Paramount Educational Studies, Inc. - Entity ID 79205

School: Paramount Academy

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Paramount Educational Studies, Inc. was not required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder at that time met the academic expectations set forth by the Board. However, at the time Paramount Educational Studies, Inc. became eligible to apply for renewal, the charter holder did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The charter holder was able to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Paramount Academy received an overall rating(s) of "Does Not Meet" the Board's academic standards.

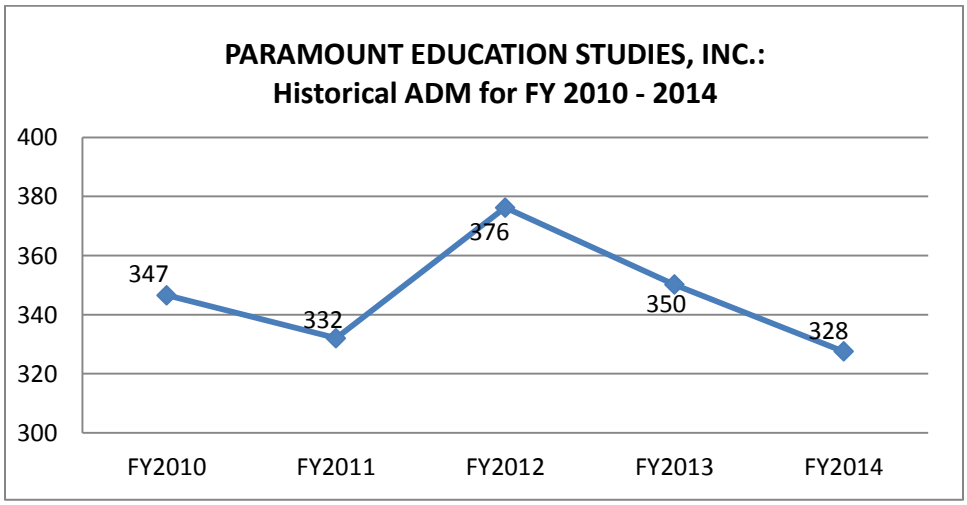
The charter holder meets the Board's financial performance expectations.

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, including action taken by the Board in November 2011.

Profile

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



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

Academic Performance

Edit this section.

Paramount Academy

		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	42	50	12.5	45	50	12.5
	Reading	43	50	12.5	42	50	12.5
1b. SGP Bottom 25%	Math	39.5	50	12.5	38	50	12.5
	Reading	42.5	50	12.5	44	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	60 / 64.1	50	7.5	66.2 / 64.3	75	7.5
	Reading	83 / 77.4	75	7.5	82.3 / 78.4	75	7.5
2b. Composite School Comparison	Math	-5.6	50	7.5	-1.1	50	7.5
	Reading	3.5	75	7.5	0.4	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	55 / 54.2	75	3.75	62.3 / 54.9	75	3.75
	Reading	78 / 70.2	75	3.75	76.3 / 70.9	75	3.75
2c. Subgroup SPED	Math	33 / 25.1	75	3.75	29.4 / 24.6	75	3.75
	Reading	43 / 38.8	75	3.75	41.2 / 36.7	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.5		100	60.62		100

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 60.62 including points received for the FY2013 letter grade of B as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 57.5 including points received for the FY2012 letter grade of C as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Paramount Education Studies, Inc.:

July 11, 2011: Paramount Education Studies, Inc. completed a five-year interval review; the charter holder was not required to submit a Performance Management Plan because Paramount Academy, a school operated by the charter holder, met the academic expectations set forth by the Board.

January, 2013: The Board released FY2012 Academic Dashboards; Paramount Academy received an overall rating of "Does Not Meet" the Board's academic standards and Paramount Education Studies, Inc. did not meet the Board's academic performance expectations. In accordance with the Board's academic framework intervention schedule at that time, the charter holder was not assigned a DSP.

September, 2013: The Board released FY2013 Academic Dashboards; Paramount Academy received an overall rating of "Does Not Meet" the Board's academic standards and Paramount Educational Studies, Inc. did not meet the Board's academic performance expectations. In accordance with the Board's academic framework intervention schedule at that time, the charter holder was not assigned a DSP.

