E-Institute Charter School, Inc. - Entity ID 79059

Schools: E-Institute at Union Hills, E-Institute at Surprise, E-Institute at Metro, E-Institute at Grovers, E-Institute at Buckeye, Taylion Virtual High School of Arizona, E-Institute at Avondale

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, E-Institute Charter School, Inc. was required to submit a Performance Management Plan (PMP) as an intervention because schools operated by the charter holder did not meet the academic expectations set forth by the Board. At the time E-Institute Charter School, Inc. became eligible to apply for renewal, the charter holder again did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The charter holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during or following an on-site visit. In the most recent fiscal year for which there is State assessment data available, E-Institute at Union Hills, E-Institute at Surprise, E-Institute at Metro, E-Institute at Grovers, and E-Institute at Avondale received overall ratings of "Meets" the Board's academic standards. However, Taylion Virtual High School of Arizona received an overall rating of "Does Not Meet" the Board's academic standards.

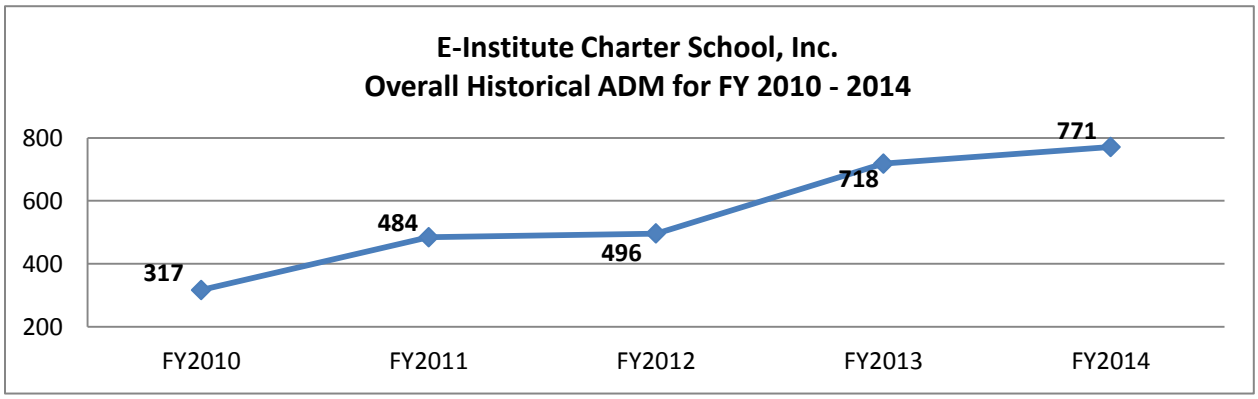
The charter holder meets the Board's financial performance expectations.

