Painted Desert Demonstration Projects, Inc. – Entity ID 79086

School: STAR Charter School

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Painted Desert Demonstration Projects, Inc. was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder did not meet the academic expectations set forth by the Board. At the time Painted Desert Demonstration Projects, 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 or following an on-site visit. In the most recent fiscal year for which there is State assessment data available, STAR Charter School received an overall rating of "Does Not Meet" the Board's academic standards.

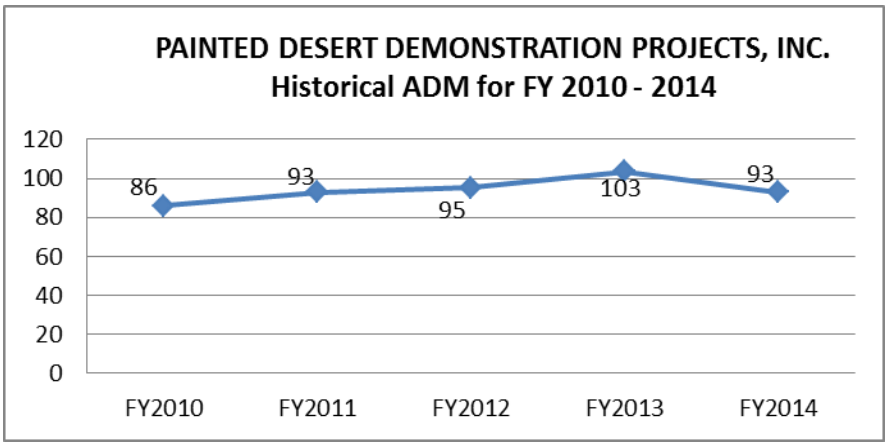
The charter holder meets the Board's financial performance expectations.

The charter holder's organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission and the charter holder was required to submit the Organizational Membership portion of the Detailed Business Plan Section of the renewal application. The renewal application package submitted by the charter holder provides evidence of organizational membership alignment as required in the application.

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

Profile

Painted Desert Demonstration Projects, Inc. operates one school in Flagstaff serving grades K-8. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

STAR 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	53.5	75	12.5	43.5	50	12.5
	Reading	39	50	12.5	59	75	12.5
1b. SGP Bottom 25%	Math	47	50	12.5	34	50	12.5
	Reading	39	50	12.5	78	100	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	32 / 63.5	50	7.5	28.8 / 64.1	25	7.5
	Reading	45 / 77.3	50	7.5	52.5 / 78.8	25	7.5
2b. Composite School Comparison	Math	-30.2	25	7.5	-31.9	25	7.5
	Reading	31.5	25	7.5	-24.3	25	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	24 / 53.8	50	7.5	29.8 / 55	25	7.5
	Reading	41 / 69.6	50	7.5	51.1 / 71.3	25	7.5
2c. 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	25	5	D	25	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		48.12		100	46.88		100

Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 46.88 including points received for the FY2013 letter grade of D as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 48.12 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Painted Desert Demonstration Projects, Inc.

July, 2010: Painted Desert Demonstration Projects, Inc. was notified that the charter holder was required to submit a PMP on or before September 1, 2010 for the five-year interval review because STAR Charter School, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

September, 2011: Painted Desert Demonstration Projects, Inc. timely submitted a PMP (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; STAR Charter School received an overall rating of "Does Not Meet" the Board's academic standards and Painted Desert Demonstration Projects, Inc. did not meet the Board's academic performance expectations. The charter holder was assigned a DSP for STAR Charter School as part of an annual reporting requirement (portfolio: h. FY12 DSP Submission).

May, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on May 20, 2013 to meet with the school's leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

June, 2013: Board staff completed a final evaluation (portfolio: f. FY2012 DSP Evaluation Instrument) of the charter holder's FY2012 DSP and made the evaluation available to the charter holder. In that final evaluation of the FY2012 DSP, Board staff determined that the charter holder's DSP was sufficient in all areas. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing the final evaluation of the FY2013 DSP submitted as part of the Renewal Application.

September, 2013: The Board released FY2013 Academic Dashboards; STAR Charter School received an overall rating of "Does Not Meet" the Board's academic standards and Painted Desert Demonstration Projects, Inc. 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, Dr. Mark Sorenson, 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 26, 2013), the deadline date on which the renewal application package would be due to the Board (March 26, 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 school did not meet the academic performance expectations set forth by the Board.

