New Visions Academy, Inc. - Entity ID 79234

School: New Visions Academy and New Visions Academy-St. John's Campus

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, New Visions Academy, Inc. was required to submit a Performance Management Plan (PMP) as an intervention because schools operated by the Charter Holder did not meet the academic expectations set forth by the Board. At the time New Visions Academy, Inc. 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 (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 an on-site visit. In the most recent fiscal year for which there is State assessment data available, New Visions Academy-St. John's Campus received an overall rating of "Meets" the Board's academic standards. However, New Visions Academy received an overall rating of "Does Not Meet" the Board's academic standards.

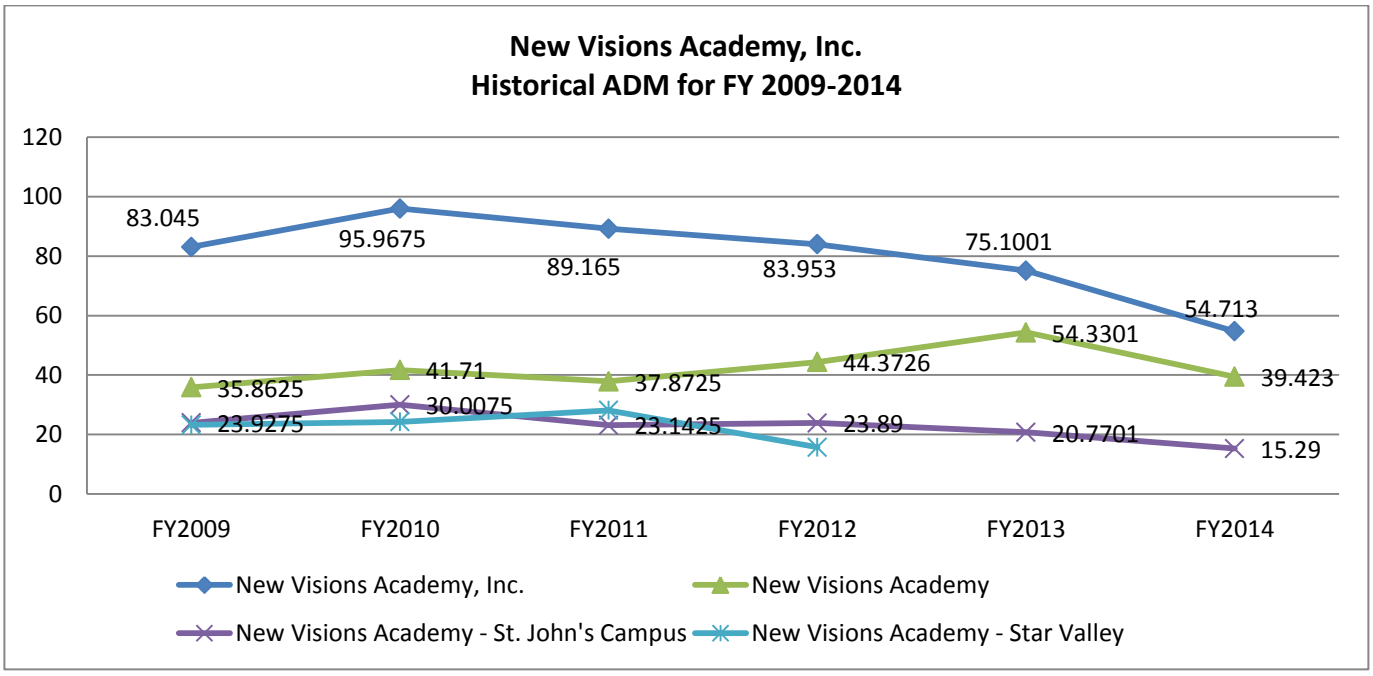
The Charter Holder meets the Board's financial performance expectations.

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

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

Profile

New Visions Academy, Inc. operates 2 schools serving grades 9-12 in Cottonwood and St. John's. New Visions Academy and New Visions Academy-St. John's Campus are designated as alternative schools. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2009-2014.



