Primavera Technical Learning Center - Entity ID 79461
School: Primavera Online

Renewal Executive Summary

I. Performance Summary

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

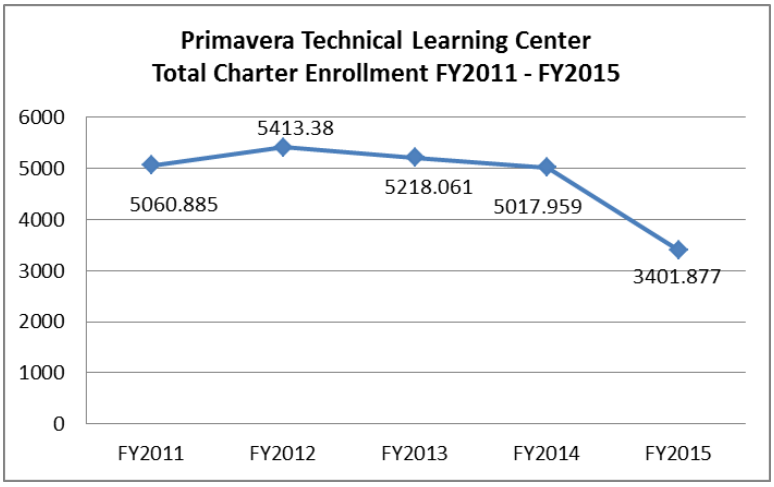
During the five-year interval review of the charter, Primavera Technical Learning Center was not required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Primavera Online met the academic expectations set forth by the Board. However, at the time Primavera Technical Learning Center 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 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 and evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Primavera Online received an overall rating of "Meets" the Board's academic standards.

The Charter Holder meets the Board's Financial Performance Expectations.

The Charter Holder does have compliance matters, which are described in the "Adherence to the Terms of the Charter" section of this report.

II. Profile

Primavera Technical Learning Center operates one school, Primavera Online, serving grades 6-12. Primavera Online received conditional approval of alternative status for the 2014-2015 school year. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.



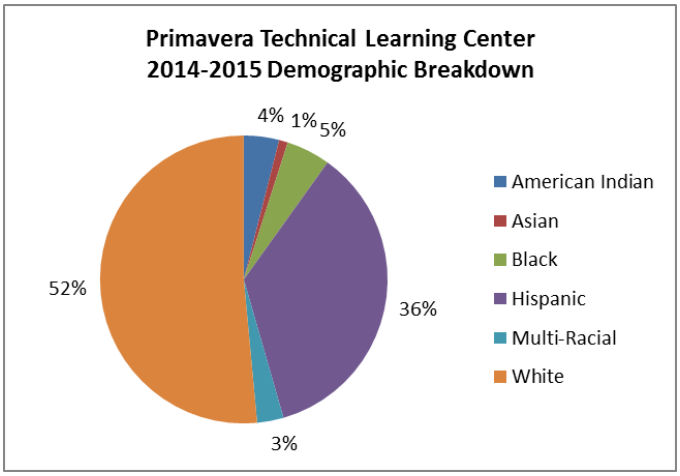
The academic performance of Primavera Online is represented in the table below. The Academic Dashboard for the school can be seen in the portfolio: c. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Primavera Online	09/02/2003	6-12	60.14/C-ALT	48.75/C-ALT	68.35/C-ALT

On March 16, 2015 the Charter Holder provided written notice that it has waived the Board's requirement under A.R.S. § 15-183(I)(1) for written notice of the Board's renewal decision at least 12 months before the expiration of its charter. The waiver was the result of the Charter Holder's decision to reschedule the March 10, 2015 DSP site visit. Board staff was not available to reschedule the visit for the following week, and was not able to schedule the visit with sufficient time to complete a staff report prior to the April Board meeting. ARS 15-183(I)(1) requires that the renewal application be considered by May 13, 2015; the Board's May meeting was scheduled for May 18, 2015. Because the meeting scheduled for March 10, 2015 could not be carried out and could not be rescheduled for completion of the staff report prior to the April Board meeting, the Charter holder agreed to waive the Board's requirement under A.R.S. § 15-183(I)(1).