March, 2014: A renewal application package and Renewal DSP for STAR Charter School were timely submitted by the charter representative (portfolio: e. Renewal DSP Submission).

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on May 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. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's Demonstration of Sufficient Progress submission. The following representatives of Painted Desert Demonstration Projects, Inc. were present at the site visit:

Name	Role
Stephen Babcock	Federal and State Programs Coordinator
Mark Sorensen	CEO/ Director of the School
Jim Manley	Director of Teacher Happiness, Professor at College of Education at NAU
David Melville	1st and 2nd grade teacher
Lisa Kirkwood	1st and 2nd grade teacher
Kori Moore	3rd/4th grade
Hertha Woody	SPED Teacher

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

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder has not provided evidence of a sustained improvement plan that includes the 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, or 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 in math and reading based on data generated from valid and reliable assessment sources. The data and analysis for reading demonstrates increased percentages of students reading at grade level but did not demonstrate improved student growth in reading. Data and analysis does not demonstrate improved student performance in math. Additionally, the charter holder did not provide evidence of improved academic performance for students with disabilities and students in the bottom 25%. The charter holder stated that the school currently serves no ELL students.

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

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

Curriculum:

In the area of curriculum, Painted Desert Demonstration Projects, Inc.'s DSP was evaluated as Approaches. 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 a fragmented approach that the school uses 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 "The STAR School System of Developing and Revising Curriculum". This document includes a description of the common expectations for every classroom, including specified curricula and curriculum resources by grade level and common assessment tools for reading and math, and lists recently adopted resources. This document also describes the pod structure of the school and states that the lower (prek-2nd grade) and upper (3rd-8th grade) pods meet to cooperatively plan their curriculum. The document states that teacher adherence to these guidelines is supported by the administration through observation, mentoring, and evaluation. The document does not provide any description of the process used to determine the common expectations, or adopt particular curricula/curriculum resources and no evidence of collaborative planning of curriculum by pods was provided. The document demonstrates a fragmented approach to creating and adopting curriculum.
    - The charter holder provided "Email August-November 2012 between John Long of Explore Learning and Steve Babcock re purchase and adoption of Gizmos; The Research Behind Gizmos; Email from Tom Tomas to Dr. Sorenson regarding the implementation of Gizmos, May 1, 2014." These documents describe when Gizmos was purchased in 2012, informative pages on Gizmos, and provides a summary from a teacher to an administrator of how he learned about Gizmos and the teacher's implementation of Gizmos. While this describes when Gizmos was purchased and implemented by the teacher, it does not provide evidence of implementation of a systematic process to create/adopt curriculum, rather it demonstrates a fragmented approach to adopting curriculum.
    - The charter holder provided "STAR Faculty Meeting 11/15/2013 Agenda" "April 11 Important Faculty Meeting," and "April 7th Newsletter." The April documents describe the expectation that teachers create curriculum maps and the November agenda indicates maps are "being monitored and adjusted". The charter holder provided curriculum maps, but there is no consistency to the content of curriculum maps across grade levels. While the curriculum maps for 4th-8th grade identify timeframe in various formats, the curriculum maps for Kindergarten through 3rd grade do not. No evidence of monitoring or adjusting of curriculum maps across grade levels was provided and no evidence of a system for creating curriculum maps was provided. The documents do not demonstrate a process in place for creating curriculum maps that is consistent across all grade levels. The documents provided evidence of disjointed efforts to creating curriculum.
    - The charter holder provided "STAR Beginning of the Year Tentative Itinerary for July 15-19", "3rd & 4th grade Curriculum Map for Voices Reading", "STAR School 3rd Grade Performance Report Card/4th grade performance Report Card - template used as key for curriculum map." The itinerary indicates that on July 16 each teacher shared the Common Core themes their class will focus on. The 3rd/4th grade curriculum map provides a list of themes, but no comparable documentation of themes was provided for grades K-2 and grades 5-8. The 3rd/4th grade curriculum map identifies themes, date range, and topics for instruction. The curriculum map states that the Common Core Standards addressed during the theme are listed on the Curriculum Report Cards. The performance report cards identify standards by the quarter taught. A review of the 3rd and 4th grade Performance Report Cards revealed that not all ACCR

Standards are listed for Reading and Math. The report cards use numbers to identify the quarter each standard is taught and assessed. Some are identified as being taught all year and are indicated with a "C" (to indicate "constant"). Based on the coding provided, all standards should be taught by the third quarter. Since teachers have autonomy to create weekly plans and weekly lessons are not mandated, no lesson plans were provided to demonstrate alignment of instruction to the themes and standards identified during a quarterly reporting period. These documents demonstrate a fragmented approach to creating and adopting curriculum.