December, 2013: Board staff provided the charter holder, through its authorized representative, Mr. Dale Cline, with Renewal Notification Information, which included notification of the renewal process, the date on which the charter holder would become eligible to apply for renewal (December 30, 2013) the deadline date on which the renewal application package would be due to the Board (March 30, 2014) information on the availability of the charter holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a Renewal DSP as a component of its renewal application package because the school did not meet the academic performance expectations set forth by the Board.

March, 2014: A renewal application package with a Renewal DSP for Paramount Academy was timely submitted by the charter representative (presented in the charter holder's renewal portfolio: e. Renewal DSP Submission).

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on April 28, 2014 to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the charter holder's renewal portfolio: c. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submission. The following representatives of Paramount Education Studies, Inc. were present at the site visit:

Name	Role
Kurt DeRuyter	Site Director
Michelle Borja	Accountant
Dale Cline	Director

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

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder demonstrated evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCRS) into instruction, implementation of a plan for monitoring and

documenting increases in student growth and proficiency, and implementation of a professional development plan that contributed to increased student growth and proficiency.

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.

Based on the findings summarized above and described below, staff determined that the charter holder demonstrated sufficient progress towards meeting the Board's academic performance expectations.

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

Curriculum:

In the area of curriculum, Paramount Education Studies, Inc.'s DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school.

The charter holder's DSP in the area of curriculum is acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The charter holder provided "RTI Meeting Agendas" and curriculum proposal evaluations from the 2012-current school year. These documents identify that the RTI team of teachers meets to make curriculum adoption decisions and evaluate curriculum options based on alignment to current resources and appropriate standards, inclusion of instructional strategies, and ease of use/instructional effectiveness. Teachers reviewed sample materials, as is part of the curriculum adoption process. These documents provide evidence of a systematic process for creating/adopting curriculum.
    - The charter holder provided emails between curriculum vendors and the principal. The principal obtained sample material for teachers to consider and evaluate as part of the curriculum adoption process. These documents provide evidence of a systematic process for creating/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 "Standards Checklists", "Saxon Math/Phonic Teacher's Manuals", "Saxon Math Standards Success Common Core State Standards Companion", "Scott Foresman Reading Street Common Core State Standards Overview and Implementation Guides", and "Pages from Teacher Binder concerning Lesson Planning." These Standards Checklists, provided by grade level for reading and math, list the

standards and track the date taught and the resources used. The documents from the teacher binder clearly set the expectation that all teachers use the resources for pacing and lesson planning. The publisher resources provide common instructional resources for all grade levels and content areas. The curriculum is textbook driven, documents are the primary instructional resources for instruction and lesson planning, and the teachers are expected to and use standards checklists to track and maintain pacing and curriculum implementation.

  - The charter holder provided Pacing Guide and Lesson plan documents. The textbook based Pacing Guide documents are provided to teachers at the beginning of the year in the teacher binders for each grade level and subject. They identify when teachers are to be teaching which lessons. Teacher lesson plans, created on the same template and containing the same information consistently, when reviewed demonstrated that some classes were slightly ahead of the pacing and some classes were slightly behind the pacing. The classes were identified as "tracked" classes containing a substantial number of behind grade level, or above grade level, students and pacing was being adjusted to meet the needs of the students. The documents provided evidence of the implementation of the curriculum consistently across the school, using identifying 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 "Teacher Summary Evaluation," "Pages from Teacher Binder concerning Lesson Planning." The documents from the teacher binder clearly set the expectation that all teachers use the text resources for pacing and lesson planning to create lesson plans using a standard lesson plan format. The document states that lesson plans are required to be submitted to the school administrator by 8am every Monday. The summary evaluation identifies the assignments for teacher peer observations. During these observations, the teachers are scored on whether they maintain plans for instruction based upon district curriculum. These documents provide evidence of a system for monitoring the integration of ACCRS into instruction.

