The Shelby School - Entity ID 79131

School: The Shelby School

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, The Shelby School was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder did not meet the academic expectations set forth by the Board. At the time The Shelby School 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, The Shelby School received an overall rating of "Does Not Meet" the Board's academic standards.

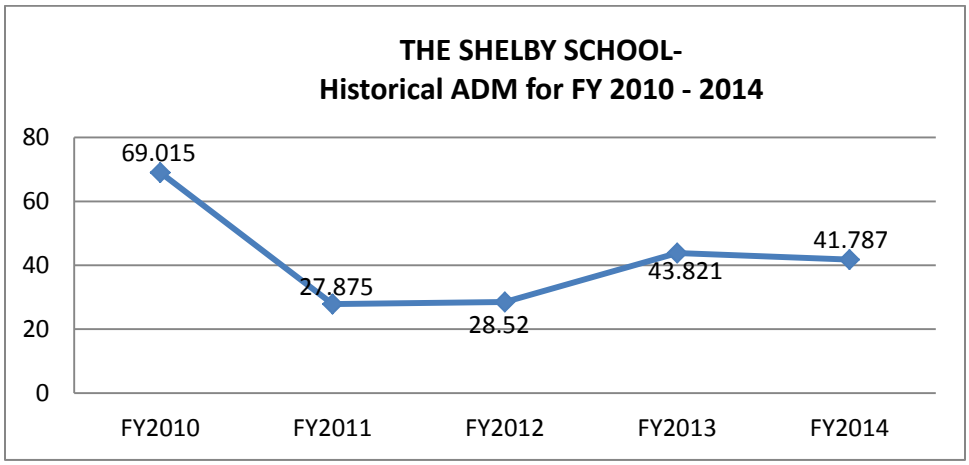
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in zero "Acceptable" and three "Not Acceptable" determinations. During the site visit for the DSP, the charter holder indicated that additional resources will be committed by the charter holder to purchasing a new reading curriculum that would result in improved academic performance.

The charter holder's organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission and the charter holder was required to submit the Organizational Membership portion of the Detailed Business Plan Section of the renewal application. At the time of this report, the charter holder has completed all the appropriate filings to align the organizational membership on file with the Board and the Arizona Corporation Commission.

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

Profile

The Shelby School operates one school serving grades K-9 in Payson. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

The Shelby School

		2012 Small Elementary School (K-8)			2013 Traditional K-12 School (K to 9)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	34	50	25	39	50	20
	Reading	41	50	25	48	50	20
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	39 / 46.7	50	7.5	31.8 / 64.7	25	7.5
	Reading	71 / 67.1	75	7.5	68.2 / 78.5	50	7.5
2b. Composite School Comparison	Math	-6.8	50	7.5	-27.5	25	5
	Reading	3.4	75	7.5	-6.9	50	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	33 / 39	50	7.5	31.6 / 55.4	25	7.5
	Reading	70 / 62	75	7.5	68.4 / 71.2	50	7.5
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	D	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	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		54.41		100	42.65		85

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 42.65 including points received for FY2013 letter grade of D as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 54.41 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of The Shelby School:

May, 2010: The Shelby School was notified that the charter holder was required to submit a PMP on or before September 1, 2010 for the five-year interval review because The Shelby School, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

August, 2010: The Shelby School timely submitted a PMP (Portfolio: i. Performance Management Plan).

February, 2013: The Board released FY2012 Academic Dashboards; The Shelby School received an overall rating of "Does Not Meet" the Board's academic standards and The Shelby School did not meet the Board's academic performance expectations. The charter holder was assigned a DSP for The Shelby School as part of an annual reporting requirement.

May, 2013: The Shelby School failed to timely submit its FY2012 DSP. The Board notified The Shelby School, through its authorized representative, Trina Kamp, that the Board would review The Shelby School's compliance with its contract at the June 2013 Board meeting.

June, 2013: Prior to the June Board meeting, The Shelby School submitted a FY2012 DSP (portfolio: h. FY12 DSP Submission).

July, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on July 30, 2013 to meet with the school's leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

September, 2013: The Board released FY2013 Academic Dashboards; The Shelby School received an overall rating of "Does Not Meet" the Board's academic standards and The Shelby School 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 a final evaluation of the FY2012 DSP had not yet been completed and the charter holder would become eligible for renewal within the fiscal year.

November, 2013: Board staff completed a final evaluation (portfolio: f. FY2012 DSP Evaluation Instrument) of the charter holder's FY2012 DSP and made the evaluation available to the charter holder. In that final evaluation of the FY2012 DSP, Board staff determined that the charter holder's DSP was acceptable in 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 evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the Renewal DSP submitted as part of the renewal application package.