- The charter holder provided "Email March 18-19, 2014 between Vikki Thomas and Steve Babcock re: ixl.com". The email conversation begins with a teacher identifying a link for information on SuccessMaker as a resource to consider for math and language arts. The conversation concludes with the teacher stating that she would like to stay with ixl.com. No criteria or process for selecting either SuccessMaker or ixl.com were described. This document demonstrates the beginning stages of a process for creating and adopting curriculum.

- The charter holder must provide evidence that the school has a system in place for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
  - The charter holder provided Montessori Curriculum Correlations for Preschool & Kindergarten" and "Montessori Curriculum Correlations for 1st grade, 2nd grade, and 3rd grade" documents. The documents contain identical information including Anchor Standards for Reading and Math aligned to "Third Grade CORE Standards". For most, but not all standards, a learning activity and list of Montessori materials are provided. No standards for kindergarten, first grade, or second grade are included in the curriculum correlation documents. These documents do not demonstrate a plan for providing instruction in math and reading aligned to the ACCR Standards for grades K-2. These documents demonstrate a fragmented approach to implementing curriculum.
  - The charter holder provided "NAMC Montessori Math Lesson Binder grade 2" "Montessori Compass on iPad used Pre K to 2nd","Mastery Checklist from Montessori Compass (original on iPad for each students) 1st and 2nd grades math", and "Screenshot for the montessoricompass.com." The documents demonstrate a sequence of lesson materials and alignment of lessons to ACCR Standards but do not demonstrate alignment with the Montessori Curriculum Correlations maps. No evidence was provided to demonstrate that the lessons are correlated to the teacher created curriculum maps. These documents demonstrate the beginning stages of an approach to implementing the curriculum.
  - The charter holder provided "STAR School 3rd Grade Performance Report Card/4th grade performance Report Card - template used as key for curriculum map." The performance report cards identify standards by the quarter taught. A review of the 3rd and 4th grade Performance Report Cards revealed that not all ACCR Standards are listed for Reading and Math. The report cards use numbers to identify the quarter each standard is taught and assessed. Some are identified as being taught all year and are indicated with a "C" (to indicate "constant"). Based on the coding provided, all standards should be taught by the third quarter. Since weekly plans are not mandatory, it is not possible to confirm that instruction is aligned to the standards identified for each quarter in the curriculum map. No additional evidence was provided to demonstrate that instruction is aligned to the ACCR Standards. The document demonstrates a fragmented approach to implementing curriculum.

- The charter holder provided "Scope and Sequence Grade 3 - Math Minutes, Daily Reading, Daily Math (Used 3-6), Daily Science, Florida Center for Reading", and "Weekly Work Cycle Grade 3-4." The documents identify the lesson that will be used in student Work Cycles, the week it will be taught for Daily Reading and Daily Math as well as center activities for supplemental areas. The scope and sequence document identifies the order of lessons that students will work through based on their individual work cycle plan. The documents identify a process used for implementing curriculum for Grade 3, however no evidence was provided to demonstrate this process is in place for all grade levels. The documents demonstrate a fragmented approach to implementing curriculum.
- The charter holder provided "3rd Quarter Jupiter Grades student printout with weekly results – January and February 2014 (used in 3rd – 8th)." A sample for a student was provided to demonstrate monitoring of individual student assignments and progress toward proficiency. The assignments in the report are consistent with those assigned in Weekly Work Cycle documents. The report provides an overview of student progress in each of the areas in which the student is currently working. Jupiter Grades is implemented only for 3rd – 8th grade and is not used to monitor individual student assignments and progress toward proficiency throughout the school, instead it documents a student's efforts on assignments during the week. The document demonstrates a fragmented approach to implementing curriculum.
- The charter holder provided "5th and 6th grade curriculum maps for Math and ELA". The curriculum map documents are divided into quarters for the school year. The 5th and 6th grade ELA curriculum map identifies the standards, text and supplies used for instruction, and how students will be assessed. During the first six weeks the ELA map identifies three 5th grade standards and ten 6th grade standards for the Reading Standard for Literature strand. The assessments listed assess Writing, Speaking, and Listening standards. No assessment is identified to assess the Reading Standards for Literature. A review of all assessments for the year did not reveal any assessments identified to assess Reading Standards for Literature or Reading Standards for Informational Text. The only ACCR Standards listed in the assessment section of the curriculum map are from the Writing and Speaking and Listening strands. Since weekly plans are not mandatory, it is not possible to confirm that instruction is aligned to the standards identified for each quarter in the curriculum map. The 5th and 6th grade Math curriculum map is not organized by month or quarter. The map addresses the archived standards, rather than the ACCR Standards. For each domain the map identifies texts and supplements and the types of assessments. The map does not provide pacing or a schedule to demonstrate that students will receive instruction in all grade level standards during the school year. Since weekly plans are not mandatory, it is not possible to confirm that instruction is paced to ensure all grade level standards are taught during the school year. These documents demonstrate that the teacher created curriculum maps and implementation is done by teachers on an individual level without any indication of a comprehensive school plan or system. The documents demonstrate a fragmented approach to implementing a curriculum aligned to ACCR Standards.
- The charter holder provided "7th and 8th Grade Curriculum Maps for Math and ELA". The curriculum map for Math divides the school year into quarters. For each quarter the map includes the ACCR standards to be taught, list of texts and supplements, and assessments used. The curriculum map for ELA divides the school year into six themes. Each theme is divided into assignments with an identified ACCR Standard and due date. However, weekly plans are not mandatory and it is not possible to confirm that instruction is aligned to the standards identified