- 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 "RTI Meeting Agendas" and curriculum proposal evaluations from the 2012-current school year. These documents identify that the RTI team of teachers meets to evaluate the effectiveness of curriculum based on benchmark assessment data and AIMS performance. The teachers identify gaps in lessons/standards based on teacher completed alignments and assessment data. Teachers evaluate revision options based on an evaluation of the current curriculum including pacing, ordering of standards, instructional strategies and materials, level of thinking (Bloom's Taxonomy), and aligned/embedded assessment resources. These documents provide evidence of the implementation of a systematic process for evaluating and revising curriculum.
  - The charter holder provided PARCC and Saxon Alignment documents created during an evaluation/revision process. The documents identify PARRC questions with the ACCR Standard assessed, the Saxon lessons that cover that standard/questions, the "Saxon

standards," and a description of what the lesson "really covers." These documents provide evidence of the implementation of a systematic process for evaluating and revising curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
    - The charter holder provided "Standards Checklists", "Saxon Math/Phonic Teacher's Manuals", "Saxon Math Standards Success Common Core State Standards Companion", "Scott Foresman Reading Street Common Core State Standards Overview and Implementation Guides," and PARCC and Saxon Alignment documents. These documents provide evidence of 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 "Student Intervention Plan Binder." This binder contained individual student intervention plans. Each student's plan identifies goals, interventions used to reach the goal, and contain "checkpoint assessment" results. The plan also includes the student's previous AIMS and benchmark assessment results. Samples were provided containing math and reading goals. The interventions included in the plan describe how curriculum is adapted, or what supplemental resources will be used, to provide instruction. This document demonstrated a system for adapting curriculum to meet the needs of students in the bottom 25%.
    - The charter holder provided "Individual Language Learner Plans (ILLP)". The documents included the individual plan and student progress report. The plan identifies the time allocation for instruction in required ILLP areas and ELP Standards and Performance Indicators for each area. The progress reports identify, by quarter, student performance on formative assessments. The documents demonstrate a system for adapting curriculum to meet the needs of ELL students.
    - The charter holder provided "After School Tutoring List with FRL and SPED identifiers." This list identifies students recommended for tutoring in reading, math, or both. The list includes students AIMS scores, 1st quarter report card grades for reading and math, and identifies if the student has an IEP or qualifies for free or reduced lunch. The document does not identify whether students attending tutoring, if tutoring addressed identified areas of student need, or what curriculum was used for tutoring. No documentation of student results from tutoring were provided. The document demonstrates disjointed efforts to adapt curriculum to meet the needs of FRL and students with disabilities.
    - The charter holder provided "Various documents of communication between teacher and SPED instructional specialists, IEPS, Annual Goals sheets", "Email correspondence between SPED service providers", and "Observation forms." The email correspondence documents discussion of student progress, recommended modifications, and support services provided to students. Observation forms document the monitoring of student socialization, behavior, communication, and work completion. The IEPS and Goals Sheets document the school's process for adapting curriculum for students with

disabilities. These documents demonstrate a system for adapting curriculum to meet the needs of students with disabilities.

Monitoring Instruction:

In the area of monitoring instruction, Paramount Education Studies, Inc.'s DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

The charter holder's demonstration of sufficient progress in the area of monitoring instruction is acceptable.

- The charter holder must provide evidence of implementation of a system to monitor the integration of ACCRS into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.
    - The charter holder provided "Standards Checklists." These documents, provided by grade level for reading and math, list the standards and track the date taught and the resources used. A review of the documents revealed that teachers are tracking the date each standard is taught and identifying the resources used for providing instruction. The checklists are reviewed and checked by the instructional leader. These documents provide evidence of a system for tracking that all standards are taught during the school year.
    - The charter holder provided "Teacher Summary Evaluation," "Pages from Teacher Binder concerning Lesson Planning." The documents from the teacher binder set the expectation that all teachers implement the curriculum according to the text resources for pacing. During these observations, the teachers are scored on whether they maintain pacing for instruction based upon district curriculum. These documents demonstrated a system for monitoring 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 "Teacher Observation Schedule," "Teacher Summary Evaluation," and "Completed Teaching Performance and Profile Rating forms." The observations schedule listed the assignments for teacher peer observations. The teacher summary evaluation documents were the documentation of completed teacher peer observations. The document states that observation results will be shared with the teacher and kept in their file. A review of the summary evaluations identified that observations were completed in accordance with the schedule. The performance and profile rating forms indicate that they contain the results of the first of two formal observations. The peer and formal observations rated teachers in the areas of instructional skills, learning environment, interpersonal relations, and professional

