Telesis Center for Learning, Inc. - Entity ID 79218

School: Telesis Preparatory Academy and Telesis Preparatory

Renewal Executive Summary

Performance Summary

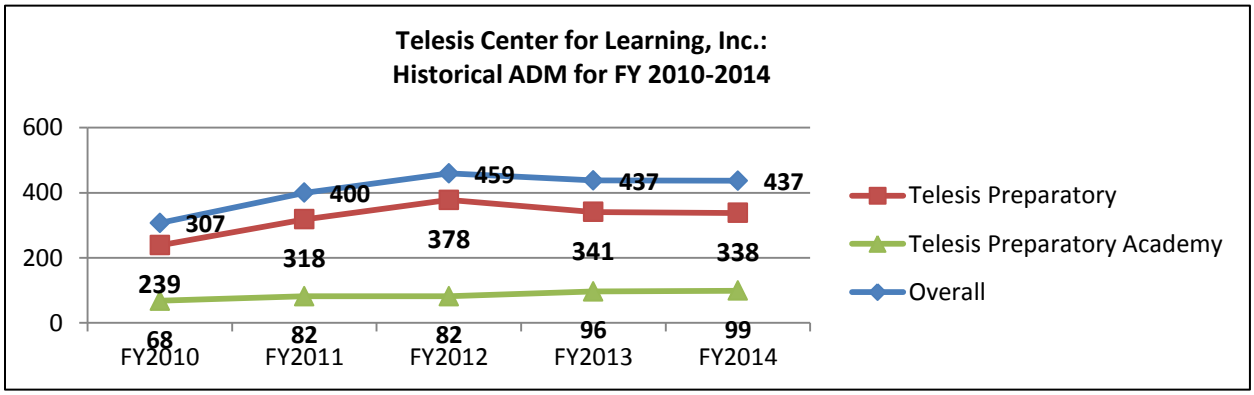
During the five-year interval review of the charter, Telesis Center for Learning, Inc. was not required to submit a Performance Management Plan (PMP) as an intervention because all schools operated by the charter holder at that time met the academic expectations set forth by the Board. However, at the time Telesis Center for Learning, Inc. became eligible to apply for renewal, the charter holder did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The charter holder was 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, Telesis Preparatory Academy (high school) received an overall rating of "Meets" the Board's academic standards. However, Telesis Preparatory (elementary) received an overall rating of "Does Not Meet."

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. The charter holder stated in the DSP that additional resources will be committed to purchase new curriculum and a valid and reliable benchmark assessment program in an effort to improve 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 the appropriate filing to align the organizational membership on file with the Board and the Arizona Corporation Commission.

Profile

Telesis Center for Learning operates two schools in Lake Havasu City; Telesis Preparatory serves grades K-8 and Telesis Preparatory Academy serves grade 9-12. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

Telesis Preparatory

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32	25	12.5	33	25	12.5
	Reading	43	50	12.5	43	50	12.5
1b. SGP Bottom 25%	Math	27.5	25	12.5	38	50	12.5
	Reading	51	75	12.5	43	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	56 / 63.7	50	7.5	52.4 / 63.9	50	11.25
	Reading	85 / 77.3	75	7.5	87.3 / 78.2	75	11.25
2b. Composite School Comparison	Math	-11.8	50	7.5	-25.8	25	11.25
	Reading	3.7	75	7.5	-2.8	50	11.25
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	49 / 53.7	50	3.75	NR	0	0
	Reading	81 / 70.4	75	3.75	NR	0	0
2c. Subgroup SPED	Math	8 / 23.8	50	3.75	NR	0	0
	Reading	33 / 36.4	50	3.75	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	C	50	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		51.56		100	46.88		100

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

Telesis Preparatory Academy

		2012 Small High School (9-12)			2013 Traditional High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	25	25	15	49	50	15
	Reading	35.5	50	15	39	50	15
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	51 / 40	75	10	56.8 / 53.6	75	10
	Reading	77 / 64.8	75	10	91.9 / 76.1	100	10
2b. Composite School Comparison	Math	9.4	75	7.5	5.6	75	7.5
	Reading	9.3	75	7.5	12.6	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	46 / 35.6	75	3.75	56.8 / 45.9	75	7.5
	Reading	74 / 61.4	75	3.75	91.9 / 70.3	75	7.5
2c. Subgroup SPED	Math	8 / 16.9	50	3.75	NR	0	0
	Reading	36 / 31.5	75	3.75	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	C	50	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		50.31		85	67.65		85

I. Success of the Academic Program

The FY2013 overall rating for Telesis Preparatory on the Board's academic performance measures was 46.88 including points received for the FY2013 letter grade of C as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 51.56 including points received for the FY2012 letter grade of C as reported by the Arizona Department of Education.

The FY2013 overall rating for Telesis Preparatory Academy on the Board's academic performance measures was 67.65 including points received for the FY2013 letter grade of C as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 50.31 including points received for the FY2012 letter grade of C as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Telesis Center for Learning, Inc.