A dashboard representation of New Visions Academy-St. John's Campus's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

New Visions Academy-St. John's Campus CTDS: 13-86-54-004 | Entity ID: 79597

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

Academic Performance

Academic Performance

NO PERMISSION TO EDIT

New Visions Academy-St. John's Campus

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	0	25	30	100	100	15
	Reading	NR	0	0	25	25	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	B-ALT	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
4b. Academic Persistence		88	75	35	87	75	35
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		50		70	69.64		70

A dashboard representation of New Visions Academy's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

New Visions Academy CTDS: 13-86-54-001 | Entity ID: 10856

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

Academic Performance

Academic Performance

NO PERMISSION TO EDIT

New Visions Academy

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	15	25	2.5	NR	0	0
	Reading	22	25	2.5	NR	0	0
1b. Improvement	Math	19	25	12.5	28.2	50	15
	Reading	33.5	50	12.5	58.3	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	32 / 19.8	75	10	15.2 / 20.1	50	10
	Reading	50 / 54.7	50	10	56 / 56.8	50	10
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	33 / 18.8	75	5	16.1 / 19.1	50	5
	Reading	54 / 52.6	75	5	54.2 / 55.5	50	5
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Not Met	50	15	Not Met	50	15
4b. Academic Persistence		92	100	20	80	75	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		59.38		100	61.25		100

I. Success of the Academic Program

The FY13 overall rating for New Visions Academy-St. John's Campus on the Board's academic performance measures was 69.64 including points received for the FY13 letter grade of B-Alt as reported by the Arizona Department of Education. The FY12 overall rating for the school on the Board's academic performance measures was 50 including points received for the FY12 letter grade of D-Alt as reported by the Arizona Department of Education.

The FY13 overall rating for New Visions Academy on the Board's academic performance measures was 61.25 including points received for the FY13 letter grade of D-Alt as reported by the Arizona Department of Education. The FY12 overall rating for the school on the Board's academic performance measures was 59.38 including points received for the FY12 letter grade of D-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 New Visions Academy, Inc.:

2011: New Visions Academy, Inc. was notified that the Charter Holder was required to submit a PMP for the five-year interval review because schools operated by the Charter Holder did not meet the academic expectations set forth by the Board.

September, 2011: New Visions Academy, Inc. submitted a PMP (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY12 Academic Dashboards; New Visions Academy-St. John's Campus and New Visions Academy both received overall ratings of "Does Not Meet" the Board's academic standards and New Visions Academy, Inc. did not meet the Board's academic performance expectations.

June, 2013: The Charter Holder was assigned a DSP(portfolio: h. FY12 DSP Submission) for New Visions Academy-St. John's Campus and New Visions Academy as part of an annual reporting requirement.

August, 2013: The Board released FY13 Academic Dashboards. New Visions Academy-St. John's Campus and New Visions Academy both 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.

September, 2013: Following a preliminary evaluation of the FY12 DSP, Board staff conducted a site visit on September 26, 2013 to meet with the school's leadership and review all evidence provided by the Charter Holder. The Charter Holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

January, 2014: Board staff completed a final evaluation (portfolio: f. FY12 DSP Evaluation Instrument) of the Charter Holder's FY12 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY12 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was acceptable in some, but not all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance. The findings contained in the final evaluation of the FY12 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the Renewal DSP submitted as part of the renewal application package.

January, 2014: Board staff provided New Visions Academy, Inc., through its authorized representatives, Ann Shaw and Leonard Bustos, 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 Renewal 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 New Visions Academy (portfolio: e. Renewal DSP Submission) was timely submitted by the charter representative. However, the Charter Holder failed to submit a Renewal DSP for New Visions Academy – St. John's Campus.

May, 2014: The Board generated and released corrected dashboards for the FY13 academic performance data for all schools in its portfolio. In the corrected dashboard for New Visions Academy, the school's FY13 overall rating decreased from a "Meets" the Board's academic standard to a "Does Not Meet" the Board's academic standard. In the corrected dashboard for New Visions Academy – St. John's Campus, the school's FY13 overall rating decreased in points but maintained performance level as an overall rating of "Meets" the Board's academic standard.

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on July 1, 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 New Visions Academy, Inc. were present at the site visit:

Name	Role
Ann Shaw	Director
Len Bustos	Member/Math Instructor
Leisa Crosby	Member/SJ Site Director
Stephen Renard	Math Instructor
Mark Janousek	English Instructor
Theresa Coomer	Social Studies Instructor

The DSP required to be submitted by New Visions Academy, Inc. for New Visions Academy and New Visions Academy – St. John's Campus were required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the Charter Holder was required to provide a response. The Charter Holder failed to submit a Renewal DSP for New Visions Academy – St. John's Campus. The Charter Holder was provided a copy of the initial evaluations prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The Charter Holder also had 48 hours following the site visit to submit relevant evidence.