December, 2013: Board staff provided the charter holder, through its authorized representative, Trina Kamp, 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 21, 2013), the deadline date on which the renewal application package would be due to the Board (March 21, 2014), information on the availability of the charter holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a Renewal DSP as a component of its renewal application package because the school did not meet the academic performance expectations set forth by the Board.

March, 2013: A renewal application package with a Renewal DSP for The Shelby School was timely submitted by the charter representative (portfolio: e. Renewal DSP Submission).

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on April, 15, 2014 to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the charter holder's renewal

portfolio: c. DSP Evaluation Instrument and d. Renewal DSP Site Visit Evidence List) of the charter holder's DSP submission. The following representatives of The Shelby School were present at the site visit:

Name	Role
Ezra Stuyvesant	Administration
Michael Harper	Board Member
Shauna Rensch	4-6 Coordinator
Glennora Widger	7-10 Coordinator
Genoa Stuyvesant	K-3 Coordinator

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

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder has not provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready (ACCR) Standards into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, or implementation of a professional development plan that contributed to increased student growth and proficiency. The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data provided did not demonstrate improved growth or proficiency for students overall. No disaggregated data or analysis of data was presented to demonstrate increased proficiency or growth in Math or Reading for students in the free or reduced lunch (FRL) or students with disabilities subgroups. The charter holder stated that school currently serves no English language learner (ELL) students.

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

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

Curriculum:

In the area of curriculum, The Shelby School'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 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 DSP in the area of curriculum is not acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.

- The charter holder provided "Literacy/Math Committee Meeting" documents. These documents contain the minutes of meetings conducted by Shauna Rensch, Glenn Widger, Genoa Stuyvesant, and Ezra Stuyvesant who make up the school's Literacy/Math Committee and who are responsible for curriculum decisions. The minutes from July 6, 2013 indicate that Shauna Rensch was assigned to research new math curriculum and she narrowed their choices to Singapore Math and Everyday Math. The minutes from July 19, 20, 23, and 25, 2013 indicate that Shauna Rensch presented information about Singapore Math and Everyday Math and the committee voted to purchase Everyday Math for grades K-6. These documents demonstrate an approach to adopt curriculum.
- The charter holder provided "McGraw Hill Education Packing List" documents. These documents identify that Everyday Math materials were purchased by The Shelby School and were shipped by McGraw Hill after the start of the school year, on August 29, 2013 and September 8, 2013. This document demonstrates the school adopted a new curriculum, but does not provide evidence of a system to adopt curriculum. The document also demonstrates that the adoption did not occur in a timely manner, as the school received the materials after the start of the school year.
- The charter holder was not able to provide any evidence regarding the adoption of ELA curriculum, but indicated that they have used the same ELA curriculum for several years. In grades K-3 they use Scott Foresman, 4-6 they use Harcourt Brace, 7-8 the use McGraw Hill. They provided teacher editions of each text for us to review, but this does not provide any evidence regarding a system to adopt curriculum.

- The charter holder must provide evidence that the school has a system in place for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
  - The charter holder provided "lesson plan" documents. These documents identify ACCR Standards, learning tasks, activity tasks, assessment tasks, and materials for math and ELA lessons in the first month of school. When asked for lesson plans for other points during the year, the charter holder was not able to provide these for any time other than the first month and indicated that the plans were completed only for the first month of school. These documents demonstrate disjointed efforts to implement the curriculum.
  - The charter holder provided "Everyday Mathematics Month-by-Month Overview" documents. These documents identify for each grade level, K-6, key mathematical activities/ideas to be taught on a month-by-month plan according to sections/units in the textbook. No lesson plans or other documents were provided to demonstrate implementation of the pacing guides. These documents demonstrate an approach to, but not a system for, implementing the curriculum that is utilized for the mathematics classes that sets pacing for mathematics standards to be covered throughout the school year.
  - The charter holder provided "teacher calendar" documents and Teacher Edition Textbooks for ELA/Reading. The calendar documents identify lessons from the textbook and the dates on which they were to be taught. The calendars do not identify the standards to be taught or provide any information to determine whether all the standards would be covered or provide any information about strategies, methods, and activities. The Teacher Edition Textbooks identify strategies, methods, and activities, but do not identify the standards, nor do they align with the standards when they are compared to the standards using the calendars and the standards checklist documents. These documents demonstrate disjointed efforts to implement a curriculum, but do

not provide evidence of a system to implement a curriculum aligned to the ACCR Standards in ELA/reading.