June, 2011: Telesis Center for Learning, Inc. completed a five-year interval review; the charter holder was not required to submit a PMP because Telesis Preparatory and Telesis Preparatory Academy, schools operated by the charter holder, met the academic expectations set forth by the Board.

January, 2013: The Board released FY2012 Academic Dashboards; Telesis Preparatory and Telesis Preparatory Academy received an overall rating of "Does Not Meet" the Board's academic standards and Telesis Center for Learning, Inc. did not meet the Board's academic performance expectations. In accordance with the Board's academic framework intervention schedule at that time, the charter holder was waived from any specific monitoring requirements.

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

December, 2013: Board staff provided the charter holder, through its authorized representative, Ms. Sandra Breece, 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 28, 2013), the deadline date on which the renewal application package would be due to the Board (March 28, 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.

March, 2014: A renewal application package with Renewal DSPs for Telesis Preparatory and Telesis Preparatory Academy 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 April 22, 2014 to meet with the schools' leadership, as selected by the schools, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the charter holder's renewal portfolio: c. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submissions. The following representatives of Telesis Center for Learning, Inc. were present at the site visit:

Name	Role
Emily Morton	Guidance Counselor
Mario Biasiucci	Safety/Budget Chair

Kathy Bingham	Intervention Team Member
Andrea Helart	Intervention Team Member
Ashley Miller	Kinder Team Leader
Florence Fallis	Early Elementary Team Leader
Debbie Binko	Sped Director
Padmaja Chava	JA Team Leader
Apryl Cooley	Elem. Team Leader
Sandra K. Breece, Ed. D.	Superintendent/Charter Holder

The DSPs submitted by Telesis Center for Learning, Inc. for Telesis Preparatory and Telesis Preparatory Academy 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 demonstrated the high school's implementation of a plan to increase the percent of entering ninth graders who graduate from high school in four years. For both the elementary school and the high school, the charter holder failed to provide 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, and implementation of a professional development plan that contributed to increased student growth and proficiency.

For the high school, data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis specifically demonstrates improved proficiency in Math and Reading in the whole school population.

For the elementary school, the charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

No disaggregated data or analysis of data was presented to demonstrate increased proficiency or growth in Math and Reading for students in the ELL, FRL or students with disabilities subgroup, and improved growth for students in the bottom 25%.

Based on the findings summarized above and described below, staff determined that the charter holder <u>did not demonstrate sufficient progress</u> 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, Telesis Center for Learning, Inc.'s DSPs were evaluated as "Approaches." The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.

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 "Requisition Purchase Order Form 2012/2013 and 2013/2014" documents. The documents consist of purchase orders for the 2012-2013 and 2013-2014 school years for various instructional materials. These demonstrate that the schools have purchased many different curricula materials in the past 2 years.
    - The charter holder provided "Friday Professional Learning Communities – Common Core Meeting Minutes" documents. In the notes from the December 13, 2013 Math/Science meeting, the minutes reflect a discussion about the adoption of new science curriculum. During the discussion, two teachers presented different curriculum options, discussed the success of the curriculum at other schools, and reviewed the content, resources, pacing, mapping, and standards alignment. The teachers determined they would request sample materials to test out the sample, and would explore other options. In the notes from the January 24, 2014 Math/Science meeting, the minutes reflect discussion on possible Science curriculum options for certain grades. Through this discussion teachers were assigned to research curriculum options and present to the group later. The notes also reflect discussion about the need to complete curriculum mapping for science in the lower level classes, and instructional issues related to math. In the notes from the March 7, 2014 Math/Science meeting, the minutes reflect a presentation on 3rd/5th grade Science curriculum options which included discussion about ACCR Standards alignment, the need to adopt a consistent curriculum school wide science curriculum. In this meeting, the team decided to adopt a curriculum. These documents provide evidence of a systematic process the schools use to create/adopt curriculum.
    - The charter holder provided "Pearson –Literature Webinar" documents. These documents consist of notes taken during a webinar with representative from Pearson concerning a potential literature curriculum. In this meeting, the participants reviewed information about assessment options, mapping/pacing features, intervention features, and instructional features included in the curriculum. These documents provide evidence of a systematic process the schools use to create/adopt curriculum.
    - The charter holder provided "ELA notes" and "Requisition" documents. The meeting note documents from March 2014 indicate that the ELA team reviewed common core curriculum samples from several reading programs and selected a curriculum that encompassed all aspects of ELA including reading, writing, grammar, and spelling and that aligned with other

grade level curricula already in place. The requisition document contains a request completed by the ELA team providing 3 options for purchasing a new curriculum. These documents provide evidence of a systematic process the schools use to create/adopt curriculum.

- 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.