responsibilities. These documents demonstrated 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 "Teaching Performance Profile and Rating", "Teacher Summary Evaluation." These peer and formal observations include notes and written feedback in the form of commendations and recommendations that are shared with the teacher. Recommendations included suggestions for strategies to use, such as prompting choral responses of the correct answer, and then provided a description of how this would have been incorporated into the lesson. This document provides evidence of a system for providing feedback to further develop the system
    - The charter holder provided "Teacher Improvement Plan form and completed form." The improvement plan indicates that reasons for concern are identified through formal and informal observations. The improvement plan form includes reasons for concern, goals, and a plan for improvement. The form also includes an area to document two dates for follow-up observation by a mentor and a final review of the plan. The completed form describes the improvement plan for a teacher. The plan includes four goals and describes the duration of the improvement plan. The documents demonstrate a system for providing 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 "Teaching Performance Profile and Rating", "Teacher Summary Evaluation," and "ILLP Progress Reports." The ILLP identifies the time allocation for instruction in required ILLP areas and ELP Standards and Performance Indicators for each area. The progress report identifies, by quarter, student performance on formative assessments, but does not document that the instructional practices of teachers are evaluated. The summary evaluation forms indicate that teachers are evaluated on their ability to "provide opportunities for all student to experience success." A performance profile for a teacher included feedback that as part of the formal observation that commended the teacher's "great use of visual resources for ELL students." These documents show that practices for students within subgroups are monitored. The documents demonstrate evidence of evaluating the instructional practices of teacher that address the needs of students in subgroups.

Assessment:

In the area of assessment, Paramount Education Studies, Inc.'s DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the

curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

The charter holder's demonstration of sufficient progress in the area of assessment is acceptable.

- The charter holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The charter holder provided "Testing Calendar" and "Benchmark Assessment and Answer sheets." The testing calendar identifies scheduled dates for three common core benchmark assessments and three DIBELS benchmark assessments. The calendar demonstrates that assessments are regularly scheduled throughout the school year. The benchmark assessment answer sheets indicate that benchmark assessments are aligned to the standards. The standards are then used to identify the math lessons for each specific standard assessed. This alignment process demonstrates that the assessments are aligned with the math curriculum to monitor student progress. These documents provide evidence of a comprehensive assessment system aligned to the curriculum used by the charter holder to regularly assess students.
- 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 "Common Core Benchmark Score Sheets." These documents were provided for reading and math. The score sheets compare data from the first benchmark assessment to the third benchmark assessment. The difference in scores is listed by student to identify which students are improving and which are not.
    - The charter holder provided "PARCC Folder" and "Materials from Saxon, the Common Core, and PARCC." The PARCC Folder documents identify, for selected items, the standard assessed, Saxon Math lessons that address the identified standard, and the topic of the lesson. The assessment items were selected based on an analysis of benchmark results to identify areas that may have instructional gaps. The Saxon, the Common Core, and PARCC materials summarize the findings of an analysis of data. This summary identifies instructional gaps. The documents provide evidence of a system the school uses to analyze benchmark data.
    - The charter holder provided "Paramount Academy Problem Solving Action Plan". The documents are teacher created action plans to adjust instruction based on assessment results analysis described above. The analysis identified problem solving as an instructional gap. The action plans set goals to increase the level of out of the box thinking in the classroom and increase the amount of problem solving students will do. The plans require teachers to identify the resources they will use to achieve the goals.. The documents demonstrated systematic process for data analysis to improve instruction.
    - The charter holder provided "DIBELS Score Sheets Analysis," "Math Benchmark Score Sheets Analysis," and "Reading Benchmark Score Sheet Analysis." DIBELS analysis

compared benchmark 2 results to benchmark 3 results. The math and reading benchmark comparisons consisted of a comparison between the first and second benchmark results. The math and reading benchmark comparisons included an analysis that compared the growth between benchmarks to the growth between benchmarks last year. The documents demonstrated systematic process for data analysis to improve instruction.