for each quarter/theme in the curriculum maps. These documents demonstrate that the teacher created curriculum maps and implementation is done by teachers on an individual level without any indication of a comprehensive school plan or system. The document demonstrated a fragmented approach to implementing curriculum.

- The charter holder provided "Basic Overview". The document includes a description of a Montessori work cycle. The document indicates that teachers refer to teacher-prepared or jointly prepared Weekly Plans or Lesson Lists for individual and small group lessons. There is no documentation or evidence of jointly prepared materials. The document states that teachers make a regular plan of lessons. However, the STAR Faculty Meeting 11/15/2013 Agenda states that teachers have the autonomy to define their own weekly plans and that weekly lessons are not mandated. Based on the documentation described above it is clear that each classroom teacher has an independent process of documenting and planning instruction. There is no evidence of uniform implementation of curriculum, and given that teachers are given autonomy to define their own weekly plans and are not mandated to create weekly lessons, it is clear that there is no expectation for uniform implementation of curriculum. The document demonstrates a fragmented approach to implementing curriculum.
- The charter holder provided "The STAR 3-to-3rd Project Curricular Films DVD" and "STAR School 3-to-3rd Project pamphlet". The documents provide an overview of the school's Montessori approach to education. The documents do not provide evidence of a system for implementing curriculum consistently across the school. The documents demonstrate disjointed efforts to implementing curriculum.