  Elementary School

  - For Kindergarten, the charter holder provided "Super Kids Reading Kindergarten Telesis Preparatory Academy," "Common Core Aligned Lesson Plan Template," and "Super Kids Reading Lesson Plans" documents. The document titled "Super Kids Reading Kindergarten Telesis Preparatory Academy" includes the curriculum units and lessons, the approximate pacing for each unit, and an explanation of how the curriculum implements the ACCR Standards. The charter holder provided a variety of lesson plan documents including undated "example" lesson plans for one unit, one dated lesson plan, and a textbook teacher edition lesson plan. Without additional context, it is unclear how these multiple tools with the same apparent purpose are utilized or whether they align to one another.
  - For Kindergarten, the charter holder provided "envision Math Pacing Guide," "Math Kindergarten Telesis Preparatory Academy," "Common Core Aligned Lesson Plan," and "Pearson SuccessNet Lesson Plan" documents. Two of these documents are conflicting pacing guides. The document titled Math Kindergarten Telesis Preparatory Academy contains a list of "topic numbers" organized by month with standards listed below each topic. The document titled "envision Math Pacing Guide" identifies unit/topic pacing on a yearly calendar. The topics do not match between the two pacing guides and the timing at which certain topics are taught do not match. Without additional context, it is unclear how or if these different tools with the same apparent purpose are utilized. The charter holder also provided conflicting lesson plan documents. The documents titled "Common Core Aligned Lesson Plans" list standards, objectives, resources, and assessments. The documents titled "Pearson SuccessNet Lesson Plan" list materials, objectives, standards, pacing, a "daily common core review," instructional strategies, and assignments. Without additional context, it is unclear how these different tools with the same apparent purpose are utilized or whether they align to one another. One of the Common Core Aligned Lesson Plans states the plan is an example and the "example days are not consecutive." This statement, without additional context, makes it unclear if these documents are utilized by the teachers or if they were created to send to the Board. Not only do the documents with the same purpose conflict, but the different types of document also conflict. The standards listed in the undated Common Core Aligned Lesson Plans (not the ones identified as non-consecutive examples), were compared to the Math Kindergarten Telesis Preparatory Academy document. The standards identified in the plans were not standards that scheduled to be taught within the same month. The lesson plans also did not align to the envision Math Pacing Guide. These conflicting and duplicative purposed documents demonstrate disjointed efforts to implement the Kindergarten math curriculum.
  - For 1st and 2nd grades, the charter holder did not provide a document similar to the Kindergarten document titled "Super Kids Reading Kindergarten Telesis Preparatory

Academy." No document that would fill the same "pacing guide" purpose was provided; it is unclear if the 1st and 2nd grade teachers utilize any tools to implement appropriate pacing of the 1st and 2nd grade reading curriculum through the school year. For 1st and 2nd grade, the charter holder provided a variety of 5-day lesson plan documents for what appeared to be the same dates. The documents titled "Common Core Aligned Lesson Plans" list lessons (although the template indicates they should list standards), objectives, resources, and assessments. The documents titled "Super Kids Five Day Planner" list days (undated), units names and numbers, lesson numbers, resources, activities, and standards. For 2nd grade, untitled handwritten planner pages identify dates and contain handwritten notes with page numbers. The handwritten notes are difficult to read, but it appears that the page numbers on the untitled handwritten planner do not match up to the page numbers identified for the same lesson in the Super Kids Five Day Planners and do not align to the objectives listed in the Common Core Aligned Lesson Plans. For the 1st grade, the Super Kids Five Day Planner and Common Core Aligned Lesson Plans were compared by lesson number. The two lesson plan documents do not consistently align, listing different student activities, different objectives and different resources. Without additional context, it is unclear how these multiple tools with the same apparent purpose are utilized or whether they align to one another.

- For 1st and 2ndgrades, the charter holder provided an "envision Math Pacing Guide" that identifies unit/topic pacing on a yearly calendar. For the 1st grade, an additional untitled pacing guide was provided; the pacing guide lists the topic number and subject, the number of days, the lesson numbers and names, the "Common Core State Standards" and the archived Arizona state standards. The topic names and number on the envision Math Pacing Guide and the 1st grade pacing guide do not match and the timing at which certain topics are taught also do not match. Without additional context, it is unclear how or if these different tools with the same apparent purpose are utilized. No other document that would fill the same "pacing guide" purpose was provided for 2nd grade; it is unclear what tools, if any, the 2nd grade teachers utilize to implement appropriate pacing of the math curriculum through the school year. These documents provide evidence that there are no consistent expectations with regards to whether to, or how to create or utilize pacing guides to implement the curriculum. For math lesson plans, the 2nd grade teachers provided untitled handwritten planner pages that identify dates and contain handwritten notes with lesson numbers. The 2nd grade teachers also provided Common Core Aligned Lesson Plans that identify dates, ACCR Standards, objectives, activities, and resources including "prearson success net." The 2nd grade teachers also provided Pearson SuccessNet Lesson Plans that list materials, objectives, standards, pacing, a "daily common core review," instructional strategies, and assignments. For the 2nd grade math, the Common Core Aligned Lesson Plans, handwritten planner pages, and Pearson SuccessNet Lesson Plans all align with each other, but do not align with the envision Math Pacing Guide. For math lesson plans, the 1st grade teachers provided Common Core Aligned Lesson Plans that that identify dates, ACCR Standards, objectives, activities, and resources including "pearson.com worksheets" and a typed weekly lesson plan that identifies the math lesson number. The 1st grade teachers did not provide Pearson SuccessNet Lesson Plans. It is unclear whether those plans are utilized by 1st grade teachers or if there are consistent expectations for their use by all teachers in the school. For the 1st grade math, the Common Core Aligned Lesson Plans, and typed weekly lesson plans align with each other, but do not align with the envision Math Pacing Guide.