  - The charter holder provided "RTI Meeting Agendas" from the 2012-current school year. These documents identify that the RTI team of teachers meets to evaluate curriculum and instructional practices based on effectiveness as reflected in benchmark assessments and AIMS performance. The teachers identify curriculum needs, teacher-learning needs, and follow up professional development based on data analysis. The documents provide evidence a of systematic process for data analysis to improve 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 "ILLP Progress Reports." The progress reports identify, by quarter, student performance on formative assessments. The reports include recommendations for the student based on a quarterly review of student progress. This document demonstrated an assessment system for ELL students.
  - The charter holder provided "Student Intervention Plan binder." The documents contained in the binder demonstrate the school's intervention process for students in the bottom 25%. The documents include goals, the interventions provided, how progress is monitored, and a log for recording progress monitoring results. The documents demonstrate an assessment system for students in the bottom 25%.
  - The charter holder provided "Various documents of communication between teacher and SPED instructional specialists, IEPS, Annual Goals sheets." Email correspondence discusses teachers pulling students out for classroom tests, discussing student progress toward goals. Annual Goals sheet also record student progress toward IEP goals. The documents provide evidence of an assessment system for students with disabilities.

Professional Development:

In the area of professional development, Paramount Education Studies, Inc.'s DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation.

The charter holder's demonstration of sufficient progress in the area of professional development is acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided "In-Service Agenda and tentative 14-15 Pre-Service Agenda", "PD Sign-In sheets". These agendas list the schedules for Teacher Week 2013-2014 and 2014-2015. Sessions on the agenda include teacher-learning needs such as Benchmark Testing, DIBELs and AIMS testing; and areas of high importance such as Saxon Common Core and the PARCC; and Writing and the Common Core. The PD Sign-In sheets document teacher attendance at sessions for AIMS/Review, PARCC and Common Core (January 15, 2014) and math strategies (10/29 and 11/13). These documents demonstrate evidence of components of a comprehensive professional development plan.
    - The charter holder provided results from"Paramount Academy Professional Development Survey." The document asks teachers to rate different categories of professional development. Teachers rated and provided comments for the categories of professional development, the areas of need aligned to the professional development provided. These documents provide evidence of components of a process for implementing professional development to address teacher-learning needs.
    - The charter holder provided "RTI Meeting Agendas" from the 2012-current school year. These documents identify that the RTI team of teachers meets to evaluate the effectiveness of instructional practices as reflected through benchmark assessments and AIMS performance. The teachers identify teacher-learning needs and follow up professional development based on data analysis. These documents demonstrate evidence of components of a process for implementing professional development to address 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 "Educational Training Specialists, LLC Professional Development Materials," and "Active Engagement PowerPoint." These documents identify materials provided to teachers at the professional development sessions. These documents provided teachers the opportunity to practice new strategies and reflect on their process for implementing them. The documents demonstrate evidence of components of a system that supports high quality implementation of the strategies learned through professional development.
    - The charter holder provided "Problem Solving Action Plans." The documents are teacher created action plans to adjust instruction based on assessment results. The stated purpose of the action plans is to increase the level of out of the box thinking in the classroom and increase the amount of problem solving student will do. Materials from Saxon, the Common Core, and PARCC professional development identified problem solving as an instructional gap. These action plans support teacher implementation of strategies learned through professional development. These documents provide

evidence of the implementation of a system that supports high quality implementation of the strategies learned through professional development.

  - The charter holder provided "Paramount Academy Reflection Forms." Topics identified on the forms include reading fluency, specific learning disabilities, and effective feedback communication. These forms were completed by teachers after receiving profession development. The completed forms contain teacher responses to reflective prompts and include one goal that the teacher has selected to implement. Teachers also describe their strategy for reaching their identified goal. Copies of completed forms are kept by school leadership. These documents demonstrate implementation of a system that supports high quality implementation of the strategies learned through professional development.