- The charter holder provided "ELA/Common Core Standards for Reading" documents. These documents identify the ACCR Standards for each grade level, the date taught, the date re-taught, the date reviewed, the date assessed and the date reassessed. These were completed by teachers, but were not supported by documentation to demonstrate the curriculum and lessons actually address the standards. The charter holder indicated that they have used the same ELA/reading curriculum for several years (at least 3); in grades K-3 they use Scott Foresman, 4-6 they use Harcourt Brace, 7-8 they use McGraw Hill. None of the ELA/reading curriculum materials indicate they are aligned to the ACCR Standards. The charter holder indicated that the lesson plans demonstrate that the curriculum and instruction is aligned to the standards, but lesson plans are available only for the first month and were not completed subsequent to the first month. Board staff spent time comparing lessons in the teacher edition textbooks and selection lesson plans and student activities from the textbooks to the standards identified in these "ELA/Common Core Standards for Reading" documents based on the dates identified as taught or re-taught and the lessons identified on the teacher calendars for the corresponding dates. These lessons do not consistently address the standard or teach at the appropriate rigor level. These documents do not provide evidence to demonstrate the school has a system to implement an ELA/reading curriculum aligned to the ACCR Standards.
- The charter holder provided "Reading Progress" documents and accompanying student activities and "Selection Lesson Plan" documents from the textbooks for ELA/Reading. The Reading Progress" documents identify a topic, dates, concepts and student names and grades. In some cases the "concepts" identified are ACCR Standards and in other cases they are not. In some cases where an ACCR Standard is identified and compared to the ACCR Standard identified by ADE, Board staff observed that the standards do not match. Additionally, the instructional activities in the "Selection Lesson Plan" documents do not consistently align with the ACCR Standards identified on the "Reading Progress" documents. These documents demonstrate disjointed efforts to implement a curriculum, but do not provide evidence of a system to implement a curriculum aligned to the ACCR Standards in ELA/reading.

- 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 "Literacy/Math Committee Meeting" documents. These documents contain the minutes of meetings conducted by Shauna Rensch, Glenn Widger, Genoa Stuyvesant, and Ezra Stuyvesant who make up the school's Literacy/Math Committee and who are responsible for curriculum decisions. The minutes from July 10, 2013 indicate that the committee reviewed the reading and math intervention programs, but do not identify if the programs were evaluated for effectiveness or gaps. The minutes from October 12, 2013 indicate that 4th/5th grade needed to work on multiplication/division skills and that the curriculum would be adjusted to incorporate these, but the minutes do not indicate how these were identified as gaps in the curriculum or how the school would address these gaps. The minutes from November 16, 2013 indicate that as a result of classroom observations the administrator made suggestions about additions to the mathematics curriculum at each grade level, but the minutes do not indicate how these suggestions were identified as gaps in the curriculum or how the school would address these gaps.

Additionally, Board staff compared the suggestions to the ACCR Standards and discovered that many of the subject specific suggestions were at least 1 grade below the expectations of the ACCR Standards. The minutes from January 24, 2014 indicate that suggestions were made regarding adjustments to the curriculum and its handling of the concepts of mean, median, mode, range, and outlier, but the minutes do not indicate how these were identified as gaps in the curriculum or how the school would address these gaps. The minutes from February 14, 2014 indicate that suggestions were made regarding adjustments to the math curriculum, but the minutes do not indicate how these were identified as gaps in the curriculum or how the school would address these gaps. These documents evidence disjointed efforts to revise curriculum, but do not provide evidence of a system to evaluate and revise curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
    - The charter holder provided "lesson plan" documents. These documents identified ACCR Standards, learning tasks, activity tasks, assessment tasks, and materials for math and ELA lessons in the first month of school. When asked for lesson plans for other points during the year, the charter holder was not able to provide these for any time other than the first month and indicated that the plans were completed only for the first month of school. These documents do not provide evidence that the school has implemented an ELA/reading curriculum aligned to the ACCR Standards.
    - The charter holder provided "ELA/Common Core Standards for Reading" documents. These documents identify the ACCR Standards for each grade level, the date taught, the date re-taught, the date reviewed, the date assessed and the date reassessed. These were completed by teachers, but were not supported by documentation to demonstrate the curriculum and lessons actually address the standards. The charter holder indicated that they have used the same ELA/reading curriculum for several years (at least 3); in grades K-3 they use Scott Foresman, 4-6 they use Harcourt Brace, 7-8 they use McGraw Hill. None of the ELA/reading curriculum materials indicate they are aligned to the standards. The charter holder indicated that the lesson plans demonstrate that the curriculum and instruction is aligned to the standards, but lesson plans were available only for the first month and were not completed subsequent to the first month. The Board staff spent time comparing lessons in the teacher edition textbooks to the standards identified in these documents based on the dates identified as "taught" and the lessons identified on the teacher calendars. These lessons do not consistently address the standard or teach at the appropriate rigor level. These documents provide evidence that the school has not implemented an ELA/reading curriculum aligned to the ACCR Standards.
    - The charter holder provided "Correlation of Everyday Mathematics to the Common Core State Standards for Mathematics" documents. These documents identify the Everyday Mathematics lesson, pages, and common core standards to which the lessons align. These documents demonstrate the charter holder has a math curriculum aligned to the ACCR Standards for grades K-6, but do not demonstrate implementation of the curriculum.
    - The charter holder provided "Glencoe Math Common Core State Standards" documents. These documents identify the lesson, pages, and common core standards to which the lessons align. These documents demonstrate of the charter holder has a math curriculum aligned to the ACCR Standards for grades 7-9 , but do not demonstrate implementation of the curriculum.