These documents failed to demonstrate consistent expectations for lesson planning and curriculum pacing among the 1st-2nd grade team, or across the school.

- For the 3rd and 4th grade, the charter holder provided a "Reading Scope and Sequence" document that lists instruction topics in "reading" for grades K-5. The documents do not provide pacing, standards, lessons, units, or any other information to provide context for the document. The charter holder also provided Common Core Aligned Lesson Plan documents that list standards, objectives, resources, and assessments for 3rd and 4th grade; the 3rd grade and some, but not all, of the 4th grade plans are dated. These documents failed to demonstrate consistent expectations for lesson planning and curriculum pacing across the school.
- For the 3rd and 4th grade, the charter holder provided the "envision Math Pacing Guide" that identifies unit/topic pacing on a yearly calendar. The charter holder also provided a conflicting "Grade 3 Domain: Pacing Guide" that identified topics by number and name, and the number of days pacing. No 4th grade lesson plans were provided. The charter holder provided "Common Core Aligned Lesson Plan" documents that indicate they are for 3rd and 4th grade classes, but cover only 3rd grade standards. These lesson plans list ACCR Standards, learning objectives, student activities, resources, assessments, and dates for implementing the 3rd grade math curriculum. The lesson plans do not align to the "envision Math Pacing Guide"; some topics are numbered differently and cover different topics, and the lesson plans do not consistently align to the pacing. These documents demonstrate disjointed efforts to implement the 3rd and 4th grade math curriculum. These documents failed to demonstrate consistent expectations for lesson planning and curriculum pacing among the 3rd- 4th grade team, or across the school.
- For the 5th and 6th grade, the charter holder did not provide a document similar to the Kindergarten document titled "Super Kids Reading Kindergarten Telesis Preparatory Academy." No document that would fill the same "pacing guide" purpose was provided; it is unclear if the 5th and 6th grade teachers utilize any tools to implement appropriate pacing of the 5th and 6th grade reading curriculum through the school year. The charter holder provided "Standards-Based Lesson Plan Template" documents. These documents list Learner Outcomes / Objectives, ACCR Standards, materials, anticipatory set, instructional strategies and questioning, differentiated instruction strategies, guided practice, closure, independent practice and a summary/evaluation method. The lesson plans are not dated. These documents contain different information from lesson plans provided at other grade levels and demonstrate a lack of consistent expectations for lesson planning and curriculum pacing across the school. These documents demonstrate a fragmented approach to implement the 5th and 6th grade reading curriculum.
- For the 5th and 6th grade, the charter holder provided "envision Math Pacing Guide," "Intermediate Math envision Math/Pearson Telesis Preparatory Academy." These two documents are conflicting pacing guides. The document titled Intermediate Math envision Math/Pearson Telesis Preparatory Academy contains the curriculum topics and lessons, number of days pacing, and ACCR Standards. The document titled "envision Math Pacing Guide" identifies unit/topic pacing on a yearly calendar. The topics do not match between the two pacing guides and the timing at which certain topics are taught do not match. Without additional context, it is unclear how or if these different tools with the same apparent purpose are utilized. The charter holder also provided "Intermediate Math Lesson

Plans" documents that list the objective, lesson number and pages, review topic, math facts, learning strategies, guided and independent practice, problem solving, and homework. These documents contain different information from lesson plans provided at other grade levels and demonstrate a lack of consistent expectations for lesson planning across the school. From the sample of plans the charter holder sent, the 6th grade lesson contains a 5th grade standard but provides no explanation for why. Several of the lesson plans the charter holder sent are illegible scans that cannot be read. These documents failed to demonstrate consistent expectations for lesson planning and curriculum pacing across the school and provide evidence of a fragmented approach to implement the curriculum.

