AGENDA ITEM: Academic Performance Reviews – DSP Demonstrating Fragmented Systems

I. Issue

Phoenix Advantage Charter School, Inc., a non-profit organization that operates Phoenix Advantage Charter School, failed to demonstrate sufficient progress toward the Board's Academic Performance Expectations and is not in compliance with its charter.

Background Information

A.R.S. § 15-183.R requires the Board to ground its action in evidence of the Charter Holder's performance in accordance with the Performance Framework, which includes the Academic Performance Expectations of the charter school and the measurement of sufficient progress toward the Academic Performance Expectations. The Board's Academic Performance Framework and Guidance document includes an Academic Intervention Schedule that requires the submission of required documents when the Charter Holder fails to meet the Board's academic expectations.

Charter Holders that failed to meet the Board's academic performance standards based on FY2014 performance data and who operate one or more schools that were assigned a FY2014 letter grade of D as reported by the Arizona Department of Education were required to submit a Demonstration of Sufficient Progress (DSP) on January 7, 2015 and complete a DSP site visit. A DSP is used by the Board to determine whether a Charter Holder that fails to meet the Board's academic expectations has demonstrated sufficient progress toward the Academic Performance Expectations. Through the DSP Report and site visit, Phoenix Advantage Charter School, Inc. has failed to demonstrate it is making sufficient progress toward meeting the Board's the Academic Performance Expectations.

A.R.S. § 15-183.I.3 states, in part, that the Board may revoke a charter at any time if the charter school fails to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework.

II. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	☐	☒
Financial Framework	☒	☐
Operational Framework	Not Yet Rated See Section VIII	Not Yet Rated See Section VIII

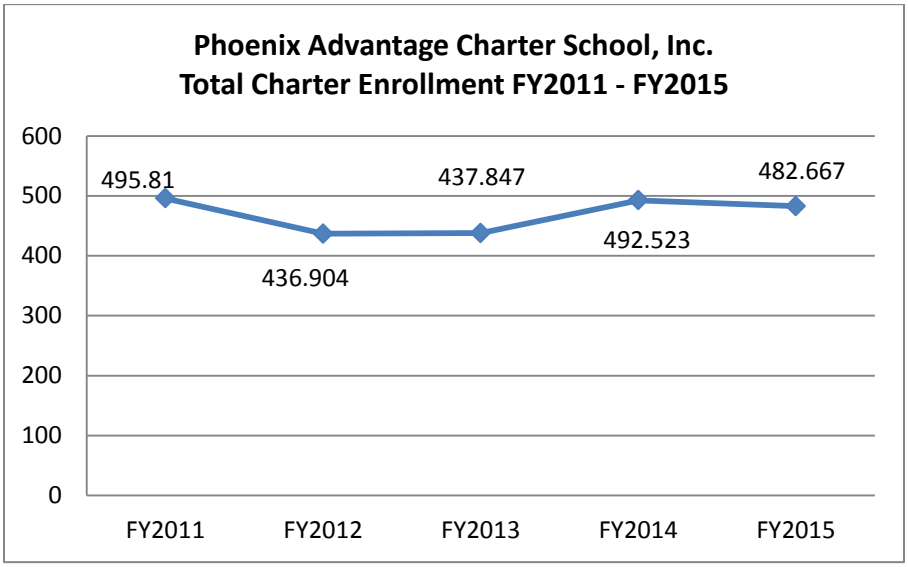
During the five-year interval review of the charter, Phoenix Advantage Charter School, Inc. was required to submit a Performance Management Plan as an intervention because Phoenix Advantage Charter School operated by the Charter Holder did not meet the academic expectations set forth by the Board. Upon reviewing the academic performance in subsequent years, in accordance with the Board's academic intervention schedule, 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. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Phoenix Advantage 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 does not have compliance matters, as described in the "Adherence to the Terms of the Charter" section of this report.

III. Profile

Phoenix Advantage Charter School, Inc. operates one school, Phoenix Advantage Charter School, serving grades K-8 in Phoenix. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.



