Expand Charter School Operations—Mohave Accelerated Elementary School, Inc.**

**Issue**

Mohave Accelerated Elementary School, Inc. did not meet the Board's academic performance expectations for 2013 and 2014, and was required to ask the Board for permission to apply for an expansion to increase their enrollment cap from 450 to 550 that would include a Demonstration of Sufficient Progress (DSP) Report. On August 17, 2015, the Board approved Mohave Accelerated Elementary School, Inc.'s eligibility to submit a request for expansion with a DSP. Mohave Accelerated Elementary School, Inc. requested to expand on July 15, 2015.

**Summary of Narrative Provided**

*Rationale for Expansion Request*

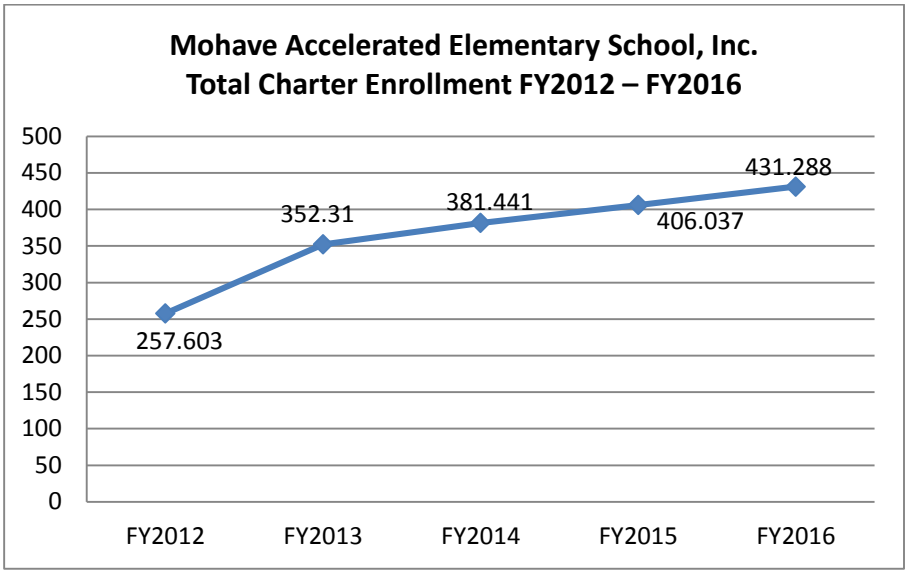
According to the narratives (presented in the portfolio: b. Notification Request Materials), Mohave Accelerated Elementary School, Inc. is expanding to 550 in order to allow the elementary school to consistently feed the middle school/high school without having to rely on the surrounding population.

## I. Background

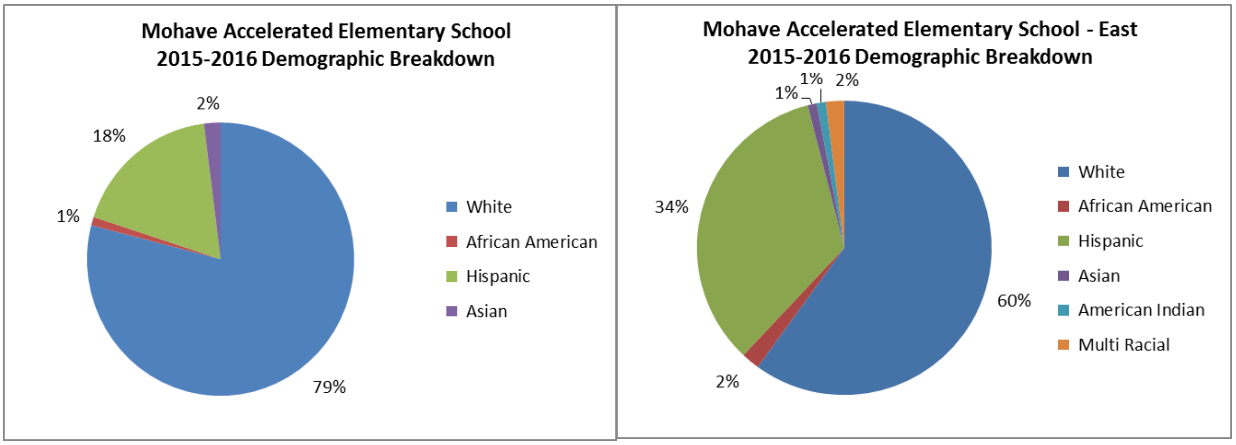
Mohave Accelerated Elementary School, Inc. was granted a charter in 2004, which is currently approved for grades K–5. Mohave Accelerated Elementary School, Inc. operates two schools: Mohave Accelerated Elementary School (serves K-5 in Bullhead City since 2004), and Mohave Accelerated Elementary School East (serves K-5 in Bullhead City since 2009). See table below. All schools under this charter operate on an alternative 144 day calendar.