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

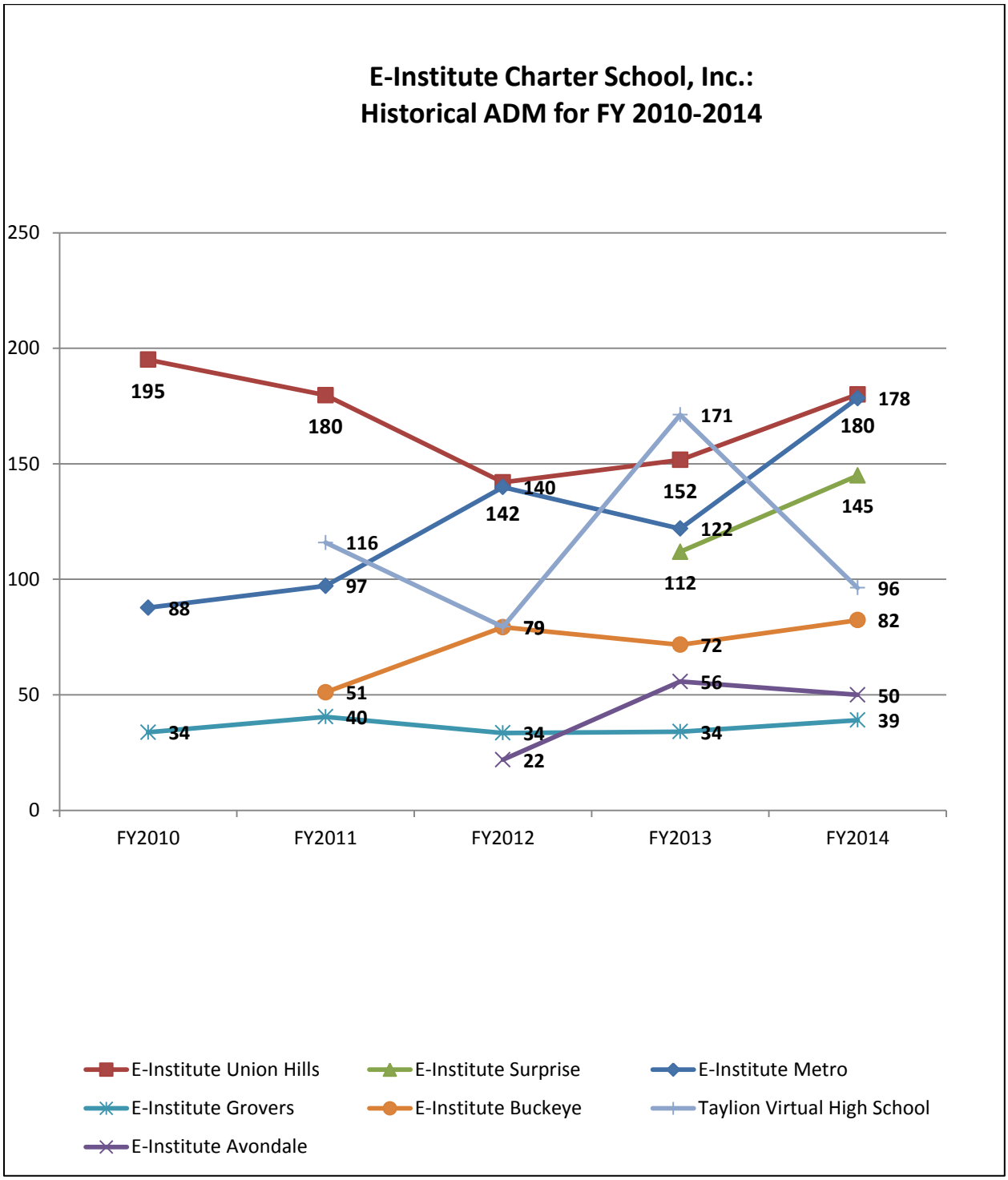
The charter holder did have compliance matters, which have been resolved.

Profile

E-Institute Charter School, Inc. operates seven schools serving grades 9-12 in the Phoenix metropolitan area. E-Institute at Union Hills, E-Institute at Surprise, E-Institute at Metro, E-Institute at Grovers, E-Institute at Buckeye, Taylion Virtual High School of Arizona, and E-Institute at Avondale are designated as alternative schools. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014 broken down by school site.



A dashboard representation of E-Institute at Surprise's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

E-Institute at Surprise

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	41	100	15	46.4	100	15
	Reading	55	100	15	87.5	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	35 / 19.5	75	10	43.1 / 19.2	75	10
	Reading	71 / 47.8	75	10	87.5 / 54.1	100	10
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	44 / 18.5	75	10	35.5 / 18.2	75	5
	Reading	NR	0	0	85.7 / 52.1	75	5
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A-ALT	100	5	A-ALT	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		94	100	20	89	75	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		88.75		100	86.25		100

A dashboard representation of E-Institute at Union Hills's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

E-Institute at Union Hills

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	27	50	2.5
	Reading	NR	0	0	41	50	2.5
1b. Improvement	Math	39	75	15	33.3	75	12.5
	Reading	62	100	15	37.9	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	35 / 19.7	75	10	17.3 / 19.3	50	10
	Reading	70 / 49.4	75	10	54.8 / 52.7	75	10
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	25 / 18.8	75	10	8.6 / 18.5	50	2.5
	Reading	NR	0	0	54.2 / 52.4	75	2.5
2b. Subgroup SPED	Math	NR	0	0	0 / 5.8	25	2.5
	Reading	NR	0	0	33.3 / 21.7	75	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A-ALT	100	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		97	100	20	92	100	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		85		100	70		100

A dashboard representation of E-Institute at Buckeye's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

E-Institute at Buckeye

		2012 Small High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	NR	0	0	35.8	75	15
	Reading	NR	0	0	33.3	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	26 / 30.4	50	10	30.8 / 19.4	75	15
	Reading	54 / 57.5	50	10	68.2 / 55.1	75	15
2b. Composite School Comparison	Math	-5.6	50	7.5	NR	0	0
	Reading	-4.7	50	7.5	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	8 / 30.6	50	15	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	B-ALT	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		50	25	15	Not Met	50	15
4b. Academic Persistence		NR	0	0	95	100	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		42.86		70	72.5		100