- For the 7th and 8th grade, the charter holder provided "JA Lesson Plans" and "JA 7 English Assignments aligned to Standards" and "Daily Teacher Objective Log" documents. The documents titled English Assignments aligned to Standards act as pacing guides, identifying due dates, lesson titles, and the ACCR standards. The lesson plan documents include a description of the students in each class, the subject, the concept, the core standards, the objectives, perquisite knowledge, materials, models of instruction, procedures including the lesson opening, teacher input, guided practice, independent practice, closing, and assessment for each lesson. These documents contain different information from lesson plans and pacing guides provided at other grade levels and demonstrate a lack of consistent expectations for lesson planning and pacing across the school. These documents demonstrate a fragmented approach to implement the curriculum.
- For the 7th and 8th grade, the charter holder provided "Completed Framework for Course Content and identified pacing for Grade 7 CCSS Math Standards," and "Completed Framework for Course Content and identified pacing for Grade 8 CCSS Math Standards." These documents act as pacing guides, listing topics, content, objectives, ACCR Standards, and pacing for each lesson. The "JA 8 Math Assignments aligned to Standards," and "Daily Teacher Objective Log" documents also act as pacing guides that align to the Completed Framework for Course Content documents. The charter holder explained that the teachers utilize these documents with the teacher edition textbook lesson plans to implement the curriculum. The Daily Teacher Objective Log documents identify the lessons taught each day. These documents contain different information from pacing guides provided at other grade levels, and provide evidence of a systematic approach to implement curriculum that is not utilized at other grade levels; they demonstrate a lack of consistent expectations for lesson planning, pacing, and curriculum implementation across the school. These documents demonstrate a fragmented approach to implement the curriculum.
- As evidenced by the discussion above, at the elementary school level, a variety of different documents, of varying quality, intended to act as pacing guides and/or lesson plans were provided for several grade levels. However, some grade levels did not provide evidence of any pacing tools or lesson plans. Collectively, these documents did not provide evidence of consistent expectations for how to appropriately implement curriculum through pacing and lesson planning. Additionally, several of the documents provided conflicting pacing within grade levels and demonstrated that the pacing guides were not being used to implement the curriculum. These documents demonstrate disjointed efforts across the school to implement the elementary math and reading curriculum.
- For the elementary school, the charter holder provided "Field Trip Standards Covered" documents. These documents include a letter from the YMCA concerning a field trip and the

ACCR Standards covered during the field trip. These documents do not provide any evidence concerning a system to implement the curriculum.

- The charter holder provided a "Common Core Team Meeting (3/7/14)" document. In the document the goal identified for the team was to "[f]inish course descriptions by Friday, April, 11th 2014." The minutes further indicate that at that time "teams will have necessary materials to develop curriculum maps at each level/subject to guide pacing instruction and content standards." These documents indicate that the charter does not currently have a system in place for implementing the curriculum consistently across the elementary school or the high school; rather, the charter holder is in the beginning stages of creating a system and the tools to do so.

High School

- For the high school reading curriculum, the charter holder provided "ELA Course Packages" as course overviews. These documents list topics and content for each grade level and a description of the texts that will be used in each class. These documents do not provide pacing or serve as pacing guides. The charter holder provided "ELA Pacing Guides- grade 9," and "English 11 Assignments aligned to Standards" documents. The 9th grade pacing guides identify units by ACCR Standards, the timing and pacing for each unit, and resources and vocabulary. However, the 9th grade pacing guides do not align to the course descriptions. Specifically, the 9th grade "Informational Texts" pacing guide does not use any of the texts identified in the course description, rather the "Informational Texts" pacing guide indicates the students will be using the same texts as those identified for the literature standards, which would not align to the ACCR Standards for informational texts. The English 11 Assignments aligned to Standards document could act as a pacing guide, identifying due dates, lesson titles, and the ACCR Standards. However, the 11th grade assignments do not clearly align to the course description; several of the texts that were to be used in the course are not evident in the assignments. No pacing guides were provided for 10th or 12th grades. These documents do not provide evidence that the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, nor do they provide evidence that the school has communicated expectations for the consistent use of such tools. These documents demonstrate disjointed efforts to implement the high school reading curriculum.
- For the high school reading curriculum, the charter holder also provided lesson planning documents including "Romeo and Juliet Instructional Questions and Unit Plan" and "Joy Luck Club Lesson Plan" documents. These documents consist of questions and ACCR Standards for a 9th grade unit and a lesson plan for an 11th grade unit. No lesson plans were provided for the 10th and 12th grade courses. These documents do not provide evidence that the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, nor do they provide evidence that the school has communicated expectations for the consistent use of such tools. These documents demonstrate disjointed efforts to implement the high school reading curriculum.
- For the high school, the charter holder provided "Completed Framework for Course Content and identified pacing for HS CCSS Math Standards" and "HS Geometry Assignments aligned to Standards" documents. These documents act as pacing guides, listing topics, content, objectives, ACCR Standards, and pacing for each lesson. The charter holder explained that the teachers utilize these documents with the teacher edition textbook lesson plans to