- 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 "The STAR School System of Developing and Revising Curriculum". This document includes a description of the common expectations for every classroom, including specified curricula and curriculum resources by grade level and common assessment tools for reading and math, and lists recently adopted resources. This document also describes the pod structure of the school and states that the lower (prek-2nd grade) and upper (3rd-8th grade) pods meet to cooperatively plan their curriculum. The document states that teacher adherence to these guidelines is supported by the administration through observation, mentoring, and evaluation. The document does not provide any description of the process used to determine the common expectations, or revise/evaluate particular curricula/curriculum resources and no evidence of collaborative planning of curriculum by pods was provided. The document demonstrates a fragmented approach to evaluating and revising curriculum.
  - The charter holder provided "STAR Faculty Meeting 11/15/2013 Agenda" "April 11 Important Faculty Meeting," and "April 7th Newsletter." The April documents describe the expectation that teachers create curriculum maps and the November agenda indicates maps are "being monitored and adjusted". The charter holder provided curriculum maps, but there was no consistency to the content of curriculum maps across grade levels. No evidence of monitoring or adjusting of curriculum maps across grade levels was provided and no evidence of a system for evaluating curriculum maps was provided. The documents provide evidence of disjointed efforts to evaluating and revising curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided "Montessori Curriculum Correlations for Preschool & Kindergarten" and "Montessori Curriculum Correlations for 1st grade, 2nd grade, and 3rd grade." The documents contain identical information, which include, Anchor Standards for Reading and Math aligned to "Third Grade CORE Standards". For most, but not all standards, a learning activity and list of Montessori materials are provided. No standards for kindergarten, first grade, or second grade are included in the curriculum correlation documents. These documents do not demonstrate a plan for providing instruction in math and reading aligned to the ACCR Standards for Reading and Math for grades K-2. The documents demonstrate a fragmented approach to implementing curriculum aligned to the ACCR Standards.
    - The charter holder provided "NAMC Montessori Math Lesson Binder grade 2" "Montessori Compass on iPad used Pre K to 2nd", and "Screenshot for the montessoricompass.com." The documents demonstrate a sequence of lesson materials and alignment of lessons to ACCR standards. The materials do not demonstrate alignment with the Montessori Curriculum Correlations maps, but do demonstrate a sequence of lessons aligned to ACCR Standards. The documents demonstrate a fragmented approach to implementing curriculum aligned to the ACCR Standards.
    - The charter holder provided "STAR School 3rd Grade Performance Report Card/4th grade performance Report Card - template used as key for curriculum map." The performance report cards identify standards by the quarter taught. A review of the 3rd and 4th grade Performance Report Cards revealed that not all ACCR Standards are listed for Reading and Math. Since weekly plans are not mandatory, it is not possible to confirm that instruction is aligned to the standards identified for each quarter in the curriculum map. The document demonstrates a fragmented approach to implementing curriculum aligned to the ACCR Standards.
    - The charter holder provided "Scope and Sequence Grade 3 - Math Minutes, Daily Reading, Daily Math (Used 3-6), Daily Science, Florida Center for Reading." The document identifies the lesson that will be used in student Work Cycles, the week it will be taught for Daily Reading and Daily Math as well as center activities for supplemental areas. The scope and sequence identifies the order of lessons that students will work through based on their individual work cycle plan. The documents identify a process used for implementing curriculum for Grade 3, however no evidence was provided to demonstrate this process is in place for all grade levels. The document demonstrates a fragmented approach to implementing curriculum aligned to ACCR Standards.
    - The charter holder provided "5th and 6th grade curriculum map for Math and ELA." The curriculum map documents are divided into quarters within the school year. The 5th and 6th grade Reading curriculum map identifies the standards, text and supplies used for instruction, and how students will be assessed. During the first six weeks the ELA map identifies three 5th grade standards and ten 6th grade standards from the Reading Standard for Literature strand.. A review of all assessments for the year does not reveal any assessments identified to assess Reading Standards for Literature or Reading Standards for Informational Text. The only ACCR Standards listed in the assessment section of the curriculum map are from the Writing and Speaking and Listening strands. Since weekly plans are not mandatory, it is not possible to confirm that instruction is aligned to the standards identified for each quarter in the curriculum map.

The 5th and 6th grade Math curriculum map is not organized by month or quarter. The map is organized by Math domains, but under each domain the archived standards are addressed. For each domain the map identifies texts and supplements and the types of assessments. The map does not provide pacing or a schedule to demonstrate that students will receive instruction in all grade level standards during the school year. Since weekly plans are not mandatory, it is not possible to confirm that instruction is paced to ensure all grade level standards are taught during the school year. The documents demonstrate disjointed efforts to implementing curriculum aligned to the ACCR Standards.

- The charter holder provided "7th and 8th Grade Curriculum Maps for Math and ELA". The curriculum map for Math divides the school year into quarters. For each quarter the map includes the ACCR Standards to be taught, list of texts and supplements, and assessments used. The curriculum map for ELA divides the school year into six themes. Each theme is divided into assignments with an identified ACCR Standard and due date. However, weekly plans are not mandatory and it is not possible to confirm that instruction is aligned to the standards identified for each quarter/theme in the curriculum maps. These documents demonstrate that the teacher created curriculum maps and implementation is done by teachers on an individual level without any indication of a comprehensive school plan or system. The document demonstrated a fragmented approach to implementing curriculum aligned to the ACCR Standards.
- The charter holder provided "3rd/4th Math Testimony." This document provides an overview of the classroom resources, activities, and projects as part of instruction for 3rd and 4th grade math. Description of routines and daily activities that incorporate math are described. However, no specific plan for instruction aligned to ACCR Standards is described. The document demonstrates disjointed efforts to implementing 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 "list of Teacher Assistance Team Meetings for year with status of student; Intervention process description; student initial screening form; Curriculum Material - SPED; Referral for Child Study form; Child Study Intervention Plan; Intervention Plan log form". These documents identify students and provide modifications and adaptations to curriculum as evidenced by curriculum materials, meeting logs, and completed forms. The documents provide evidence of a system to adapt curriculum to meet the needs of students with disabilities.
  - The charter holder provided "STAR School Title I Grant Program Measures for Federal Performance Reporting; log of weekly intervention minutes by student and interventionist". These documents include a log for the interventionist to log time spent with students to provide additional support outside of the classroom. These documents provide evidence of a system to adapt curriculum to meet the needs of students with disabilities.
  - The charter holder provided "Hertha's SPED Minutes tracking intervention with SPED students by month; intervention/observation notebook" and "Teaching Assistance Team Meeting, April 14, 2014". The documents identify teachers responsible for intervention for Reading and Math and include a log of time spent with individual students. The documents provide evidence of a system to adapt curriculum to meet the needs of students with disabilities.