- 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 "Literacy/Math Committee Meeting" documents. These documents contain the minutes of meetings conducted by Shauna Rensch, Glenn Widger, Genoa Stuyvesant, and Ezra Stuyvesant who make up the school's Literacy/Math Committee and who are responsible for curriculum decisions. The minutes from July 6, 2013 indicate that the school would implement reading and math intervention programs with AIMS/SAT-10 results, DIBELS, and CRTs as placement indicators. The minutes from July 10, 2013 indicate that the committee reviewed the intervention programs, but did not indicate what reading programs were reviewed for or what the findings of the reviews were. The minutes from July 10, 2013 indicate that the committee determined the math and reading intervention programs were ready for implementation at the beginning of the year. The minutes from August 11, 2013 indicate students had been placed in the math and reading intervention programs. The minutes from September 21, 2013 provide an update on the math intervention program. The minutes from October 12, 2013 indicate the committee reviewed student progress in math and reading intervention programs, and planned to make adjustments for SPED and bottom 25% students in the math intervention program. The minutes from December 6, 2013 indicate the committee planned to make adjustments in the intervention programs. The minutes from December 28, 2013 indicate the committee reviewed student progress in math and reading intervention programs. The minutes from January 24, 2014 indicate the committee reviewed student progress and assigned new students to the math and reading intervention programs. The minutes from February 14, 2014 indicate that the committee reviewed the intervention programs, but do not indicate what reading programs were reviewed for or what the findings of the reviews were. These documents demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, The Shelby School's DSP was evaluated as "Falls Far Below." The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.

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 "ELA/Common Core Standards for Reading" documents. These documents, which act as standards checklists, identify the ACCR Standards for each grade level, the date taught, the date re-taught, the date reviewed, the date assesses and the date reassessed. These were completed by teachers, but were not supported by documentation to demonstrate the curriculum and lessons actually address the standards. The charter holder indicated that they have used the same ELA/reading curriculum for several years (at least 3); in grades K-3 they use Scott Foresman, 4-6 they use Harcourt Brace, 7-8 they use McGraw Hill. None of the ELA/reading curriculum materials indicate they are aligned to the standards. The charter holder indicated that the lesson plans demonstrate that the curriculum and instruction is aligned to the standards, but

lesson plans are available only for the first month and were not completed subsequent to the first month. The Board staff spent time comparing lessons in the teacher edition textbooks to the standards identified in these documents based on the dates identified as "taught" and the lessons identified on the teacher calendars. These lessons do not consistently address the standard or teach at the appropriate rigor level. The charter holder did not provide similar documents for Math and provided nothing to demonstrate they had tools for monitoring the integration of the math standards into instruction. These documents provide evidence that the school has implemented a process that could monitor the implementation of the ACCR Standards in ELA/reading, but the evidence provided demonstrates that the process is not successfully monitoring the implementation of the ACCR Standards in ELA\reading. Additionally, the documents do not provide evidence of a process to monitor the implementation of the ACCR Standards in math.

  - The charter holder provided "Literacy/Math Committee Meeting" documents. The minutes from August 11, 2013 indicate the administrator will begin bi-monthly observations of classroom teachers. The administrator indicated that these observations are intended to ensure that the standards are integrated into instruction and taught according to the planned schedule/teachers are on-track. The minutes from November 16, 2013 indicate the administrator provided feedback suggestions about concepts students need to be exposed to, need to practice, or need to master in mathematics. The minutes from February 14, 2014 indicate the administrator provided feedback suggestions about concepts students need to be exposed to, need to practice, or need to master in mathematics. When compared to the standards, the suggestions do not consistently align to appropriate grade level standards; these documents do not provide evidence of a process to monitor the implementation of the ACCR Standards in math.