| School Name | Month/Year Open | Location | Current Grade Levels Served | Current Status | 2016 40th Day ADM |
|---|---|---|---|---|---|
| Mohave Accelerated Elementary School | July 2004 | Bullhead City | K–5 | Open | 313.763 |
| Mohave Accelerated Elementary School East | August 2009 | Bullhead City | K–5 | Open | 117.525 |

The enrollment cap for Mohave Accelerated Elementary School, Inc. is 450. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2015 and 40th day ADM for fiscal year 2016**.**




The demographic data for Mohave Accelerated Elementary School, Inc. from the 2014–2015 school year is represented in the chart below.[1]




The percentage of students served by Mohave Accelerated Elementary School, Inc. in the 2014–2015 school year that are classified as English Language Learners, classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL) is represented in the table below.[2]

| School Name | English Language Learners (ELL) | Free or Reduced-Price Lunch (FRL) | Students with Disabilities |
|---|---|---|---|
| Mohave Accelerated Elementary School | * | 83% | 10% |
| Mohave Accelerated Elementary School East | * | 38% | 11% |

[1] Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.
[2] Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

## II. Academic Performance

As stated in the Board's *Academic Performance Framework and Guidance* document, a Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Mohave Accelerated Elementary School and Mohave Accelerated Elementary School East for the 2012–2014 school years, as based on the Board's academic framework, is represented in the table below. Academic dashboards for each school can be seen in the portfolio: c. Academic Dashboards, i. Mohave Accelerated Elementary School, and ii. Mohave Accelerated Elementary School East.

| School Name | Opened | Current Grades Served | 2012 Overall Rating | 2013 Overall Rating | 2014 Overall Rating |
|---|---|---|---|---|---|
| Mohave Accelerated Elementary School | July 2004 | K-5 | 62.81 / B | 59.38 / B | 56.25 / B |
| Mohave Accelerated Elementary School East | August 2009 | K-5 | 75.63 / A | 81.88 / A | 90.94 / A |

The mission of the school states that "the Mohave Accelerated Elementary School program has been uniquely designed for Grades K–5. The program is committed to offering a solid academic program for its students, combining academic excellence with joy of learning. Mastery of the English language is an essential element in the integrated curriculum that prepares students for all areas of their secondary education. The School is dedicated to maintaining an environment where respect for the individual and an outstanding faculty foster independent thinking, creativity, responsibility, and a strong sense of moral integrity."

## III. Additional School Choices

Mohave Accelerated Elementary School is located in Bullhead City near the intersection of Marina Boulevard and Riviera Boulevard. Mohave Accelerated Elementary School East is located in Bullhead City near the intersection of Bullhead Parkway and Landon Drive. There are no schools within a five mile radius of Mohave Accelerated Elementary School East. The following information identifies additional schools within a five mile radius of Mohave Accelerated Elementary School and the academic performance of those schools.

There is one school serving grades in the range of K–5 within a five mile radius of Mohave Accelerated Elementary School, Inc. The table below provides a breakdown of that school. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

[3] Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

| Mohave Accelerated Elementary School | | | | * | 83% | 10% |
|---|---|---|---|---|---|---|
| **Letter Grade** | **Within 5 miles** | **Charter Schools** | **Meets Board's Standard** | **Comparable FRL (± 5%)** | **Comparable ELL (± 5%)** | **Comparable SPED (± 5%)** |
| B | 1 | 1 | 1 | No | No | Yes |

## IV. Demonstration of Sufficient Progress

The Mohave Accelerated Elementary School, Inc. submitted a DSP Report with the expansion request. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit 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 of the Charter Holder's DSP submission. The following representatives of Mohave Accelerated Elementary School, Inc. were present at the site visit:

| Name | Role |
|---|---|
| Dr. Vickie Christensen | Founder/Director |
| Casey Mulligan | Superintendent |
| Valorie Merrigan | Curriculum Director/High School Principal |
| Tony Victory | Data Specialist |
| Sandy Smith | Director of Special Services/Elementary School Principal |
| Emily Ternes | Intervention Instructor |

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: d. Expansion DSP Site Visit Inventory Documents). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: e. DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

| Evaluation Summary | | | |
|---|---|---|---|
| **Area** | **DSP Evaluation** | | |
| | **Meets** | **Does Not Meet** | **Falls Far Below** |
| Data | ☐ | ☒ | ☐ |
| Curriculum | ☒ | ☐ | ☐ |
| Assessment | ☒ | ☐ | ☐ |
| Monitoring Instruction | ☒ | ☐ | ☐ |
| Professional Development | ☒ | ☐ | ☐ |

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system**.** Data and analysis provided at the site visit demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources for all but two measures.

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.