implement the curriculum. These documents contain different information from pacing guides provided in other content areas, and constitute a system to implement curriculum that is not utilized in other content areas; they demonstrate a lack of consistent expectations for lesson planning, pacing, and curriculum implementation across the school. These documents demonstrate a fragmented approach to implement the 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 "Friday Professional Learning Communities – Common Core Meeting" documents for both schools. In a document dated, December 13, 2013 the teams were provided instructions on conducting the meetings including guiding questions around resources, curriculum, curriculum implementation tools (maps/pacing guides), professional development, curricular gaps, and special education. In the notes from the December 13, 2013 Math/Science meeting, the minutes reflect a discussion about the adoption of new science curriculum, a discussion about the need to map and pace the math curriculum for the lower level classes, and a discussion about the need to compare the curriculum to the ACCR Standards requirements for the upper level math and science classes. In the agenda for the January 24, 2014 Common Core meetings the meeting goal was to analyze summative assessments in each subject at each grade level to determine ACCR-alignment and alignment with curriculum and teaching goals and develop curriculum maps and pacing guides. In the notes from the January 24, 2014 Math/Science meeting, the minutes reflect discussion on possible Science curriculum options. Through this discussion teachers were assigned to research curriculum options and present to the group later. The notes also reflect discussion about the need to complete curriculum mapping for science in the lower level classes, and instructional issues related to math. In the agenda for the March 7, 2014 Common Core meetings the meeting goal was to analyze current curriculum in each subject and grade level to determine ACCR-alignment and satisfaction with the curriculum, finish course descriptions by April 11, and then begin curriculum mapping/pacing guides. In the notes from the March 7, 2014 Math/Science meeting, the minutes reflect a presentation on 3rd/5th grade Science curriculum options which included discussion about ACCR Standards alignment, the need to adopt a consistent curriculum school wide, consistency with other adopted curricula. In this meeting, the team decided to adopt a curriculum. This document demonstrates the implementation of a systematic process for evaluating and revising curriculum.
    - The charter holder provided a "PLC Goals for September 13, 2013" document. This document reflects minutes from a PLC meeting at which the elementary team reviewed the ELA curriculum to determine if there were any gaps and if resources currently in place could be used to fill the gaps. This document demonstrates the implementation of a systematic process for evaluating and revising curriculum.
    - The charter holder provided "Board of Directors" documents. These documents contain meeting minutes at which the Board of Directors considered curriculum modification requests. The minutes from the Board's March 5, 2014 meeting reflect that an intervention specialist and math instructor, members of the schools' curriculum committee, made

presentations to the Board concerning competency testing, re-requisites, dual enrollment, and Honors and AP courses. The Board adopted the recommendations.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.

  Elementary

  - For grades K-2, the charter holder provided Super Kids Reading documents. These documents explain how the Super Kids Reading curriculum is aligned to the ACCR Standards. These documents provide evidence that the school has a curriculum aligned to the ACCR Standards in reading for K-2; however, as evidenced above, the charter holder has not provided evidence of effective implementation of this curriculum.
  - For grades 3-6, the charter holder provided lesson plan documents of varying form and content that identify ACCR Standards for the 3rd, 4th, 5th and 6th grade reading curricula. These documents provide evidence that the school has a curriculum aligned to the ACCR Standards in reading for grades 3-6; however, as evidenced above, the charter holder has not provided evidence of effective implementation of this curriculum.
  - For the grades 7-8, the charter holder provided "documents of varying form and content that identify ACCR Standards for the 7th and 8th grade reading curricula. These documents include a description of the core ACCR Standards and assignment due dates and standards assessed for each ACCR Standard. These documents provide evidence that the school has a curriculum aligned to the ACCR Standards in reading for grades 7-8; however, as evidenced above, the charter holder has not provided evidence of effective implementation of this curriculum.
  - For the grades K-6, the charter holder provided various documents that provide evidence that the charter holder's primary math curriculum is the envision math curriculum, which is identified as a curriculum that aligns to the ACCR standards. These documents provide evidence that the school has a curriculum aligned to the ACCR standards in math for K-6; however, as evidenced above, the charter holder has not provided evidence of effective implementation of this curriculum.
  - For the grades 7-8, the charter holder provided "Completed Framework for Course Content and identified pacing for Grade 7/8 CCSS Math Standards." These documents identify ACCR Standards per lesson for the year. These documents provide evidence that the school has a curriculum aligned to the ACCR Standards in math for grades 7-8; however, as evidenced above, the charter holder has not provided evidence of effective implementation of this curriculum.

  High School

  - For the high school, the charter holder provided "ELA Course Packages," and "ELA Pacing Guides- grade 9," and "English 11 Assignments aligned to Standards" documents. These documents include topics and content for each grade level, identify the standards and assignments for the 11th grade course, and provide descriptions of units that align with some, but not all, 9th grade ELA ACCR Standards. Nothing was provided for 10th or 12th grade to indicate curricular alignment with the ACCR Standards. These documents do not provide evidence that the school has a curriculum aligned to the ACCR Standards in reading for grades 10 and 12, and provide weak evidence of alignment for grades 9 and 11. Further, as

evidenced above, the charter holder has not provided evidence of effective implementation of this curriculum.

  - For the high school, the charter holder provided "Correlation of Standards for Mathematical Content," "Completed Framework for Course Content and identified pacing for HS CCSS Math Standards," and "Assignments aligned to Standards" documents. These documents identify ACCR Standards per lesson. These documents provide evidence that the school has a curriculum aligned to the ACCR Standards in math for the High School.