- 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 "Literacy/Math Committee Meeting" documents. The minutes from August 11, 2013 indicate the administrator will begin bi-monthly observations of classroom teachers. The administrator indicated that these observations are intended to ensure that the standards are integrated into instruction and that teachers are on-track with the planned pacing. The minutes from November 16, 2013 and February 14, 2014 indicate the classroom observations are not being used to evaluate the quality of instruction and identify the strengths, weaknesses, and learning needs of teachers; rather feedback from the observations is strictly related to the math subject content and included suggestions about concepts students need to be exposed to, need to practice, or need to master in mathematics. These documents do not provide evidence to demonstrate the school has a process or system to evaluate the quality of instruction and identify the strengths, weaknesses, and learning needs of teachers.
  - The charter holder provided "Teacher Performance Evaluation" documents. These documents consisted of completed observations and evaluations as well as pre- and post-conferences. The observation comments/notes were compared to the evaluation domains/criteria they were intended to address and the observations do not to align to the evaluation criteria and do not support the evaluation findings. When the leadership team was asked how they felt the observations and evaluation criteria aligned, one member said they do not. The same individual from the leadership team stated it would be a good idea to actually bring the evaluation criteria in with them when doing an observation and several members of the team agreed that it would be a

good idea. Board staff reviewed the evaluations and found that all teachers are rated as effective or highly effective; the evaluations did not identify teacher weaknesses or learning needs. The three teachers on the leadership team are responsible for conducting evaluations of each other, no external evaluation is provided. These documents demonstrate that the school is at the beginning stages of implementing a system for evaluating the quality of instruction and identifying the strengths, weaknesses, and learning needs of teachers. The school has created tools, which if implemented correctly, would provide a process or system for evaluating the instructional practices of teachers, but do not provide evidence of the proper implementation of these tools.

- 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 "Teacher Performance Evaluation" documents. These documents consisted of completed observations and evaluations as well as pre- and post-conferences. The documents identify that a post-observation conference is conducted between the evaluator and the teacher and that the teacher receives a copy of the evaluation. However, there is no evidence in these documents to demonstrate that the school is conducting an analysis of the effectiveness of instruction or providing feedback to help teachers improve instructional effectiveness. Board staff reviewed the evaluations and found that all teachers are rated as effective or highly effective; the evaluations did not identify teacher weaknesses or learning needs. The three teachers on the leadership team are responsible for conducting evaluations of each other, no external evaluation is provided. These documents demonstrate that the school is at the beginning stages of conducting some analysis and provide some feedback to further develop the quality of instruction. The school has created tools, which if implemented correctly, would provide a process or system for conducting some analysis and provide some feedback to further develop the quality of instruction.
    - The charter holder provided "Literacy/Math Committee Meeting" documents. The minutes from August 11, 2013 indicate the administrator will begin bi-monthly observations of classroom teachers. The minutes from November 16, 2013 indicate that feedback from the observations is strictly related to the math subject content and included suggestions about concepts students need to be exposed to, need to practice, or need to master in mathematics. The minutes from February 14, 2014 indicate that feedback from the observations is strictly related to the math subject content and included suggestions about concepts students need to be exposed to, need to practice, or need to master in mathematics. These documents do not provide evidence to demonstrate the school has a process or system for conducting some analysis and provide some feedback to further develop the quality of instruction.
- 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 "Teacher Performance Evaluation" documents. These documents consisted of completed observations and evaluations as well as pre- and post-conferences. The documents do not indicate any of the evaluation criteria concerned the quality of instruction in

relation to meeting the needs of subgroup students. These documents do not provide evidence to demonstrate the school has a process or system to evaluate the quality of instruction in relation to meeting the needs of subgroup students.

- The charter holder provided "Literacy/Math Committee Meeting" documents. The leadership team members indicated these notes would provide evidence of evaluating the instructional practices of teachers related to meeting the needs of subgroup students. The October 12, 2013 minutes address working with subgroup students in the intervention program and issues with individual students identified within the subgroups, but the notes do not indicate the discussion addressed evaluating the instructional practices of teachers related to meeting the needs of these students. The December 6, 2013 minutes address working with subgroup students in the intervention program, but do not address evaluating the instructional practices of teachers related to meeting the needs of these students. The December 28, 2013 minutes address working with subgroup students in the intervention program, but do not address evaluating the instructional practices of teachers related to meeting the needs of these students. These documents do not provide evidence to demonstrate the school has a process or system to evaluate the quality of instruction in relation to meeting the needs of subgroup students.
- The charter holder was not able to provide any evidence to show that there is a system to monitor the quality of instruction and identify the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of subgroup students. One member of the leadership team indicated that this is monitored through teacher "self-reflection" and teachers are responsible for seeking assistance if they are having difficulty meeting the needs of subgroup students.