Monitoring Instruction:

In the area of monitoring instruction, Painted Desert Demonstration Projects, Inc.'s DSP was evaluated as Approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers. The charter holder's 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 teach the curriculum with fidelity.
    - The charter holder provided "Second Quarter STAR Teacher Evaluations for Domain 3 (Instruction) from November 2013" and "Sample 3rd quarter power walk for teacher assessment and follow-up on weekly quick observation." The Evaluations for Domain 3 (Instruction) identify observations of teacher instruction. The form includes items for monitoring: the inclusion of a "common core or standard written and shared with the class"; implementation of an "activity energizing students toward the relevance of the objective"; and whether "closure aligned itself to the lesson objective". Two of the six observation forms clearly identify ACCR Standards addressed in the lesson, two indicate that a written standard was observed but does not identify whether it was an ACCR Standard, and two do not indicate whether written standards were observed. . The observations did not consistently record monitoring of the inclusion of standards into instruction. These documents demonstrate a fragmented approach for monitoring the integration of the ACCR Standards into instruction.
    - The charter holder provided "Lesson Plan – Vikki Tomas SIOP Lesson Plan Template 1, 11/26/13, 5th/6th grade Math and observation". The document includes lesson plans that identify ACCR Standards for 5th and 6th grade. The identified standards are related topics for both 5th and 6th grade standards. The observation form for this lesson indicates an item for monitoring the inclusion of a common core standard into instruction. These documents record an instance of monitoring the standards, but do not document that it occurs on a regular basis. The documents demonstrate a fragmented approach for monitoring of the integration of ACCR Standards into classroom instruction.
    - The charter holder provided "Lesson Plan –Jen Paul and observation". The observation form for this lesson includes several areas where ACCR Standards are monitored as part of instruction. However, a review of the lesson plans revealed that no ACCRS Standards are identified within the lesson plan. Although the observation form documents monitoring of ACCR Standards into instruction, the lack of feedback regarding the lesson plan's failure to include any ACCR Standard indicates that lesson plans are not reviewed for inclusion of ACCR Standards. The document demonstrates a fragmented approach for monitoring the integration of ACCR Standards into instruction.
    - The charter holder provided "Lesson Plan – Tom Tomas, Special Pairs of Angles & Tessellations and observation". The lesson plan includes for this combined 7th and 8th grade classroom 7th grade math ACCR Standards; however, no 8th grade ACCR math standards or separate 8th grade math lesson plan are present. The observation notes do not make any specific reference to the lesson plan. There is no evidence that instruction was monitored for alignment to the lesson

plan. The observation notes include items that were observed as well as items that appear to be for follow-up discussion with the teacher. The lack of notes or feedback regarding the lesson plan's failure to include any 8th grade Math ACCR Standard indicates that the observer was not monitoring the lesson for the integration of ACCR Standards into instruction. The documents demonstrate a fragmented approach for monitoring the integration of ACCR Standards into instruction.

- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The charter holder provided "STAR School Teacher Assessment" and "STAR School Clinical Observation Notes for Domains 1 and 2 (planning & preparation; classroom environment) from August 2013 for all grades". These documents identify the tools used to evaluate teachers, including documentation of feedback provided to teachers. Evaluations incorporate information from the frequent observations conducted by the Director of Teacher Happiness. These documents demonstrate evidence of a system 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 "Second Quarter STAR Teacher Evaluations for Domain 3 (Instruction) from November 2013"and "weekly quick observation forms". These documents include observation notes and feedback for teachers. There is no evidence of follow-up or ongoing action to address identified weaknesses and learning needs. The documents demonstrate a fragmented approach for providing feedback to teachers.
- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
    - The charter holder provided "NAU Professional Education Programs STAR School SPED Evaluation – included for three teachers". This document includes teacher evaluations of special education teachers. The evaluation criteria are specific to special education teachers. This document demonstrates evidence of a system for evaluating the instructional practices of teachers that addresses the needs of students with disabilities.
    - The charter holder provided "Second Quarter STAR Teacher Evaluations for Domain 3 (Instruction) from November 2013." The document includes a section for differentiation of instruction for students in the lowest 25%. The document demonstrates evidence of a system for evaluating the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%.