A dashboard representation of E-Institute at Metro's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

E-Institute at Metro

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	20	25	2.5	35	75	2.5
	Reading	34.5	50	2.5	44.5	50	2.5
1b. Improvement	Math	23.5	50	12.5	27.3	50	12.5
	Reading	40	50	12.5	27.9	25	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	11 / 19.7	50	10	16.9 / 19.4	50	10
	Reading	50 / 49.5	75	10	46.8 / 52.2	50	10
2b. Subgroup ELL	Math	13 / 17.4	50	2.5	26.3 / 20	75	5
	Reading	69 / 42.5	75	2.5	NR	0	0
2b. Subgroup FRL	Math	15 / 18.6	50	2.5	18.9 / 18.5	75	2.5
	Reading	47 / 48.2	50	2.5	56 / 52.5	75	2.5
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		92	100	20	92	100	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		58.75		100	63.75		100

A dashboard representation of E-Institute at Grovers' academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

E-Institute at Grovers

		2012 Alternative High School (11-12)			2013 Alternative High School (11 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	60	100	15	33.3	75	15
	Reading	0	25	15	100	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	20 / 18.6	75	30
	Reading	NR	0	0	NR	0	0
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	35
4b. Academic Persistence		75	75	20	NR	0	0
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		NR		65	78.95		95

A dashboard representation of, E-Institute at Avondale's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

E-Institute at Avondale

		2012 Small High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	NR	0	0	50.7	100	15
	Reading	NR	0	0	25	25	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	20.6 / 19.1	75	15
	Reading	NR	0	0	43.8 / 51.8	50	15
2b. Composite School Comparison	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
4b. Academic Persistence		NR	0	0	100	100	35
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR			73.75		100

A dashboard representation of Taylion Virtual High School of Arizona's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Taylion Virtual High School of Arizona

		2012 Traditional High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	NR	0	0	34.8	75	15
	Reading	NR	0	0	0	25	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		18	25	15	Not Met	50	15
4b. Academic Persistence		NR	0	0	37	25	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR		20	42.31		65

I. Success of the Academic Program

The FY2013 overall rating for E-Institute at Union Hills on the Board's academic performance measures was 70 including points received for the FY2013 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic

performance measures was 85 including points received for the FY2012 letter grade of A-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for Taylion Virtual High School of Arizona on the Board's academic performance measures was 42.31, no letter grade was reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was NR, the school's FY2012 letter grade as reported by the Arizona Department of Education was a D.

The FY2013 overall rating for E-Institute at Surprise on the Board's academic performance measures was 86.25 including points received for the FY2013 letter grade of A-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 88.75 including points received for the FY2012 letter grade of A-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for E-Institute at Metro on the Board's academic performance measures was 63.75 including points received for the FY2013 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 58.75 including points received for the FY2012 letter grade of C-ALT as reported by the Arizona Department of Education.

The FY2013 overall rating for E-Institute at Buckeye on the Board's academic performance measures was 72.5 including points received for the FY2013 letter grade of B-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 42.86 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The FY2013 overall rating for E-Institute at Grovers on the Board's academic performance measures was 78.95, no letter grade was reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was NR, no letter grade was reported by the Arizona Department of Education.

The FY2013 overall rating for E-Institute at Avondale on the Board's academic performance measures was 73.75 including points received for the FY2013 letter grade of D-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was NR, no letter grade was reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of E-Institute Charter School, Inc.

July, 2011: E-Institute Charter School, Inc. was notified that the charter holder was required to submit a PMP on or before September 1, 2011 for the five-year interval review because the schools operated by the charter holder did not meet the academic expectations set forth by the Board.

August, 2011: E-Institute Charter School, Inc. timely submitted a PMP (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; E-Institute at Union Hills received an overall rating of "Meets", Taylion Virtual High School of Arizona received an overall rating of "NR", E-Institute at Surprise received an overall rating of "Meets" , E-Institute at Metro received an overall rating of "Does Not Meet" the Board's academic standards, E-Institute at Buckeye received an overall rating of "Does Not Meet", E-Institute at Grovers received an overall rating of "NR" and E-Institute at Avondale received an overall rating of "NR". As a result, E-Institute Charter School, Inc. did not meet the Board's

academic performance expectations. The charter holder was assigned DSPs for the schools that received an "NR" or "Does Not Meet" as part of an annual reporting requirement (portfolio: h. FY12 DSP Submissions).