The demographic data for Primavera Online from the 2014-2015 school year is represented in the chart below.[1]

[1] Information provided by the Research and Evaluation Division of the ADE.



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	Primavera Online
Free and Reduced Lunch (FRL)	13%
English Language Learners (ELLs)	*
Special Education	10%

Primavera Technical Learning Center has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Primavera Online is an approved Arizona Online Instruction (AOI) school. The following information identifies additional AOI schools and alternative schools and the academic performance of those schools.

There are 34 AOI schools serving grades within the 6-12 grade level range. Six of these schools are also designated as alternative schools. 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]

[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.

Primavera Online				13%	*	10%
Letter Grade	**AOI Schools**	**Charter Schools**	**Meets Board's Standard**	**Comparable FRL (± 5%)**	**Comparable ELL (± 5%)**	**Comparable SPED (± 5%)**
B-DL	16	6	0	0		4
B-ALT	2	2	2	0		2
C-DL	8	3	0	1		3
C-ALT	4	4	2	1		1
D-DL	4	3	0	1		2

IV. Success of the Academic Program

For two of the past three years Primavera Online has not met the Board's academic performance standards. The Overall Rating points have increased by 8.21 points from FY2012 to FY2014 and the school was been evaluated as "Meets" the Board's academic performance standards for FY2014.

The following is a timeline of activities that have occurred related to the academic performance of Primavera Technical Learning Center:

May, 2011: Primavera Technical Learning Center completed a five-year interval review; the Charter Holder was not required to submit a Performance Management Plan because Primavera Online, a school operated by the Charter Holder, met the academic expectations set forth by the Board.

February, 2013: The Board released FY2012 Academic Dashboards; Primavera Online received an overall rating of "Meets" the Board's academic standards. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

September, 2013: The Board released FY2013 Academic Dashboards; Primavera Online received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Primavera Technical Learning Center 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.

May, 2014 : Corrections to the FY2012 Academic Dashboards were made. These changes resulted in a change of Overall Rating for Primavera Online from "Meets" to "Does Not Meet".

September, 2014: The Board released FY2014 Academic Dashboards; Primavera Online received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Primavera Technical Learning Center 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.

November, 2014: Board staff provided the Charter Holder, through its authorized representative, Damian Creamer, 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 (November 14, 2014), the deadline date on which the renewal application package would be due to the Board (February 14, 2015), 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 DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

April, 2015: On April 28, 2015, the day the DSP site visit was conducted, staff received notification from the ADE that Primavera Online was granted conditional approval of alternative status for the 2014-2015 school year.

May, 2015: On May 29, 2015 the ADE updated the A-F letter grade information on its website, which included A-F Letter Grades for AOI schools. This data indicates that Primavera Online received a letter grade of C-ALT for FY2014. The C-ALT letter grade also indicates that Primavera Online was designated as an alternative school for FY2014. Prior to the assignment of this A-F letter grade the school had been identified by the ADE as a traditional school for FY2014.

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Primavera Online (portfolio: f. Renewal DSP Submission) was timely submitted by the Charter Representative on February 13, 2015. 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 Primavera Technical Learning Center were present at the site visit:

Name	Role
George Barnes	Principal
Kristina Valles	Director of Curriculum and Instruction
Mori Creamer	Superintendent and COO (Charter Rep)
Kevin Thrasher	Executive Director, Blended Learning Center
Dawne Winn	Asst. Superintendent
Alejandra Llaguno	Data Analyst
Elaine Taylor	Director of Guidance
Sarah Gamble	Director of Exceptional Student Services
Damian Creamer	CEO, Founder (Charter Rep)

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: e. Renewal 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. Renewal 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	☒	☐	☐
Graduation Rate	☒	☐	☐
Academic Persistence	☒	☐	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. Data and analysis provided at the site visit demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

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.