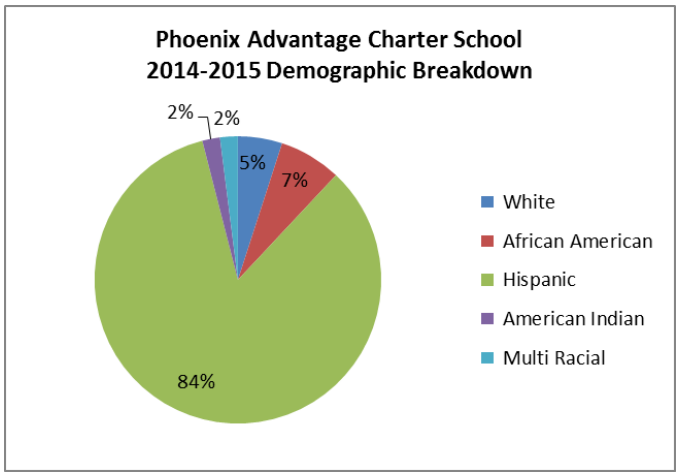
The academic performance of Phoenix Advantage Charter School is represented in the table below. The Academic Dashboard for the school can be seen in the portfolio: c. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Phoenix Advantage Charter School	10/02/1997	K – 8	56.88 / C	54.38 / C	43.75 / D

The mission statement provided by the Charter Holder states that, "The Phoenix Advantage Charter School, using honed curricula proven through research and Advantage School's state-of-the art intranet technology, will offer Phoenix children a free, world-class academic education. The school will demonstrate that Phoenix's socially and economically diverse student body can achieve International Baccalaureate status or a technical skill certification upon high school completion."

During the site visit, the Charter Holder's representatives indicated that test scores from the most recent fiscal year declined due to uncontrollable circumstances. Specifically, Phoenix Advantage Charter School representatives believe that the 2014 AIMS data is reflective of a significant illness resulting in the absence of 55 testing students during the week of AIMS testing. Phoenix Advantage Charter School representatives further indicate that students' performance was also affected by an unforeseen turnover in teaching and support staff. The Charter Holder's representatives indicated that the school is unable to anticipate or plan for such teacher turnover.

The demographic data for Phoenix Advantage Charter School from the 2014-2015 school year is represented in the charts below.[1]



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.[2]

Category	Phoenix Advantage Charter School
Free and Reduced Lunch (FRL)	83%
English Language Learners (ELLs)	29%
Special Education	7%

IV. Additional School Choices

Phoenix Advantage Charter School is located in Phoenix near 16th Street and Indian School Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 68 public schools serving grades K-8 within a five mile radius of Phoenix Advantage Charter School. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

[1] Information provided by the Research and Evaluation Division of the ADE.
[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.
[3] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

Phoenix Advantage Charter School				83%	29%	7 %
Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	24	11	11	3	1	20
B	17	3	1	3	3	9
C	21	5	1	2	10	16
D	7	2	0	0	0	6

V. Success of the Academic Program

For the past three years, Phoenix Advantage Charter School has demonstrating declining academic performance. The Overall Rating points have decreased by 13.13 points. The most dramatic decline occurred from FY2013 to FY2014 when, after being evaluated as "Does Not Meet" the Board's academic performance standards for two consecutive years, the school's Overall Rating declined by 10.63 points when the school dropped from a C to a D letter grade, and fell within 5.75 points of a "Falls Far Below" rating. Four of the fourteen measures for which academic data was available in FY2014 were evaluated as Falls Far Below.

The following is a timeline of activities that have occurred related to the academic performance of Phoenix Advantage Charter School, Inc.:

March, 2011: Phoenix Advantage Charter School, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan on or before July 1, 2011 for the five-year interval review because Phoenix Advantage Charter School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

July, 2011: Phoenix Advantage Charter School, Inc. timely submitted a Performance Management Plan (portfolio: iii. Performance Management Plan).