The Charter Holder has not provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCRS) into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, implementation of a professional development plan that contributed to increased student growth and proficiency, meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model.

The Charter Holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. No disaggregated data or analysis of data was presented to demonstrate increased proficiency or growth in Math or Reading for students in the FRL and students with disabilities subgroups. The Charter Holder stated that school currently serves no ELL students. The data and analysis demonstrates improved academic performance for New Visions Academy – St. John's Campus. The data and analysis did not demonstrate improved academic performance for New Visions Academy, but rather demonstrated declining academic performance.

Based on the findings summarized above and described below, staff determined that the Charter Holder <u>did not demonstrate sufficient progress</u> 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, New Visions Academy, Inc.'s demonstration of sufficient progress was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards.

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

- The Charter Holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided "Petersen Consulting Scope of Work," "New Visions Academy Summer Workshop 2013," and "Staff Training" documents. The Charter Holder indicated the sessions on July 30, July 31, and October 14 would have included evaluating curriculum resources. The Agendas provided for these sessions do not indicate any review or selection of curriculum materials. Rather, the July dates indicate the sessions are geared toward planning implementation and lesson planning. The October date indicates the sessions are "curriculum development" with Debbie Peterson. Petersen's Scope of Work under which these sessions were held does not include any description of selecting, adopting, or evaluating curriculum resources. Rather her scope of work focuses on "updating curriculum documents…, align[ing] assessments, and monitor[ing] curricular needs based on data."
    - The Charter Holder provided "Curriculum Map" documents for Algebra 1, Algebra 2A and 2B, Geometry 1A and 1B, World Literature and Composition 9A and B, American literature 10A and 10B, American Literature 11A and 11B, and British Literature and Composition to demonstrate the work that had been completed during the sessions on July 30, July 31, and October 14 and throughout the year. These documents do not provide any indication that the sessions involved creating or adopting curriculum, rather the Charter Holder's statements and the documents indicate continued use of the school's curriculum from years past, based on the Charter Holder's crosswalk of the archived standards to ACCR Standards.
    - The Charter Holder did not provide any documentation that could demonstrate a process the school uses to create or adopt curriculum. Nor did the Charter Holder provide any documentation that could 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 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 Map" documents for Algebra 1, Algebra 2A and 2B, Geometry 1A and 1B, World Literature and Composition 9A and B, American literature 10A and 10B, American Literature 11A and 11B, and British Literature and Composition. All of the math Curriculum Maps, except the Algebra 1 Curriculum Map, identify 2010 Standards paced according to quarter and month, core resources, an assessment, and the "student outcome." The Algebra 1 Curriculum Map contains the "cluster," the 2010 standards paced according to month and week, the archived 2008 POs, and an item description. The Algebra 1 Curriculum Map does not identify the core resources or assessments. The ELA Curriculum Maps identify "Common Core Standards" with pacing by quarter and month, the archived performance objectives, student outcomes, core resources, and assessments. Throughout the ELA Curriculum maps, the same core resources are

identified repeatedly for several months; specific resources are not identified in a way that would enable teacher to implement the intended curriculum.

  - The Charter Holder provided a limited number of "Lesson Plan" documents. Lesson Plans were available only for the dates on which an observation was conducted of the teacher. Each teacher was observed only once through the year, thus only one lesson plan was available for each teacher. The lesson plans identify the class, teacher, lesson objective, standards addressed, key vocabulary, materials, introduction/review, procedures, independent practice, and assessment. These lesson plans were compared to the curriculum maps to determine alignment, where possible. Only three of the five plans could be compared to a curriculum map, because the other two were for classes for which no curriculum map was provided. The three lesson plans did not align to the curriculum maps. Further, two of the lesson plans, Algebra 1 and British Literature, did not address grade level appropriate standards. These documents did not demonstrate a system for implementing the 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 "Petersen Consulting Scope of Work," "New Visions Academy Summer Workshop 2013," and "Staff Training" documents. The Charter Holder indicated the sessions on July 30, July 31, and October 14 would have included evaluating and revising curriculum. The Agendas provided for these sessions do not demonstrate a process for evaluating and revising curriculum. Rather, the July dates indicate the sessions are geared toward planning implementation and lesson planning. The October date indicates the sessions are "curriculum development" with Debbie Peterson. Petersen's Scope of Work under which these sessions focuses on "updating curriculum documents…, align[ing] assessments, and monitor[ing] curricular needs based on data." The Charter Holder was not able to provide any evidence that the sessions included align[ing] assessments, and monitor[ing] curricular needs based on data." Rather the Charter Holder indicated that they confirmed their previously created assessments were aligned with the ACCRs and no changes were required. Further, the Charter Holder provided evidence that the Scope of Work was not conducted as scheduled. Specifically the planned dates were not implemented, and no session was conducted in June 2014.
  - The Charter Holder did not provide any documentation that could demonstrate a process the school uses to evaluate and revise curriculum. Nor did the Charter Holder provide any documentation that could demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and addresses curricular gaps.

- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided "Curriculum Map" documents for Algebra 1, Algebra 2A and 2B, Geometry 1A and 1B, World Literature and Composition 9A and B, American literature 10A and 10B, American Literature 11A and 11B, and British Literature and Composition. These teacher-created Curriculum Maps for Math identify 2010 Standards. These teacher-created Curriculum Maps for ELA identify "Common Core Standards" and the archived performance objectives. The Charter Holder did not provide any information to demonstrate that the curriculum resources they are using or the curriculum as implemented is aligned to the ACCR standards.

- The Charter Holder provided a limited number of "Lesson Plan" documents. One lesson plan was provided for each teacher for the one date on which that teacher was observed during the school year. The lesson plans did not align to the curriculum maps and several of the lesson plans did not address grade level appropriate standards. These lesson plans did not demonstrate implementation of a curriculum aligned to the ACCR standards.

- The Charter Holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
  - The Charter Holder provided "Continuous Improvement Plan," "Transcript Analysis," "Rank Order Lists" and "A+ AnyWhere Learning System Student Progress – Selected Students Report" documents. These documents were provided to document how the Charter Holder adapts the curriculum to meet the needs of non-proficient students. The documents demonstrate that the Charter Holder provides extended learning time, including credit recovery, tutoring, computer-based curriculum, and skills remediation to students in 10th grade students and 11th and 12th grade students who have not passed AIMS. The extended learning time includes A+ computer-based curriculum, one-on-one tutoring, and remedial/credit recovery courses.
  - The Charter Holder provided no evidence to demonstrate the adaptation of curriculum for students with disabilities, rather the Charter Holder indicated that for students with disabilities they do not adapt the curriculum, but instead adjust their expectations for those students.

Monitoring Instruction:

In the area of monitoring instruction, New Visions Academy, Inc.'s demonstration of sufficient progress was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the Charter Holder provided minimal evidence of monitoring and evaluating standards and instructional practices.

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

- The Charter Holder must provide evidence of implementation of a system to monitor the integration of ACCRS into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.
  - The Charter Holder provided "Observational Lesson Plan Review" documents. These documents were provided for observations conducted only one time during the school year and are accompanied by a lesson plan. The Charter Holder indicated that teachers are not required to turn in lesson plans and lesson plans are not reviewed throughout the year. The evaluation does include a section titled "Standards identified and taught." The Charter Holder indicated this review evaluated whether a standard was identified and whether it aligned to the lesson taught in the classroom that day. Three of the evaluations included standards that did not align to the curriculum maps and no indication was made by the administrator to identify this. These documents do not provide evidence to demonstrate 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 did not provide any additional evidence that could demonstrate the implementation of a system to monitor the integration of ACCRS into instruction.

- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The Charter Holder provided "Observational Lesson Plan Review" documents. These documents were provided for observations conducted only one time during the school year in the second semester. The observations evaluate classroom management, how clearly the objective is conveyed, whether vocabulary is identified and reviewed, how prior knowledge is activated and incorporated, the logical progression of the lesson, and the quality of the independent practice or assessment. No evidence of additional observations was provided and the Charter Holder indicated no other observations were conducted. These document minimal evidence of monitoring and evaluating instructional practices.
    - The Charter Holder provided "Teacher Evaluation Form" documents. These documents were provided for evaluations conducted only one time at the end of the school year. The evaluations identify planning and preparation, classroom environment, instruction, professional responsibilities, and classroom data as areas of evaluation. None of the completed evaluations contained support or evidence to support the ratings given. The Charter Holder stated that she did not know how to use the evaluation tool, had not been trained in its use, and did not feel that it was a tool that was working for their school. These document minimal evidence of monitoring and evaluating instructional practices.
- 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 Observational Lesson Plan Review" and "Teacher Evaluation Form" documents. These documents demonstrate that one observation was completed for each teacher and one evaluation was completed for each teacher and that the evaluation and observation were reviewed with the teachers as evidenced by their signatures on the completed forms. Both documents contain limited feedback concerning identified strengths, weaknesses, and learning needs. In the cases where deficiencies were identified regarding individual teacher's practices, there was no documentation provided to demonstrate follow-up or monitoring to ensure teacher development is ongoing. These documents did not provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system.
- 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 no evidence to demonstrate that the school evaluates the instructional practices of teachers that addresses the needs of non-proficient students, FRL students, and students with disabilities.

Assessment:

In the area of assessment, New Visions Academy, Inc.'s demonstration of sufficient progress was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder has not developed a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.

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

- The Charter Holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The Charter Holder provided "Laurus Math Assessment" documents. These documents consisted of math assessments created from Laurus Math, with questions based on the archived performance objectives, that were used by one teacher to assess student progress. This does not provide evidence to document a comprehensive assessment system.
    - The Charter Holder provided no other evidence to demonstrate the implementation of a comprehensive assessment system that the school uses to regularly and timely assess students in a manner that is aligned with the curriculum in order to monitor student progress.
- 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 AIMS Analysis documents. These documents consisted of a breakdown of the school's FY2014 AIMS assessment results. The documents did not contain an analysis of the results and did not identify how the assessment results would be used to adapt or inform instruction.
    - The Charter Holder provided no evidence to demonstrate that the Charter Holder regularly and timely analyzed assessment data 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 no evidence to demonstrate implementation of an assessment system that meets the needs of non-proficient students, FRL students, and students with disabilities.

Professional Development:

In the area of professional development, New Visions Academy, Inc.'s demonstration of sufficient progress was evaluated as Approaches.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

The Charter Holder's demonstration of sufficient progress in the area of professional development is 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 "Petersen Consulting Scope of Work," "New Visions Academy Summer Workshop 2013," and "Staff Training" documents. The Agendas provided for these sessions indicate the sessions are geared toward planning implementation of the Common Core Standards, lesson planning, and ACCR Standards Curriculum Development with Debbie Peterson. Petersen's Scope of Work under which these sessions were held focuses on "updating curriculum documents…, align[ing] assessments, and monitor[ing] curricular needs based on data." The sessions also included special education policies and procedures with the special education consultant, teacher evaluation requirements, and Title 1 expectations. These sessions address areas of high importance specifically relating to the implementation of the ACCR Standards.
    - The Charter Holder provided "Professional Development Lesson Planning and Curriculum Calendar 2013-2014" documents. These documents consist of a calendar containing date from October 2013-February 2014 of professional development sessions facilitated by Theresa Coomer for Stephen Renard and sometimes Len Bustos and Mark Janousek. The session topics included lesson planning 101, semester planning, curriculum development, and curriculum maps. These sessions address areas of high importance specifically relating to the implementation of the ACCR Standards.
- 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 no documentation to evidence implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan.
- 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 no documentation to evidence implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.
- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
    - The Charter Holder provided "New Visions Academy Summer Workshop 2013" and "Staff Training" documents. The sessions included special education policies and procedures with the special education consultant and Title 1 expectations. These sessions address the needs of students with disabilities and non-proficient and FRL students.

Data:

The Charter Holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for all campuses and measures.

The data and analysis demonstrated improved or maintained proficiency and improvement in Math and Reading in the whole school population for New Visions Academy – St. John's Campus. However, no disaggregated data was provided for students within the FRL, and SPED subgroups.

For New Visions Academy, the data and analysis did not demonstrate improved proficiency in Math and Reading in the whole school population or for students within the FRL, and SPED subgroups, nor did it demonstrate increased "Improvement" for non-proficient students in Math.