September, 2013: The Board released FY2013 Academic Dashboards; E-Institute at Union Hills received an overall rating of "Meets", Taylion Virtual High School of Arizona received an overall rating of "Does Not Meet", E-Institute at Surprise received an overall rating of "Meets" , E-Institute at Metro received an overall rating of "Meets", E-Institute at Buckeye received an overall rating of "Meet", E-Institute at Grovers received an overall rating of "Meets" and E-Institute at Avondale received an overall rating of "Meets". E-Institute Charter School, Inc. was not assigned DSPs for the schools that received an "NR" or "Does Not Meet" as part of an annual reporting requirement because final evaluations of the FY2012 DSPs had not yet been completed and the charter holder would become eligible for renewal within the fiscal year.

September, 2013: Following a preliminary evaluation of the FY2012 DSPs, Board staff conducted a site visit on September 19, 2013 to meet with the schools' leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

December, 2013: Board staff provided the charter holder, through its authorized representative, Mr. Timothy Smith, 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 Renewal DSPs as components of its renewal application package because the charter holder did not meet the academic performance expectations set forth by the Board.

January, 2014: Board staff completed a final evaluations (portfolio: f. FY2012 DSP Evaluation Instruments) of the charter holder's FY2012 DSPs and made the evaluations available to the charter holder. In those final evaluations of the FY2012 DSPs, Board staff determined that the charter holder's DSPs were not sufficient some, but not in all, areas. In areas that were evaluated as not acceptable, Board staff provided the charter holder with technical guidance. The findings contained in the final evaluations of the FY2012 DSPs were grounded in a limited evaluation of the schools' evidence as compared to the evaluation used in completing final evaluation of the Renewal DSPs submitted as part of the renewal application package.

March, 2014: A renewal application package with Renewal DSPs for Taylion Virtual High School of Arizona, E-Institute at Metro, E-Institute at Buckeye, E-Institute at Grovers, and E-Institute Avondale was timely submitted by the charter representative (portfolio: e. Renewal DSP Submissions).

Renewal Application Package DSPs

Following a preliminary evaluation of the DSPs, staff conducted a site visit on May 8, 2014 to meet with the schools' leadership, as selected by the schools, to confirm evidence of the processes described in the DSPs and review additional evidence to be considered in the final evaluation (presented in the charter holder's renewal portfolio: c. DSP Evaluation Instruments and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submissions. The following representatives of E-Institute Charter School, Inc. were present at the site visit:

Name	Role
Timothy D. Smith	Executive Director
Kathy Wenzlau	Principal E-Buckeye
Vicki McFarland	Federal Programs
Roger Perry	SPED Coordinator
Thom Ernst	Title I – Math
Zennis Less	Ass. Principal – e-Metro
Eric Luthi	Principal e-Metro
Rick Wolff	Principal – e-Union Hills
Loren Newman Jr.	Interim Principal Avondale
Casey Robertson	Principal – Surprise
Charlene Shores	Principal – Grovers
Paul Dahl	Operations Manager - Taylion

The DSPs submitted by E-Institute Charter School, Inc. for E-Institute at Metro, E-Institute at Grovers, E-Institute at Buckeye, Taylion Virtual High School of Arizona, and E-Institute at Avondale were required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluations prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSPs, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder has not provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready (ACCR) Standards into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, implementation of a professional development plan that contributed to increased student growth and proficiency, meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model, or increasing the percent of students remaining enrolled in a public school across school years.

The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis did not demonstrate improved student proficiency and growth. Current year data was provided for E-Institute at Buckeye and E-Institute at Grovers. No data was provided for E-Institute at Avondale, E-Institute at Metro, or Taylion Virtual High School of Arizona.

No disaggregated data or analysis of data was presented for any of the five schools to demonstrate increased proficiency and growth in math and reading for ELL students, FRL students, or students with disabilities.

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.