- The charter holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
  - The charter holder provided "Student Performance Trendline for Relevant Writing, Creative Writing, and Composition Builder" and "Student Performance Trendline for Transition Math" documents. These documents identify students assigned to remedial courses and their performance in the course. These documents provide evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.
  - The charter holder provided "SPED Lesson Plans and Alignment" documents. These documents include student goals and performance objectives for IEPs, ELA and Math lesson plans for special education students that contain ACCR Standards, objectives, activities from the traditional curriculum, resources, and assessments, and teacher edition lesson plans that include differentiated instruction strategies. These documents provide evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.
  - The charter holder provided "A+ Assignment Manager" documents. These documents identify credit recovery courses provided through the A+ system. These documents provide evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.
  - The charter holder provided "Intervention Meeting Minutes" and "PLC Notes" documents. These documents reflect discussions that demonstrate discussion of curriculum adaptations for students in the bottom 25% and curriculum supplements. These documents provide evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.
  - The charter holder provided "Math Intervention Log" documents. These documents log interventions provided to students identified as the bottom 25% in math. These documents provide evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, Telesis Center for Learning, Inc.'s DSPs were 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 DSPs in the area of monitoring instruction are 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 Standard-aligned curriculum with fidelity.
    - For the elementary school, the charter holder provided "SuperKids Kindergarten Class Record Form" documents. These documents identify Kindergarten student names and their test results for test objectives at the beginning of the year, progress, and end of year tests; the objectives from SuperKids align to the ACCR Standards. These documents are used only by the Kindergarten teacher, to track the implementation of the standards. These documents demonstrate an approach utilized at only one grade level, Kindergarten, to monitor the integration of ACCR Standards into reading instruction. This does not provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.
    - For the elementary school, the charter holder provided "JA 7 Math/English Assignments aligned to Standards" and "Daily Teacher Objective Log" documents. These documents include the ACCR Standards covered each day of instruction, and assignment due dates and standards assessed for each ACCR Standard. These documents are evidence of an approach utilized at two grade levels, 7th and 8th, to monitor the integration of ACCR Standards into reading and math instruction. This does not provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.
    - For the high school, the charter holder provided "HS Geometry Assignments aligned to Standards" and "English 11 Assignments aligned to Standards" documents. These documents include the objective, ACCR Standard, and assignment due dates and standards assessed for each ACCR Standard for two high school courses. These documents demonstrate an approach utilized in two courses, one math and one reading, to monitor the integration of ACCR Standards into reading and math instruction. This does not provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.
- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The charter holder provided "Formal evaluations" documents. These documents consist of teacher self-evaluations, administrator evaluations, scripted notes of lessons observed, and lesson plans. The evaluation forms identify teacher strengths, areas for improvement, and strategies for development. These documents are evidence of components of a system to evaluate the instructional practices of teachers.
    - The charter holder provided one completed "Teacher Evaluation Summary" document. This document consists of an evaluation summary of one teacher completed after two evaluations. The evaluation summary identifies areas of strength, areas for improvement, and strategies for development, and includes a growth plan. This document is evidence of a component of a system to evaluate the instructional practices of teachers.
    - The charter holder provided several completed "Peer Observation Instrument" documents. These documents consist of peer observations completed for teachers across grade levels and subjects. In the observations, teachers evaluate one another's instructional practices.

None of the observations include any identification of teacher learning needs or weaknesses, all comments and feedback were entirely positive. It is unclear whether this is an effective evaluation system, because no constructive feedback was provided through any of the observations. This document demonstrates a weak approach to evaluate the instructional practices of teachers.

- The charter holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
    - The charter holder provided a "Teacher Evaluation Summary" document. This document consists of an evaluation summary of one teacher completed after two evaluations based on concerns about the teacher's performance. The evaluation summary identifies areas of strength, areas for improvement, strategies for development, and includes a growth plan. This document demonstrates that teachers needing a growth plan receive feedback, have access to the resources necessary to address identified weaknesses and learning needs, and the school ensures teacher development is ongoing for teachers on growth plans. However, it does not demonstrate a system to ensure all teachers receive feedback and/or have access to the resources necessary to address identified weaknesses and learning needs, or a system that ensures teacher development is ongoing for all teachers.
    - The charter holder provided a "Staff Development and Growth Plan" document. This document includes areas of concern and solutions, implementation goals, and a monitoring schedule for a growth plan implemented based on concerns about a teacher's performance. This document demonstrates that teachers needing a growth plan receive feedback, have access to the resources necessary to address identified weaknesses and learning needs, and the school ensures teacher development is ongoing for teachers on growth plans. However, it does not demonstrate a system to ensure all teachers receive feedback and/or have access to the resources necessary to address identified weaknesses and learning needs, or a system that ensures teacher development is ongoing for all teachers.
    - The charter holder provided several completed "Peer Observation Instrument" documents. These documents consist of peer observations completed for teachers across grade levels and subjects. In the observations, teachers evaluate one another's instructional practices. None of the observations include any identification of teacher learning needs or weaknesses, all comments and feedback was entirely positive. It is unclear whether this is an effective evaluation system, because no constructive feedback was provided through any of the observations. The comments include a record of a post-observation conference between the teachers. This document demonstrates a weak approach to evaluate the instructional practices of teachers and ensure teachers receive the feedback to develop the instructional system.
    - The charter holder provided "informal observations for teachers on a growth plan" documents. These documents include informal "walk-though" observation forms conducted for teachers on growth plans. The forms identify specific areas of observation connected to the teacher growth plan. This document demonstrates that the school ensures teacher development is ongoing for teachers on growth plans. However, it does not demonstrate a system to ensure all teachers receive feedback and/or have access to the resources

necessary to address identified weaknesses and learning needs, or a system that ensures teacher development is ongoing for all teachers.