Data

The area of Data is evaluated as Does Not Meet. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 4 out of the 14 measures required by the Board. For more detailed analysis see Data Inventory (portfolio: e. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Question	Valid and Reliable Data	Comparative Data provided for Current Fiscal Year	Comparative Data Demonstrates Growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	Yes	Yes	Yes	D1
Student Median Growth Percentile (SGP) - Reading	Yes	Yes	Yes	D2
Student Median Growth Percentile Bottom 25% - Math	Yes	Yes	No	D3
Student Median Growth Percentile Bottom 25% - Reading	Yes	Yes	Yes	D4
Improvement - Math	Yes	Yes	Yes	D3
Improvement - Reading	Yes	Yes	Yes	D4
Percent Passing - Math	Yes	Yes	Yes	D5
Percent Passing - Reading	Yes	Yes	Yes	D6
Subgroup, ELL - Math	Yes	Yes	No	D7
Subgroup, ELL - Reading	Yes	Yes	Yes	D8
Subgroup, FRL - Math	Yes	No	No	D9
Subgroup, FRL - Reading	Yes	No	No	D10
Subgroup, students with disabilities - Math	Yes	Yes	Yes	D11
Subgroup, students with disabilities - Reading	Yes	Yes	Yes	D12
High School Graduation Rate	Yes	Yes	Yes	D13
Academic Persistence	Yes	Yes	Yes	D14

Curriculum

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

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

How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	Yes	C14

Assessment

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

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

How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

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

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

Professional Development

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

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

Graduation Rate

The area of Graduation Rate is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements. For more detailed analysis see Graduation Rate Inventory (portfolio: e. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Document Inventory Item
Ensuring Students in Grades 9-12 Graduate On Time		
How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	Yes	G1
How does the Charter Holder identify students that are not successfully progressing through required courses?	Yes	G2
How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	Yes	G3
What data can the Charter Holder provide to demonstrate that these strategies are effective?	Yes	G4

Academic Persistence

The area of Academic Persistence if evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for keeping students motivated and engaged in school that addresses each of the required elements. For more detailed analysis see Academic Persistence Inventory (portfolio: e. Renewal DSP Site Visit Inventory Forms, vii. Site Visit Inventory – Academic Persistence).

Question	Sufficient Evidence	Document Inventory Item
System for Keeping Students Motivated and Engaged in School		
How does the Charter Holder identify students who are at risk of dropping out or failing?	Yes	P1
What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	Yes	P2
How does the Charter Holder evaluate these strategies to determine effectiveness?	Yes	P3

VI. 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.

VII. 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 fiscal years 2013 and 2014 and 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?
Based on the available information in fiscal year 2013, the Charter Holder adheres with applicable education requirements defined in state and federal law, except that on April 9, 2013 the Charter Holder received a Letter of Findings from the Arizona Department of Education regarding noncompliance in special education matters. The Letter of Findings identified specific corrective actions required of the Charter Holder. The Charter Holder provided the final corrective action documentation to the ADE on July 9, 2013

Based on the available information in fiscal years 2014 and 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 fiscal years 2013 and 2014 and the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal years 2012, 2013 and 2014 annual audit reporting packages, respectively.

Is the Charter Holder administering student admission and attendance appropriately?
Based on the available information and as reported 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, except that an Average Daily Membership (ADM) Audit by the Arizona Department of Education, Audit Unit found that in fiscal years 2012, 2013 and 2014, the Charter Holder did not accurately report some students' enrollment status, some students were not limited properly to a maximum of 1.0 ADM, and some student attendance data was inaccurate, which resulted in ADM being overstated by 338.63. As a result of these findings, the Audit Unit determined that the school had been overpaid $1,415,675.27 in Basic State Aid. The full amount was repaid by the Charter Holder in fiscal year 2015.

Based on the available information and as reported in fiscal years 2013 and 2014, 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 fiscal years 2013 and 2014 and 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 fiscal years 2013 and 2014 and 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 fiscal years 2013 and 2014 and 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 fiscal years 2013 and 2014 and 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 fiscal years 2013 and 2014 and the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

VIII. 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 meets the Academic Performance Expectations set forth in the Board's Performance Framework. There is a record of past contractual noncompliance which has been reviewed. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Primavera Technical Learning Center.

Option 2: The Board may deny the renewal. The following language is provided for consideration: Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Primavera Technical Learning Center. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)