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

Curriculum:

In the area of curriculum, E-Institute Charter School, Inc.'s DSPs were evaluated as "Falls Far Below." The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards. The charter holder's DSPs in the area of curriculum are not acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The charter holder provided no evidence to demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
- The charter holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
    - The charter holder provided agendas and meeting minutes from "Curriculum Mapping – Cabinet Meetings" and leadership team and principals meetings from 2008 through 2014. These documents identify the need for curriculum mapping and revisions to existing maps. The evidence provided does not demonstrate they carried through with creating the curriculum maps as they planned.
    - The charter holder provided a "Biology 1 Course Sequence and Map" to demonstrate implementation of science curriculum. This document identifies the standards, pacing and lesson activities for a biology course. However, the charter holder did not provide any evidence, such as lesson plans or instructional materials, to demonstrate implementation of instruction aligned to the course sequence and map. The document provides fragmented evidence of an inconsistently utilized approach to implementing curriculum.
    - The charter holder provided Holt McDougal ELA and Math Textbooks. These documents consist of instructional resources used for non-computer based courses. These textbooks do not provide evidence to 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 "Learning Matters Educational Group 2013-2014 Curriculum Maps." These documents provide course descriptions and list course units with "sustaining comprehension" summaries and "essential questions" for each unit. These "maps" do not identify the standards or provide sufficient detail to identify what must be taught; and do not detail the expected pacing, strategies, methods, and activities; and do not communicated expectations for the consistent use of these tools.

- The charter holder provided teacher lesson plans for math and ELA. The teacher lesson plans do not align with the "Learning Matters Educational Group 2013-2014 Curriculum Maps." The teacher lesson plans do not contain consistent information and are not provided in a consistent format.
- The charter holder provided "Minutes from District Leadership Meeting January 20, 2014." The minutes identify a discussion about "accountability issues" and the need to ensure teachers are following current maps through principal accountability to ensure there is follow-up with map implementation and instruction. The minutes do not identify any follow-up actions to be taken and no evidence or additional documentation was provided to document progress regarding these areas..
- The charter holder provided "Essay and Course Completion forms for ELA and Math." These document were identified as forms used by teachers to track student progress through the computer based courses including completion of lessons, computer based assignments, and non-computer based assignments. These documents demonstrate an approach used for implementing computer based curriculum.

- The charter holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
  - The charter holder provided "Minutes from District Leadership Meeting January 20, 2014". The minutes identify discussion of the necessity for revision of curriculum maps to correct alignment problems. The minutes do not identify any follow-up actions to be taken and no evidence or additional documentation was provided to document progress regarding revisions. This document does not provide evidence concerning how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, or demonstrates how the school is addressing curricular gaps.
  - The charter holder provided minutes and agendas from principals meetings and staff meetings that identify discussion of math course options and a discussion about replacing the Personal Finance curriculum with a Consumer Math course, these notes indicate the decision will not be made until the Consumer Math "packet" is assessed and that "no date had been set" for that assessment. No documentation to demonstrate any action taken following these meetings was provided. Additionally, no information was provided to identify how the school evaluates curriculum options, or what that "assessment" would entail.
  - The charter holder provided "Minutes from District Leadership Meeting September 10, 2013". The minutes indicate that the district implemented a policy that schools could not make new course offerings without district approval and that a vetting/approval process would be implemented; the minutes indicate "specifics to be determined at a later date" and that the process would be documented. No documentation or evidence of a process for approving new courses was provided.
  - The charter holder provided "Email from Thom Ernst – New AIMS prep course for Jr/SR/+". The document is an email, dated January 20, 2014 that states that an attached document (not provided) outlines the requirements and credit assignments for a new

AIMS prep class. No evidence was provided that this course was approved by a course approval process as discussed at the September 10, 2013 meeting (see above). This document demonstrates a fragmented approach to evaluating and revising curriculum that conflicts with stated policy.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided "Florida Virtual Course Alignment". This document identifies the ACCR Standards and the Florida Virtual Courses aligned to each standard for Taylion Virtual High School of Arizona. This document demonstrates that Taylion Virtual High School of Arizona has a curriculum aligned to ACCR Standards but does not demonstrate effective implementation of the curriculum.
    - The charter holder provided "ALS Course Standards, and Nova Net Standards." The documents provided demonstrate the computer-based curriculum's alignment to the 2003 Arizona English Language Arts Standards and the 2008 Arizona Academic Content Standards for Math. No evidence was provided to demonstrate implementation of a curriculum aligned to ACCR Standards for the E-Institute campuses. The documents do not provide evidence that the charter holder's computer based curriculum is aligned to ACCR Standards.
    - The charter holder provided "ELA and math lesson plans, district curriculum maps, and teacher created curriculum maps. These documents include lesson plans that are not consistently aligned to ACCR Standards. Some lesson plans and teacher created curriculum maps identify an ACCR Standard, while others do not. The district curriculum maps do not identify ACCR Standards. The documents do not provide evidence that the charter holder's computer based curriculum is aligned to 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 "Special Education Process" and "Special Education Process Update". These documents describe a process for monitoring progress and adjusting instruction for special education students, including how student attendance and academic progress are monitored. These documents demonstrate a process for adapting curriculum to meet the needs of students with disabilities.
    - The charter holder provided tutoring and Title 1 services logs. These documents identify the tutoring and Title 1 services time provided to students. The documents also describe screening processes for identifying students for services, the services provided, and monitoring of their progress. These documents demonstrate a process for adapting curriculum to meet the needs of FRL and bottom 25% subgroup students.
    - The charter holder provided "e-Institute's Math Flow Chart" and "e-Institute's Math Entrance Evaluation Test" to demonstrate how curriculum is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The math flow chart describes the process for assigning students to a math course based on the Galileo Entrance test and a differentiated path for any student that fails a math course. These