Assessment:

In the area of assessment, The Shelby School's DSP was evaluated as "Falls Far Below." The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. 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 ALEKS data reports documents for 3 of 43 students enrolled at the school. These documents identify individual student performance on assessments in a computerized assessment program. The reports also identify the course content of the computerized lessons and the dates on which assessments were completed and whether those assessments were requested or progress assessments. The ALEKS assessments were used only by some students as an intervention program and assessment. Additionally, the Board staff conducted research to determine whether this assessment program is aligned with the ACCR Standards and determined that while there is overlap between some of the standards, the program is not completely aligned to the standards. This document does not demonstrate a comprehensive assessment system through which 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 Read Naturally Live Students At-a-Glance data report documents for 15 of 43 students enrolled at the school. These documents identify individual student performance on assessments in a computerized assessment program. The reports identify student scores in fluency and comprehension and the reading level and stories completed for each student. The Read Naturally Live assessments were used only by some students as an intervention program and assessment. Additionally, the Board staff conducted research to determine whether this assessment program is aligned with the ACCR Standards and determined that while the stories correlate to the common core guidelines for lexile text measures, the assessments are not designed to align with the state standards nor are they intended to be curriculum based measures. This document does not demonstrate a comprehensive assessment system through which 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 indicated that they also utilize text-based unit tests in each classroom to progress monitor students in mathematics. They did not provide evidence of the use of these assessments.
- The charter holder indicated that they also utilize BuckleDown in each classroom to progress monitor students in mathematics. As evidence of the use of these assessments, the charter holder provided "Literacy/Math Committee Meeting" documents. The February 14, 2014 minutes indicate the committee "felt the need to enrich the ongoing math instruction" and as a result ordered BuckleDown for grades 3-8. The March 27, 2014 minutes indicate the committee determined the BuckleDown materials would be used to diagnose weaknesses and the workbooks would be used to remediate weaknesses; these materials were to be used from March 27 until the AIMS administration on April 8. These documents provide evidence that the BuckleDown assessments were not used as part of a comprehensive assessment system through which 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 indicated that they also use DIBELS to progress monitor students in ELA/reading. As evidence of the use of these assessments, the charter holder provided "Literacy/Math Committee Meeting" documents. The August 8, 2013 minutes indicate the schedule was set for the year for DIBELS Benchmark testing, and the first Benchmark would be completed within the week. The January 24, 2014 minutes indicate the committee reviewed Winter DIBELS testing results. The charter holder did not provide evidence to contradict Board staff's evaluation that DIBELS is not an assessment that is aligned to the curriculum or standards. These documents do not provide evidence of a comprehensive assessment system through which 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 indicated that they also utilize text-based weekly quizzes and unit tests in each classroom to progress monitor students in ELA/reading. They did not provide evidence of the use of these assessments.
- The charter holder indicated that they also utilize an AIMS sample test at the middle of the year. They did not provide evidence of the use of this assessment.

- 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 "Literacy/Math Committee Meeting" documents. The July 6, 2013 minutes indicate AIMS, DIBELS, and SAT-10 results would be used to determine student placement in intervention programs. The July 10, 2013 minutes indicate AIMS and SAT-10 results were being examined for each student and a report was being set up for teachers to identify least mastered performance objectives; the notes also indicate the teachers would examine these results during PD on July 11, 2013. The October 12, 2013 minutes indicate the committee reviewed first quarter student performance based on grades and, for intervention students, ALEKS and Read Naturally results. The minutes do not indicate how the committee analyzed the data, what findings the committee made, or how that analysis was used to inform and adapt instruction. The December 28, 2013 minutes indicate the committee reviewed first half of the year student performance based on grades and, for intervention students, ALEKS and Read Naturally results. The minutes do not indicate how the committee analyzed the data, what findings the committee made, or how that analysis was used to inform and adapt instruction. The January 24, 2014 minutes indicate the committee reviewed Winter DIBELS testing results and moved 4 students into the intervention program. These documents do not provide evidence that the school is analyzing and utilizing data from a comprehensive assessment system 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 ALEKS data reports documents. These documents identify individual student performance on assessments in a computerized assessment program. The reports also identify the course content of the computerized lessons and the dates on which assessments were completed and whether those assessments were assigned or regular progress assessments. The ALEKS assessments were used only by subgroup students as an intervention program and assessment. Additionally, the Board staff conducted research to determine whether this assessment program is aligned with the ACCR Standards and determined that while there is overlap between some of the standards, the program is not completely aligned to the standards. These documents demonstrate implementation of an assessment system adapted to the needs of subgroup students, but does not demonstrate that the assessment system is aligned to the ACCR Standards.
  - The charter holder provided Read Naturally Live Students At-a-Glance data report documents. These documents identify individual student performance on assessments in a computerized assessment program. The reports identify student scores in fluency and comprehension and the reading level and stories completed for each student. The Read Naturally Live assessments were used only by some students as an intervention program and assessment. Additionally, the Board staff conducted research to determine whether this assessment program is aligned with the ACCR Standards and determined that while the stories correlate to the common core guidelines for lexile text measures, the assessments are not designed to align with the state standards nor are they intended to be curriculum based measures. These documents demonstrate implementation of an assessment system adapted to the needs of subgroup students, but does not demonstrate that the assessment system is aligned to the ACCR Standards.