Assessment:

In the area of assessment, Painted Desert Demonstration Projects, Inc.'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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. The charter holder's DSP in the area of assessment is not acceptable.

- The charter holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The charter holder provided "Words their Way Inventory 7-8"; "Mastery Checklist – Math"; "Jupiter Grades student record"; "Performance Record for 3-4 ELA"; "5th/6th Formative Assessment Data Collection for ELA"; "AIMSWeb 1st grade Fall Math"; "1st-8th Voices Oral Reading Assessment"; "Voices Tracking spreadsheet"; and "3rd-8th AIMSWeb Math Concepts and Applications score reports for Fall and Winter". These documents demonstrate the recording of student assessment results on a variety of assessment tools aligned with the curriculum and instructional methodology. Assessments for reading and math were provided for all grades except kindergarten. The documents demonstrate an assessment approach that is not aligned with the curriculum and instructional practices.
- The charter holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
    - The charter holder did not provide documentation to demonstrate data from assessments is analyzed and utilized.
- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
    - The charter holder provided graphs: "Average percent correct on math assessment for students with disabilities," "Lowest 25% at or above Grade Level in Reading," "Chart of data for students in the lowest 25% for math," and "Data for Students 1-8." These graphs demonstrate that some form of assessment has been used to monitor subgroup student performance in Math and in Reading. However, these documents do not specify which assessments are used for subgroup students or how they assess students within the subgroups according to their needs.

Professional Development:

In the area of professional development, Painted Desert Demonstration Projects, Inc.'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 "Newsletters: Oct 14-18, 2013; Oct 21-25; Oct 28-Nov 1". This document clearly identifies scheduled professional development for Words Their Way, the newly adopted resource used by teachers. This document demonstrates evidence of a professional development plan aligned with teacher learning needs and areas of high importance.
    - The charter holder provided "Presentation materials for January 16, 2014 by Dr. Sigmund Boloz on Words Their Way." The documentation identifies professional development to support the implementation of the newly adopted resource, Words Their Way. The documentation includes resources provided to teachers to support implementation of the strategies. These documents demonstrate evidence of a professional development plan aligned with teacher learning needs.
    - The charter holder provided "PD Goals for each teacher". Each teacher has identified individual professional development goals. Documentation of professional development that aligned to the goals was provided. The documents demonstrate evidence of a professional development plan aligned with teacher learning needs.
    - The charter holder provided "Certificates of participation or Course Completion for individual coursework for each teacher." The document identifies a variety of courses completed by teachers at each grade level. Professional development completed includes attendance at Montessori and math professional development as part of the school's professional development goals. The document also identifies teacher completion of courses aligned with individual teacher goals. The document demonstrates a professional development plan aligned with teacher learning needs.
- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.
    - The charter holder provided "Presentation materials for January 16, 2014 by Dr. Sigmund Boloz on Words Their Way." The documentation identifies professional development to support the implementation of the newly adopted resource, Words Their Way. The documentation includes resources provided to teachers to support implementation of the strategies. These documents demonstrate professional development that supports high quality implementation of the strategies learned.
- 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 "observations." The documents include notes and feedback to teachers based on the observation of a classroom instruction. The documents provided do not identify follow-up or feedback that was specific to a teacher's individual professional

development plan or any school wide professional development, such as Words Their Way. The documents demonstrate a fragmented approach to professional development.

- The charter holder must provide evidence of implementation of comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
    - The charter holder provided "NAMC – Sensorial and Music Enrichment Assignment feedback email dated April 24, 2014" and "certificate of participation". The email document is an email that provided feedback to a special education teacher based on written responses submitted for an online assignment. The certificate documents that the special education teacher participated in professional development with limited feedback, but does not support high quality implementation or demonstrate that it addresses teacher weaknesses and learning needs. These documents demonstrate an approach to professional development that is not aligned with teacher learning needs and do not support high quality implementation for subgroups.

Data:

The charter holder did not provide data and analysis that demonstrates improved academic performance in math and reading based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved performance in reading, but data and analysis does not demonstrate improved student performance in math. Additionally, the charter holder did not provide evidence of improved academic performance for students with disabilities and students in the bottom 25%.