February, 2013: The Board released FY2012 Academic Dashboards; Phoenix Advantage Charter School received an overall rating of "Does Not Meet" the Board's academic standards and Phoenix Advantage Charter School, 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 waived from any specific monitoring requirements. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) as part of an annual reporting requirement (portfolio: g. Prior Academic Intervention Submissions and Evaluations – ii. FY2013 DSP Submission).

June, 2013: Following a preliminary evaluation of the FY2013 DSP, Board staff conducted a site visit on June 20, 2013 to meet with the school's leadership and review all evidence provided by the Charter Holder.

June, 2013: Board staff completed a final evaluation (portfolio: g. Prior Academic Intervention Submissions and Evaluations - FY2013 DSP Final Evaluation) of the Charter Holder's FY2013 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2013 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was acceptable in all areas. The findings contained in the final evaluation of the FY2013 DSP were grounded in a limited evaluation of the school's evidence.

September, 2013: The Board released FY2013 Academic Dashboards; Phoenix Advantage Charter School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Phoenix Advantage Charter School, Inc. did not meet the Board's Academic Performance Expectations. In accordance with the academic intervention schedule at the time, the Charter Holder was not assigned a DSP as part of an annual reporting requirement.

September, 2014: The Board released FY2014 Academic Dashboards; Phoenix Advantage Charter Schools received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Phoenix Advantage Charter Schools did not meet the Board's Academic Performance Expectations.

December, 2014: In accordance with the Board's Academic Intervention Schedule, the Charter Holder was notified of annual reporting submission requirements including the requirement to submit a Demonstration of Sufficient Progress on or before January 7, 2015.

VI. Demonstration of Sufficient Progress

Phoenix Advantage Charter School, Inc. submitted a DSP Report on January 8, 2015 (portfolio: f. FY2015 DSP Submission). The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of Phoenix Advantage Charter School, Inc. were present at the site visit:

Name	Role
Leanna Bowley	Regional Vice President, Charter Holder Representative
Jeannie White	Regional Data Specialist, Mosaica
Michelle Kelly	Regional Curriculum Specialist
Isaac Perez	Head of School, Principal
Gene Eidelman	Co-Founder and President of Mosaica

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: e. DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: d. FY2015 DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

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

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did not demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. Additionally, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 10 out of the 10 measures required by the Board, and demonstrated declines in academic performance in some of those measures.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

In the area of Data, the Charter Holder's DSP is evaluated as Meets. As evidenced at the site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 10 out of the 10 measures required by the Board, and demonstrated declines in academic performance in some of those measures. For more detailed analysis see Data Inventory (portfolio: e. DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Question	Valid and Reliable Data	Comparative Data provided for Current Fiscal Year	Comparative Data Demonstrates Growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	No	No	No	D1
Student Median Growth Percentile (SGP) - Reading	No	No	No	D2
Student Median Growth Percentile Bottom 25% - Math	No	No	No	D3
Student Median Growth Percentile Bottom 25% - Reading	No	No	No	D4
Percent Passing - Math	No	No	No	D5
Percent Passing - Reading	No	No	No	D6
Subgroup, ELL - Math	No	No	No	D7
Subgroup, ELL - Reading	No	No	No	D8
Subgroup, students with disabilities - Math	No	No	No	D11
Subgroup, students with disabilities - Reading	No	No	No	D12

Curriculum

The area of Curriculum is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated some of the components of these required elements, but failed to sufficiently demonstrate all of the components of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: e. DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	No	C1
How does the Charter Holder identify gaps in the curriculum?	No	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	No	C3
Who is involved in the process for adopting or revising curriculum?	No	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	No	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	Yes	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	Yes	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Yes	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	Yes	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	Yes	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	Yes	C14

Assessment

The area of Assessment is evaluated as Falls Far Below. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented fragmented, ad hoc efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts lack intentionality and prior planning, and are not consistently implemented. For more detailed analysis see Assessment Inventory (portfolio: e. DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	No	A2
How is the assessment system aligned to the curriculum and instructional methodology?	Yes	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	Yes	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	Yes	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	No	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	No	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	No	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated the some of the components of these required elements, but failed to sufficiently demonstrate all components of these required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: e. DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	No	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	No	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	No	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Yes	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%?	No	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	Yes	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	No	M10