documents demonstrate an approach for adapting the curriculum to meet the needs of students in subgroups.

Monitoring Instruction:

In the area of monitoring instruction, E-Institute Charter School, Inc.'s DSP was evaluated as Approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers. The charter holder's DSP in the area of monitoring instruction is not acceptable.

- The charter holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The charter holder provided walk through forms and observations forms for several campuses. The documents indicate observations were completed by the school leadership and teacher peer observers. Some observation forms identifying whether instruction is linked to the standards. However, not all the evaluation forms evaluate standards alignment. The documents provided cover a variety of dates to demonstrate that observations occur throughout the school year. These documents did not provide evidence that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The charter holder provided Lesson Plans from one campus to demonstrate monitoring of the integration of the standards. The documents provided evidence that the school leader from that campus collects lesson plans. However, no evidence or documentation was provided to demonstrate that the school leader is monitoring or reviewing lesson plans, specifically for the integrations of ACCR Standards into instruction. These documents did not provide evidence that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
- 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 a "DRAFT Online Teacher Rubric Based Evaluation." This document is an evaluation form the Taylion Virtual High School of Arizona plans to use to evaluate instructors in the future. This document demonstrates the beginning stages of a process for evaluating the instructional practices of teachers and does not provide evidence of the implementation of a system to evaluate the instructional practices of teachers.
    - The charter holder provided teacher evaluation and observation forms and rubrics for several campuses. These documents are the tools used to evaluate teachers at several, but not all, E-Institute sites. The evaluation process described by the school consisted of

pre and post conferences. The evidence provided did not demonstrate these evaluation processes were followed.

- 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 observation score sheets, observation forms, and notes. Some of these documents provide evidence to demonstrate that teachers receive their evaluation results or receive feedback from observations. However, the documents provided did not provide evidence that teacher across the charter consistently receive feedback and/or have access to the resources necessary to address identified weaknesses and learning needs, or that the school ensures teacher development is ongoing.
- 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 walk through forms and observations forms for several campuses. The documents indicate observations are completed by the school leadership and teacher peer observers. Some observation forms identify the need to observe and evaluate teachers' effectiveness in providing differentiated instruction. These documents provide evidence that some of the campuses have implemented an approach to evaluate the instructional practices of teachers that address the needs of subgroup students.
    - The charter holder provided "ILLP Progress Reports" for several students. The progress reports contain an area for teachers to record, on a quarterly basis, "Formative Assessment Used and Results" and "Recommendations". The progress reports provided did not provide evidence that teacher notes are made regarding student behavior and strategies incorporated into instruction. The only recommendation provided on the forms provided is "evening classes". ILLP documents were provided for several students. The ILLPs list ELP Standards and Performance Indicators to be Covered and provide space to record a date for instruction. None of the ILLP documents provided showed evidence that the ELP Standards and Performance Indicators were covered. These documents do not provide evidence that the charter has implemented an effective approach to evaluate the instructional practices of teachers that address the needs of subgroup students.

Assessment:

In the area of assessment, E-Institute Charter School, Inc.'s DSP was evaluated as Approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and

instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. The charter holder's DSP in the area of assessment is not acceptable.