**Data**

The area of Data is evaluated as Does Not Meet. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 2 out of the 8 measures required by the Board. For more detailed analysis, see Data Inventory (portfolio: d. Expansion DSP Site Visit Inventory Forms, i. Site Visit Inventory—Data).

| Question | Valid and Reliable Data | Comparative Data provided for Current Fiscal Year | Comparative Data Demonstrates Growth | Document Inventory Item |
|---|---|---|---|---|
| Student Median Growth Percentile (SGP)—Math | Yes | Yes | Yes | D1 |
| Student Median Growth Percentile (SGP) —Reading | Yes | Yes | Yes | D2 |
| Student Median Growth Percentile Bottom 25%—Math | Yes | Yes | Yes | D3 |
| Student Median Growth Percentile Bottom 25%—Reading | Yes | Yes | Yes | D4 |
| Percent Passing—Math | Yes | Yes | Yes | D5 |
| Percent Passing—Reading | Yes | Yes | Yes | D6 |
| Subgroup, students with disabilities—Math | Yes | Yes | No | D7 |
| Subgroup, students with disabilities—Reading | Yes | Yes | No | D8 |

**Curriculum**

The area of Curriculum is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: d. Expansion DSP Site Visit Inventory Forms, ii. Site Visit Inventory—Curriculum).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Evaluating Curriculum** | | |
| What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards? | Yes | C1 |
| How does the Charter Holder identify gaps in the curriculum? | Yes | C2 |
| **Adopting/Revising Curriculum** | | |
| What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?" | Yes | C3 |
| Who is involved in the process for adopting or revising curriculum?" | Yes | C4 |
| When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt? | Yes | C5 |
| **Implementing Curriculum** | | |
| What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder? | Yes | C6 |
| What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year? | Yes | C7 |
| What is the expectation for consistent use of these tools? How are these expectations communicated? | Yes | C8 |
| What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction? | Yes | C9 |
| **Alignment of Curriculum** | | |
| How does the Charter Holder know the curriculum is aligned to standards? | Yes | C10 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | C11 |
| How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)? | N/A | C12 |
| How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students? | N/A | C13 |
| How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities? | Yes | C14 |

**Assessment**

The area of Assessment is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements. For more detailed analysis, see Assessment Inventory (portfolio: d. Expansion DSP Site Visit Inventory Forms, iii. Site Visit Inventory—Assessment).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Assessment System** | | |
| What types of assessments does the Charter Holder use? | Yes | A1 |
| What was the process for designing or selecting the assessment system? | Yes | A2 |
| How is the assessment system aligned to the curriculum and instructional methodology? | Yes | A3 |
| What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments? | Yes | A4 |
| **Analyzing Assessment Data** | | |
| How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data? | Yes | A5 |
| How is the analysis used to evaluate instructional and curricular effectiveness? | Yes | A6 |
| How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction? | Yes | A7 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | A8 |
| How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)? | N/A | A9 |
| How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students? | N/A | A10 |
| How is the assessment system adapted to meet the assessment needs of students with disabilities? | Yes | A11 |

**Monitoring Instruction**

The area of Monitoring Instruction is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements. For more detailed analysis, see Monitoring Instruction Inventory (portfolio: d. Expansion DSP Site Visit Inventory Forms, iv. Site Visit Inventory—Monitoring Instruction).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Monitoring the Integration of Standards** | | |
| What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity? | Yes | M1 |
| How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year? | Yes | M2 |
| **Evaluating Instructional Practices** | | |
| What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction? | Yes | M3 |
| How does this process identify individual strengths, weaknesses, and needs? | Yes | M4 |
| **Providing Analysis and Feedback to Further Develop Instructional Quality** | | |
| How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices? | Yes | M5 |
| How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response? | Yes | M6 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | M7 |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)? | N/A | M8 |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students? | N/A | M9 |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities? | Yes | M10 |

**Professional Development**

The area of Professional Development is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements. For more detailed analysis, see Professional Development Inventory (portfolio: d. Expansion DSP Site Visit Inventory Forms, v. Site Visit Inventory—Professional Development).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Professional Development System** | | |
| What is the Charter Holder's professional development plan? | Yes | P1 |
| How was the professional development plan developed? | Yes | P2 |
| How is the professional development plan aligned with instructional staff learning needs? | Yes | P3 |
| How does this plan address areas of high importance? | Yes | P4 |
| **Supporting High Quality Implementation** | | |
| How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions? | Yes | P5 |
| How does the Charter Holder provide the resources that are necessary for high quality implementation? | Yes | P6 |
| **Monitoring Implementation** | | |
| How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions? | Yes | P7 |
| How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development? | Yes | P8 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | P9 |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)? | N/A | P10 |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students? | N/A | P11 |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities? | Yes | P12 |

## VI. Board Options

Option 1: The Board may approve the Enrollment Cap Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Mohave Accelerated Elementary School, Inc. from 450 to 550 students.

Option 2: The Board may deny the Enrollment Cap Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request for increasing the enrollment cap of the charter contract of Mohave Accelerated Elementary School, Inc., for the reasons that:

- The Charter Holder failed to demonstrate sufficient progress towards meeting the Board's academic performance expectations, and
- (Board member may specify additional reasons the Board found during its consideration.)