- The charter holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate the school's performance on the AIMS assessment, as reflected in the dashboard, is and will continue to improve as compared to prior years.
    - The charter holder provided "Students Reading at or above grade level graph". This document identifies the percent of students reading at or above grade level for Fall 2012, Winter 2012, Fall 2013, and Winter 2013. A comparison of Fall 2012 to Fall 2013 and Winter 2012 to Winter 2013 shows that a greater percent of students are reading at above grade level in 2013 as compared to 2012. The data provided demonstrates improved student performance in reading.
    - The charter holder provided "Assessment Data Student Growth in Math 2012-2013". This document shows that growth remains below 20%. No narrative was provided to describe how growth was calculated. The graph indicates that student growth for Winter2013 is 1% higher than Winter 2012, and growth for Fall 2013 is 2% higher than Fall 2012. Growth in Math on the 2013 academic dashboard does not meet the Board's standard. The lack of improvement in growth indicates that data for 2014 will likely also not meet the Board's standard. The data provided does not demonstrate improved student growth in math.
    - The charter holder provided "Data for Students 1-8". The narrative provided by the charter holder stated that "in the last 8 months six students have averaged 1.5 years of growth in reading." The document contains student scores from Spring 2011 – Winter 2013. The graph is not labeled to indicate what the values 0-6 represent. Assuming that each number represents a grade level equivalent, no one student shows growth of more than one year. This does not

result in an average of 1.5 years growth. The data provided does not demonstrate improved student growth in reading.

The lack of color in the faxed document does not allow for clear identification of bars and labels. Assuming that the top bar is the most current data, and the bottom is the oldest data, the following conclusions can be drawn:

- 5 of 8 students show no improvement across the two most recent consecutive assessments.
- 2 of 8 students show an increase in the most recent data, but one of those students was returning to their score from the previous year indicating no overall improvement.
- 4 of 8 students show an increase of 1 year's growth from Winter 2012 to Winter 2013.

The documents do not demonstrate the growth described by the charter holder. The documents demonstrate that the majority of students are not improving in their performance.

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

- The charter holder provided a graph "Average percent correct on math assessment for students with disabilities." A comparison of formative assessment administrations from corresponding parts of the school year shows:
  - from fall 2012 to fall 2013 students improved less than 5%,
  - from winter 2012 to winter 2013 students improved approximately 5%.

  Results do not demonstrate significant improvement in average percent correct. Student average percent passing remains below 40%. No prior year AIMS data was provided to indicate expected performance of special education student proficiency. The data provided does not demonstrate improved student proficiency in math for students with disabilities.

- The charter holder provided "Lowest 25% at or above Grade Level in Reading." The graph shows that percent of students reading at or above grade level for 2013 was greater than 2012. From Spring 2012 to Spring 2013 percent of students reading at or above grade level increased from 15% to 29%. This improvement would have been reflected in the 2013 AIMS results and does not demonstrate improvement in student proficiency for the 2013-2014 school year. No comparison data was provided for the Winter 2013 test administration to demonstrate improvement as compared to the previous year. This data does not demonstrate improved proficiency or growth in Reading for students in the bottom 25%.

- The charter holder provided "Chart of data for students in the lowest 25% for math." The graph indicates percentages for 7 students. The narrative and graph do not indicate what the percentages represent. Analysis of the data of the seven students provided shows:
  - 4 of 7 students declined from Winter 2012 to Winter 2013
  - 5 of 7 students declined from Winter 2012 to Fall 2013
  - 4 of 7 students have Winter 2013 data below 40%
  - 2 of 7 students had no growth or declined from Fall 2013 to Winter 2013

The data provided does not demonstrate improved proficiency or growth in Math for students in the bottom 25%.

Overall the charter holder does not demonstrate improved student growth and proficiency in reading and math.

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

For the previous five fiscal years, the charter holder failed to timely submit the fiscal year 2013 Annual Financial Report (AFR), fiscal year 2011 AFR, and fiscal year 2011 audit.

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 provided evidence of the filing of a Charter Holder Governance Notification request to align the organizational membership on March 26, 2014; however, the filing was deemed administratively incomplete because no members were listed to be added or removed. After discussion with the charter representative, the charter holder has submitted the appropriate Charter Holder Governance Notification Request to align 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 Painted Desert Demonstration Projects, Inc. 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 Painted Desert Demonstration Projects, Inc.