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

- The Charter Holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate a correlation between the school's performance on the AIMS assessment, as reflected in the dashboard, and benchmark assessments that demonstrates improvement compared to prior years.
    - The Charter Holder provided AIMS Analysis documents.
        - These documents indicate that at New Visions Academy – St. John's Campus 75% of retesting students improved in Reading and 100% of retesting students improved in Math. This indicates an increase in the percentage of students improving in Reading and maintained improvement in Math.
        - These documents indicate that at New Visions Academy– St. John's Campus 50% of students scored proficient in Reading and 78% of students scored proficient in Math. No data was provided for prior years and was not available in the prior dashboards, and cannot be compared to prior years.
        - These documents indicate that at New Visions Academy 62.5 % of retesting students improved in Reading and 16.2% of retesting students improved in Math. While this indicates a slight increase in the percentage of students improving in Reading, the Charter Holder received a rating of "Exceeds" for Reading improvement in 2013. This improvement will not result in any changes to the Charter Holder's dashboard for 2014. The data for Math improvement indicates a 12 percentage point decline from 2013 to 2014.
        - These documents indicate that at New Visions Academy 48% of students scored proficient in Reading and 7% of students scored proficient in Math. This data demonstrates an eight percentage point decline in both Reading and Math proficiency.
        - The data did not disaggregate the performance of FRL students, but the Charter Holder stated they served nearly 100% FRL students. Thus, the data does not demonstrate improved proficiency for FRL students.

Increasing Graduation Rate:

In the area of increasing graduation rate Career Success Schools' DSPs were evaluated as "Approaches." The charter holder did not provide evidence of a sustained improvement plan that includes meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model. While the charter holder's evidence demonstrates that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on

time, the schools did not present data that demonstrates success in ensuring students graduate on time. The charter holder's DSPs in the area of increasing graduation rate are not acceptable.

- The charter holder must provide evidence of strategies the school uses to ensure students in grades 9-12 graduate on time. These strategies should ensure that students have a plan to direct them in meeting graduation requirements that is kept up-to-date, and should include practices to address early academic difficulty.
    - The Charter Holder provided "Transcript Analysis" and "Personal Advisory Form" documents. These documents demonstrate that the Charter Holder has implemented strategies including evaluating and updating student credits; offering remediation classes, credit recovery and tutoring; and facilitating student reflection on academic progress and post-graduation planning.
    - The Charter Holder provided no evidence to demonstrate effectiveness in improving graduation rate.

II. Viability of the Organization

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

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

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

B. Other Compliance Matters

In March and April 2013, Arizona Department of Education (ADE) notified the Charter Holder of its failure to submit required NCLB Cycle 3 Monitoring Instruments for FY2013. The Charter Holder was required to submit the required documentation. The Charter Holder was notified by ADE that it had completed all monitoring activities in July 2013.

The fiscal year 2011 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicates the Charter Holder did not comply with fingerprint check requirements for one part-time, non-instructional employee as of the test date. The Charter Holder submitted a satisfactory CAP.

In April 2009, 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. In March 2010, Exceptional Student Services notified the Charter Holder that they continued to have unresolved items that prevented the completion of the CAP and required interruption of IDEA payments. In May 2010, the Charter Holder was notified by Exceptional Student Services that the corrective action plan was completed.

The fiscal year 2009 audit identified an issue that required a CAP. Specifically, the audit indicates the Charter Holder did not have sufficient cash to cover its Classroom Site Fund (CSF) carryover. At June 30, 2009, the Charter Holder's CSF carryover was $6,193 and the Charter Holder's available cash was zero. The Charter Holder submitted a satisfactory CAP.

C. Charter Holder's Organizational Membership

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

Board Options

Option 1: The Board may grant a conditional renewal which is a denial of the renewal unless specific provisions are included. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, the Board has sufficient basis to deny the request for charter renewal and to not grant a renewal contract for New Visions Academy, Inc. on the grounds that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as stated in the Renewal Executive Summary. All that taken into consideration, the Charter Holder operates 1 school that has a current Overall Rating of Meets Standard and the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the next contract period. Therefore, the Board will grant a renewal contract to New Visions Academy, Inc. for the continuation of that school: New Visions Academy – St. John's Campus. The Board's grant of a renewal contract will not, however, include the school that does not currently have an Overall Rating of Meets or Exceeds Standard which is: New Visions Academy.

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

Option 3: Notwithstanding staff's recommendation to grant a conditional renewal, the Board may determine that there is a basis to approve the renewal as requested by the Charter Holder. 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 New Visions Academy, Inc.