Professional Development

The area of Professional Development is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited approach to professional development. At the DSP site visit, the Charter Holder sufficiently demonstrated the some of the components of these required elements, but failed to sufficiently demonstrate all components of these required elements. For more detailed analysis see Professional Development Inventory (portfolio: e. DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	Yes	P1
How was the professional development plan developed?	No	P2
How is the professional development plan aligned with instructional staff learning needs?	Yes	P3
How does this plan address areas of high importance?	Yes	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	No	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Yes	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	No	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	No	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%?	Yes	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	Yes	P10
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	N/A	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	Yes	P12

VII. 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.

VIII. Adherence to the Terms of the Charter

Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?
Yes. Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?
Yes. Based on the available information in the current fiscal year, the Charter Holder adheres with applicable education requirements defined in state and federal law.

Do the Charter Holder's annual audit reporting packages reflect sound operations?
Yes. As reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2014 annual audit reporting package.

Is the Charter Holder administering student admission and attendance appropriately?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

Is the Charter Holder transparent in its operations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

Is the Charter Holder complying with its obligations to the Board?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to operational requirements monitored by other entities to which the Charter Holder is accountable.

Is the Charter Holder complying with all other obligations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

IX. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Phoenix Advantage Charter School, Inc. on the grounds that the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. Additionally, the Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, a comprehensive assessment system, a comprehensive monitoring instruction system, or a comprehensive professional development system.

All that taken into consideration, the Board directs staff to work with Phoenix Advantage Charter School, Inc. to create a Consent Agreement for the purpose of restoring the charter to acceptable performance using the Consent Agreement Template contained in the portfolio. The terms of the consent agreement to be negotiated include only the terms concerning the data that will be reported to the board and the methodology used to calculate that data. All other terms contained in the template must be accepted. Among other terms, these terms require that the Charter Holder shall complete and submit a Performance Management Plan that Meets the Board's evaluation criteria no later than June 30, 2015.

I further move that if the terms of a Consent Agreement cannot be reached by June 30, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 2: The Board may vote to implement heightened monitoring of this Charter Holder. The following language is provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Phoenix Advantage Charter School, Inc. on the grounds that the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. Additionally, the Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum

system, a comprehensive assessment system, a comprehensive monitoring instruction system, or a comprehensive professional development system.

All that taken into consideration, the Board directs staff to implement heightened monitoring of Phoenix Advantage Charter School, Inc. Specifically, the Charter Holder shall 1) submit a revised PMP that Meets the Board's evaluation criteria no later than June 30, 2015, using a template provided by Board staff and 2) submit evidence of the implementation of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system, along with data and analysis to demonstrate changes in academic performance at quarterly intervals (September 15, December 15, March 15, June 15) until the Charter Holder's Academic Dashboards demonstrate improved academic performance or until further consideration of the Charter Holder's academic performance by this Board. If Phoenix Advantage Charter School, Inc. does not submit an acceptable PMP, does not submit evidence of the implementation of comprehensive systems at the quarterly monitoring, or if the academic performance of the school operated by the Charter Holder does not improve as reported at quarterly monitoring or through the Academic Dashboard, the Board will again review the performance of this Charter Holder and may impose disciplinary action at that time.

Option 3: The Board may vote to continue monitoring the Charter Holder through the Academic Intervention Schedule as set out in the Academic Performance Framework and Guidance document. The following language is provided for consideration: I move that the board direct staff to continue monitoring Phoenix Advantage Charter School, Inc. through the Academic Intervention Schedule as set out in the Academic Performance Framework and Guidance document. If the academic performance of the school operated by the Charter Holder, as reported on the Academic Dashboard, does not improve, the Board will again review the performance of this Charter Holder and may impose disciplinary action at that time.