Professional Development:

In the area of professional development The Shelby School's DSP was evaluated as "Approaches." The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school.

The charter holder's DSP in the area of professional development is not acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided "Professional Development Calendar 2013-2014" and "Teacher Workshop/Agenda" documents. These documents identify the dates of professional development programs offered at the school; the leadership explained that the PD was focused on the implementation of the common core standards and implementation of new curriculum resources and intervention programs. These documents demonstrate that the charter holder developed a professional development plan to address teacher learning needs.
- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.
    - The charter holder provided a "Teacher Workshop Evaluation Summary Sheet" documents. This document summarizes teacher responses to the question of whether the PD was useful, whether the information can be used in the classroom, what additional information is needed, how the workshop could be improved, and any other comments. In several of the summaries teachers requested additional professional development or identified resources needed to implement the PD learning. These documents demonstrate an approach the charter holder uses to support teachers in planning to and implementing the information and strategies.
    - The charter holder provided Professional development resources and support materials. These documents include resources that were provided to the teachers to implement professional development or that were used during the professional development to teach teachers. These documents demonstrate an approach the charter holder uses to support teachers in planning to and implementing the information and strategies.
- 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 did not provide any evidence to demonstrate a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Rather, the charter holder indicated that teachers monitored their own implementation through "self-reflection."

- The charter holder must provide evidence of implementation of a 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 did not provide any evidence of a comprehensive professional development plan that meets the needs of subgroup students.

Data:

The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The Shelby School did not provide evidence of increased proficiency for students in the FRL or students with disabilities subgroups.

The charter holder's DSP in the area of data is not acceptable.

- 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 "Average Course Mastery Reports" by grade level and "Knowledge Per Slice" reports by students from the ALEKS intervention program for 23 of 43 students enrolled at the school. The ALEKS intervention program aligns to some, but not all grade level ACCR Standards. Additionally, the reports for some of the 7th and all of the 8th grade students indicate they were working on "Middle School Math Course 1" and "Middle School Math Course 2," respectively. However, "Middle School Math Course 1" teaches and assesses 6th grade standards, rather than 7th grade, and "Middle School Math Course 2" teaches and assesses 7th grade standards, rather than 8th grade. The Average Course Mastery reports identify the aggregated number of topics mastered and the percent of topics mastered by domain and topic for all students in a grade level. The charter holder was unable to explain what it meant to say a topic had been "mastered" or how that was aggregated for the students in a grade level. The Knowledge Per Slice reports identify the number of topics mastered per assessment and the percent of topics mastered by domain. Again, the charter holder was unable to explain what it meant to say a topic had been "mastered." Because the charter holder did not provide us with any analysis, comparative data, or information necessary to understand the data, the Board staff was unable to conduct any analysis of this data. This data does not provide evidence that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
    - The charter holder provided "Read Naturally Live Students At-a-Glance" school-wide reports and "Read Naturally Live Student Level Summary" student level reports for 15 of 43 students enrolled at the school. The Read Naturally Live assessment program is not designed to align with the state standards nor is intended to act as a curriculum based measure. These Read Naturally Live data reports identify individual student performance scores in fluency and comprehension and the reading level and stories completed for each student. The charter holder did not provide any information about how this data would align to proficiency or growth. Because the charter holder did not provide the Board staff with any analysis or information necessary to understand this data and because at most 3 of the 15 students were being assessed with materials at the appropriate

grade/reading level, the Board staff was unable to conduct any analysis of this data. This data does not provide evidence that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

II. Viability of the Organization

The charter holder did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years.