- The charter holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The charter holder provided "Essay and Course Completion forms for ELA and Math". These documents identify student scores on assignments and assessments included as part of the computer-based courses. Corresponding data for non-computer-based courses was not provided. This document demonstrates a process for assessing students in a manner aligned with the computer-based curriculum. However, these documents do not provide evidence of a comprehensive assessment system that the schools regularly and timely use to assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The charter holder provided various data charts and tables for individual students at different campuses from different assessments. The documents did not provide evidence to clearly explain when the assessments were administered and from which assessments the data was obtained.
    - The charter holder provided a series of emails concerning the adoption or use of Galileo. The emails provide evidence concerning beginning the implementation of Galileo as an assessment system. These documents provide evidence of the beginning stages of a comprehensive assessment system.
- 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 various data charts and tables for individual students at different campuses from different assessments including AIMS and Galileo. The charter holder indicated these data reports are used to schedule tutoring. For one campus, a gap analysis document identifies a list of areas to be addressed in more depth during instruction based on a stated analysis of data from Galileo and AIMS. No data from the analysis was provided to describe how gap areas were identified. No evidence was provided to demonstrate that each campus analyzes assessment data and uses the findings to inform and adapt instruction.
- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
    - The charter holder provided a "Special Education Process Update" document. This document identifies a process used to monitor the academic performance of special education students. The document demonstrates that ALS, Nova Net, and Skills Tutor assessment data is collected for special education students as part of a process used by

the special education coordinator to monitor student progress for students with disabilities.

- The charter holder provided data reports about students' lesson completion in A+ for the District Wide Math Strategies course for students who have not passed AIMS. The data does not provide information about the effectiveness of the course or the academic success based on an assessment, rather it merely reports on students' percentage of lessons started and lessons completed. These reports do not provide evidence of the implementation of an assessment system that is adapted to meet the needs of students in the bottom 25%.
- The charter holder provided "ILLP Progress Reports" for several students. The progress reports contain an area for a teacher to record, on a quarterly basis, "Formative Assessment Used and Results" and "Recommendations". No assessment data was recorded in these areas. Results for the state-mandated AZELLA test were provided for some students. These reports do not provide evidence of the implementation of an assessment system that is adapted to meet the needs of ELL students.

Professional Development:

In the area of professional development, E-Institute Charter School, Inc.'s DSP was evaluated as Falls Far Below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. The charter holder's DSP in the area of professional development is not acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided a School Calendar that identifies 10 days of professional development for the school year. The calendar does not identify the types of professional development provided, or how professional development addressed teacher learning needs and areas of high importance. These documents do not provide evidence to demonstrate the school has a comprehensive professional development plan.
    - The charter holder provided sign in sheets and schedules for summer in-service. No explanation was provided to describe how the sessions listed on the agenda address teacher learning needs and areas of high importance; many, if not most, of the sessions were logistical staff meeting type sessions. These documents do not provide evidence to demonstrate the school has a comprehensive professional development plan.
    - The charter holder provided an email to teachers stating the district policy that teachers are to attend at least two professional development opportunities. No evidence of monitoring that teachers selected and attended professional development was provided. No explanation was provided to describe how teacher were to select professional development. This document demonstrates the a fragmented approach to

professional development that is teacher directed, and utilizes mostly external PD without regard to an overall school plan.

  - The charter holder provided a professional development log for one Taylion Virtual High School of Arizona teacher. This document identifies self-selected and self-directed professional development completed by one teacher and includes the teacher's reflection reports written after attending each session. This document demonstrates a fragmented approach to professional development.
  - The charter holder provided several emails concerning staff meetings and external professional development opportunities. The documents do not provide evidence that professional development is provided at staff meetings as part of a professional development plan.

- 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 reflection reports written by one teacher at Taylion Virtual High School of Arizona after she attended PD sessions. No reflections reports were provided for other teachers or campuses. No evidence was provided to demonstrate that this is a system the charter or other schools utilize. No other evidence was provided to demonstrate implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan.
- The charter holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
  - The charter holder provided observation forms and evaluations from several campuses. These documents do not provide evidence that teacher observations or evaluations incorporate follow-up on and monitor the implementation of the strategies and information learned through the professional development plan as part of the observations. No evidence was provided to demonstrate how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
- 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 "Sign-In from ELL SIOP training and PD support materials". The sign-in form identifies the attendance of staff from each school site. The support materials consist of a print-out of the presentation used. These documents demonstrate the school provided a professional development on ELL students/strategies.

- The charter holder provided "Special Education In Service Sign-Ins". This document identifies teachers and staff who attended a PD session on special education services during the summer in service. These documents demonstrate the school provided professional development on students with disabilities.

Data:

The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for all schools. Rather, the charter hold provided pages of documents repeating and restating the information contained in the FY13 dashboards. For the Grovers and Buckeye campuses, the charter holder did provide some current year data that demonstrates some improvement and some declines in academic performance.