- The charter holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
  - The charter holder provided "Completed Teaching Performance and Profile Rating forms." The performance and profile rating forms indicate that they contain the results of the first of two formal observations. The observations rated teachers in several areas including participating in a professional community, and growing and developing professionally. The observations that support these evaluation criteria include the implementation of professional development strategies. This document demonstrates a system to follow-up on and monitor the implementation of strategies and information learned through professional development.
  - The charter holder provided "Email between Educational Training Specialists, LCC." In the email exchange, the school site director shared that teachers were requesting more strategies to support math instruction after initial implementation n of the strategies learned through this professional development session. This document demonstrated a process for follow-up and monitoring the implementation of strategies and information learned through 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 "Paramount Academy Reflection Forms" "In-Service Agenda and tentative 14-15 Pre-Service Agenda." Topics identified on the forms include training from the school's contracted special education student services provider, and a workshop focused on specific learning disabilities communication. The documents demonstrated a professional development plan that meets the needs of students with disabilities.

Data:

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrated improved student growth in reading and math.

- 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 "Math Benchmark Score Sheets Analysis," "Math Benchmark Score Sheets," "Reading Benchmark Score Sheets Analysis," and "reading Benchmark Score Sheet." This analysis stated that a comparison of benchmark growth from 2012-13 and 2013-14 shows an improvement in average growth increase. The data demonstrated improved student growth 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

In November 2011, the Board voted to withhold 10% of the charter holder's monthly State aid apportionment for failure to timely submit the fiscal year 2011 Annual Financial Report (AFR) to the Arizona Department of Education. The withholding occurred for one month.

B. Other Compliance Matters

The fiscal year 2013 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicated the charter holder does not have adequate segregation of duties over cash deposits as only one person is responsible for receiving cash, preparing deposits and recording the deposits in the general ledger, and there is no review of the cash deposits. The charter holder submitted a satisfactory CAP.

The fiscal year 2010 audit identified an issue that required a CAP. Specifically, the audit indicated three leased employees did not have fingerprint clearance cards (FCC) or applications. For two new hires, the audit indicated the charter holder did not follow all statutory requirements for hiring individuals prior to the individual receiving a FCC because the charter holder did not document the need for hiring and placing the individuals prior to receiving the FCC, did not obtain statewide criminal history information on the individuals, and did not obtain references from previous employers. The charter holder submitted a satisfactory CAP.

The fiscal years 2009 through 2012 audits identified a repeated audit issue involving the charter holder not preparing interim financial statements that are complete, including note disclosures in conformity with GAAP. The audits indicated the issue is mitigated by management and the board of directors being informed of matters that normally would be disclosed in footnotes when the internally generated financial statements are presented. Additionally, the fiscal years 2011 and 2012 identified a repeated audit issue involving the charter holder not timely filing its AFRs for fiscal years 2009 through 2011.

In addition to the items addressed in the "A. Compliance Matters Requiring Board or Other Agency Action" section and the preceding paragraph, for the previous five fiscal years, the charter holder failed to timely submit the fiscal year 2012 Budget.

C. Charter Holder's Organizational Membership

Because the organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission, the charter holder was required to submit the charter holder's Organizational Membership portion of the Detailed Business Plan Section. The charter holder provided evidence of the appropriate filing that aligns organizational membership on file with the Board and the Arizona Corporation Commission.

Board Options

Option 1: The Board may approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the charter holder. In this case, the charter holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations as is reflected in the Renewal Executive Summary. 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 Paramount Educational Studies, Inc.

Option 2: Notwithstanding staff's recommendation to approve the renewal, the Board may determine that there is a basis to deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract for Paramount Educational Studies, Inc. on the basis that charter holder failed to: **1)** meet or make sufficient progress toward the academic performance expectations set forth in the performance framework when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]; **AND/OR 2)** complete the obligations of the contract when: [*provide specific material findings related to obligations of the contract*]; **AND/OR 3)** comply with Arizona charter school statutes or any provision of law from which the charter school is not exempt when: [*provide specific violations related to provisions of law*].