The Shelby School

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$2,824	$17,065	$11,028	$7,395
Unrestricted Cash	$2,824	$17,065	$11,028	
Other Liquidity	-			
Total Assets	$409,642	$451,840	$483,041	
Total Liabilities	$63,065	$111,149	$167,419	
Current Portion of Long-Term Debt & Capital Leases	$47,635	$58,132	$50,617	
Net Assets	$346,577	$340,691	$315,622	
Statement of Activities				
Revenue	$371,541	$239,361	$238,380	
Expenses	$365,655	$214,292	$259,800	
Net Income	$5,886	$25,069	($21,420)	
Change in Net Assets	$5,886	$25,069	($21,420)	
Financial Statements or Notes				
Depreciation & Amortization Expense	$37,084	$37,072	$39,459	
Interest Expense	$5,116	$8,505	$7,609	
Lease Expense	$25,000	$12,400	$14,300	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	2.82	29.07	15.49	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	$5,886	$25,069	($21,420)	N/A
Cash Flow	($14,241)	$6,037	$3,633	($4,571)
Fixed Charge Coverage Ratio	0.94	1.05	0.55	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

The charter holder was required to submit a financial performance response based on the fiscal year 2013 audit (portfolio: k. Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and three "Not Acceptable" determinations (portfolio: j. Financial Response Evaluation).

While the charter holder did not meet the Board's financial performance expectations in fiscal years 2012 and 2013, the DSP includes no indication that additional resources would be committed by the charter holder to developing systems that would result in improved academic performance. However, during the site visit, the charter holder indicated they were considering purchasing a new reading curriculum.

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

The fiscal year 2012 audit indicated that for two employees required to have a valid fingerprint clearance card (FCC), the charter holder had expired FCCs on file as of the testing date. As of the audit report date, the charter holder had received up-to-date FCCs. Since the audit indicated that all staff were now properly fingerprinted, a corrective action plan (CAP) was not required. In fiscal year 2009, the charter holder was required to submit a CAP because the audit identified a fingerprinting issue. Specifically, the fiscal year 2009 audit indicated the charter holder did not complete the fingerprint check required by A.R.S. §15-512 for one employee that worked away from the school locations. The charter holder submitted a satisfactory CAP.

The fiscal years 2011 and 2012 audits indicated the charter holder had not remitted all prior year payroll taxes to the Internal Revenue Service (IRS). The charter holder had entered into a payment plan with the IRS for the unpaid payroll taxes from fiscal year 2010. Both audits reflected that the charter holder made all required payments under the plan. Since the fiscal years 2011 and 2012 audits indicated that the charter holder was making its required payments, CAPs were not required.

The fiscal year 2010 audit identified a possible weakness in internal controls related to the disbursement of cash that required a CAP. Specifically, the audit indicated that the business manager, who is also an officer of the corporation, advanced funds from the school totaling $20,243 during fiscal year 2010. As of June 30, 2010, the business manager had reimbursed the school all but $3,083. Effective August 21, 2010, the business manager had reimbursed the school the remaining amount owed to the school. The charter holder submitted a satisfactory CAP.

The fiscal year 2009 audit identified an issue related to instructional hours that required a CAP. Specifically, the audit indicated the charter holder did not provide at least 1,068 hours of instruction annually to its seventh and eighth grade as required, but provided 1,051 hours of instruction. The charter holder submitted a satisfactory CAP.

C. Charter Holder's Organizational Membership

Because the organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission, the charter holder was required to submit the charter holder's Organizational Membership portion of the Detailed Business Plan Section. In the renewal application package, the charter holder provided a statement and a print out from the Arizona Corporation Commission. The information on file at the Arizona Corporation Commission did not align with the corporate officers on file with the Board. After further communication with the charter holder, the charter holder submitted the appropriate filing that aligns organizational membership on file with the Board and the Arizona Corporation Commission.

Board Options

Option 1: The Board may deny the renewal. Staff recommends the following language provided for consideration: Having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to The Shelby School on the bases that the charter holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the Renewal Executive Summary and currently operates a school that has received an overall rating of "Does Not Meet Standard" or "Falls Far Below Standard" in both of the two most recent fiscal years for which there is State assessment data available.

Option 2: Notwithstanding staff's recommendation to deny the renewal, the Board may determine that there is a basis to approve the renewal. The following language is provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the charter holder. In this case, the charter holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]. Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. With that taken into consideration, as well as having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to The Shelby School.