The charter holder provided limited data that does not demonstrate consistent improved growth and proficiency in math and reading in the whole school population for all campuses. No data specific to students within the ELL, FRL, and students with disabilities subgroups was provided.

- 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 "AIMS improvement scores - Grovers". This document identifies a table of data and a brief summary of AIMS data. The summary included states that scores are for FAY students. The data provided demonstrates that students who had not previously passed the AIMS test, passed in a subsequent attempt.
    - The charter holder provided "Buckeye Requested AIMS Data". This document identifies a table of data and brief summary of AIMS data. The document does not indicate if the data was limited to FAY students, so a comparison to the academic dashboard may not result in an accurate representation of improved proficiency. The data provided demonstrates that approximately 35% of student improved a performance level on recent AIMS administrations.

Increasing Graduation Rate:

In the areas of increasing graduation rate, E-Institute Charter School, Inc.'s DSP was evaluated as "Approaches". The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, the school did not present data that demonstrates success in ensuring students graduate on time.

- The charter holder must provide evidence of strategies the school uses to ensure students in grades 9-12 graduate on time. These strategies should ensure that students have a plan to direct them in meeting graduation requirements that is kept up-to-date, and should include practices to address early academic difficulty.
    - The charter holder provided course completion log documents and ECAP documents for several campuses. These documents identify all the courses required for graduation and are used to track student progress and identify courses in which to enroll students. This

demonstrates a process for tracking of courses and assignment of courses based on graduation requirements. These documents provide evidence of strategies the school uses to ensure students in grades 9-12 graduate on time.

- The charter holder provided evidence of various communication strategies to correspond with students and parents about student progress, ensure students receive academic assistance and tutoring if needed, increase student engagement at school, and communicate school policies regarding attendance and AIMS testing. Some of these documents provide evidence of limited strategies the school uses to ensure students in grades 9-12 graduate on time.
- The charter holder did not provide any evidence to demonstrate success in increasing the graduation rate.

Academic Persistence:

In the areas of increasing the percent of students remaining enrolled in a public school across school years, E-Institute Charter School, Inc.'s DSP was evaluated as "Approaches". The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

- The charter holder must provide evidence of a sequential process for keeping students motivated and engaged. There is evidence that the charter holder is becoming more methodical in determining how to engage students and keep them enrolled in school.
  - The charter holder did not provide evidence to demonstrate evidence of a sequential process for keeping students motivated and engaged. The charter holder did not provide any evidence that demonstrates the charter holder is becoming more methodical in determining how to engage students and keep them enrolled in school.

II. Viability of the Organization

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

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

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

B. Other Compliance Matters

In March 2010, the results of an on-site review of the *Elementary and Secondary Education Act (ESEA)* State Johnson-O-Malley (JOM), Migrant, and Neglected or Delinquent programs identified deficiencies in some areas. The deficiencies were required to be corrected by September 2010. The deficiencies were reported by ADE as resolved in November 2010.

The fiscal year 2011 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicates that as of the testing date, a fingerprint check of one of the charter holder's employees had not been performed. The charter holder submitted a satisfactory CAP.

For the previous five fiscal years, the charter holder failed to timely submit the fiscal year 2013 Annual Financial Report (AFR), fiscal year 2010 AFR, and fiscal year 2012 audit.

C. Charter Holder's Organizational Membership

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

Board Options

Option 1: The Board may grant a conditional renewal which is a denial of the renewal unless specific provisions are included. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, the Board has sufficient basis to deny the request for charter renewal and to not grant a renewal contract for E-Institute 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 stated in the Renewal Executive Summary. All that taken into consideration, the charter holder operates 6 schools that have a current Overall Rating of Meets Standard. Therefore, the Board will grant a renewal contract to E-Institute Charter School, Inc. for the continuation of those schools: E-Institute at Union Hills, E-Institute at Surprise, E-Institute at Metro, E-Institute at Grovers, E-Institute at Buckeye, and E-Institute at Avondale. The Board's grant of a renewal contract will not, however, include the school that does not currently have an Overall Rating of Meets or Exceeds Standard which is: Taylion Virtual High School of Arizona.

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

Option 3: Notwithstanding staff's recommendation to grant a conditional renewal, the Board may determine that there is a basis to approve the renewal as requested by the charter holder. The following language is provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the charter holder. In this case, the charter holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]. Additionally, the Board has adopted an academic performance framework that allows for additional

consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. With that taken into consideration, as well as having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal， I move to approve the request for charter renewal and grant a renewal contract to E-Institute Charter School, Inc.