- 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 "Formal evaluations" documents. These documents consist of teacher self-evaluations, administrator evaluations, scripted notes of lessons observed, and lesson plans. Evaluations were conducted for all teachers, including special education teachers. The evaluation forms identify teacher strengths, areas for improvement, and strategies for development. Included in the evaluation criteria is differentiation for students in subgroups. These documents demonstrate components of a system to evaluate the instructional practices of teachers that addresses the needs of subgroup students.
    - The charter holder provided "informal observations for teachers on a growth plan" documents. These documents include informal "walk-though" observation forms conducted for teachers on growth plans. The forms identify specific areas of observation connected to the teacher growth plan, including differentiated assignments. These documents demonstrate components of a system to evaluate the instructional practices of teachers that addresses the needs of subgroup students.

Assessment:

In the area of assessment, Telesis Center for Learning, 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 plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.

The charter holder's DSPs in the area of assessment are 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 "Junior Academy 7th Grade Assessment Policy" documents. These documents describe the assessments given to students in the elementary school. The 7th grade document indicates the prior year's AIMS is used to assess intervention needs and 5 different types of reading assessments are given throughout the year; this document does not indicate that any math assessments are given or analyzed. The charter representative indicated that at the 7th and 8th grade level, they use A+, but not consistently. These documents do not provide evidence of the implementation of a comprehensive assessment system.
    - The charter holder provided "Assessment Plan" documents. The general assessment document describes several different types of reading assessments that are given throughout the school year including CPAA for K-3, DIBELS for K-3, Star Reading 3-8,

Accelerated Reader 3-8, and text-based classroom assessments given at the end of each unit in math and reading. No evidence was provided to demonstrate administration of math benchmarks or common assessments. During the discussion, the charter representatives indicate they had not done math benchmarking, but planned to begin it at the end of May. The charter representatives indicate that the other assessments were being used as intervention benchmarks. These documents demonstrate the implementation of reading assessments throughout the school year to regularly and timely assess students to monitor student progress in reading for intervention students, but do not provide evidence of the implementation 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 "PLC Notes (grades 1-2)," "Intervention Meeting minutes," "PLC Goals (3rd and 4th grade)," and "Academic Enrichment/Intervention" documents. The PLC Notes documents reflect discussions about "math scores" in the first month of school and students who need "help," implementing math "benchmarks," and other logistical conversations about testing; they do not reflect discussion about data from comprehensive assessment systems for all students and subjects. The Intervention documents reflection discussions about DIBELS data, data from monitoring intervention students, and logistical issues around providing interventions; they do not reflect discussion about data from comprehensive assessment systems for all students and subjects. The Academic Enrichment/Intervention document describes the use of AIMS/Stanford-10 data to assign enrichment or interventions for students in 7-9, the use of AIMS data to group students and focus instruction and provide tutoring for students in 5-6, and the lack of data use at the early elementary level. This document was written as a summary by the teachers, but does not provide evidence of the use of data. The documents do not demonstrate how or when the elementary school analyzes assessment data, what findings the elementary school makes from assessment data, who is involved in the analysis of assessment data, and how data is used to inform and adapt instruction.
    - The charter holder provided "Agenda Topics – Academy Team" documents. These documents are agendas for the high school PLCs/staff. They reflect logistical conversations, but do not reflect data analysis. The documents do not demonstrate how or when the high school analyzes assessment data, what findings the high school makes from assessment data, who is involved in the analysis of assessment data, and how data is used 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 did not provide evidence of implementation of an assessment system that meets the needs of subgroup students.

Professional Development:

In the area of professional development, Telesis Center for Learning, Inc.'s DSPs were 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the schools.

The charter holder's DSPs in the area of professional development are 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 "Friday PD Calendar Agenda" document. This document contains a calendar of scheduled professional development sessions and staff/team meetings from August 30, 2013 – May 23, 2014. This document indicates 10 professional development sessions including sessions on A+, Common Core, "Capturing Kids Hearts," "Close Reading," "Character First," and "Socratic Seminars." The charter holder indicated that many of the professional development sessions were on Common Core and were provided because the state was requiring implementation of the Common Core. These documents provide evidence of professional development sessions that were offered as part of a 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 "Advanced standards binder materials from RTI PD" documents. These documents consist of the materials provided during the RTI professional development to ensure high quality implementation of the strategies learned. These documents demonstrate some strategies the schools use to support high quality implementation through providing resources necessary to implement the information and strategies.
    - The charter holder provided "Common Core PD Overview" documents. These documents consist of the materials provided during the Common Core PD Overview professional development to ensure high quality implementation of the strategies learned. These documents demonstrate some strategies the schools use to support high quality implementation through providing resources necessary to implement the information and strategies.
    - The charter holder provided "Technology/PARCC Team Meeting Summary 12/13/13" documents. These meeting minutes include discussion about the need to provide additional training on certain technology previously taught in PD early in the year. The minutes also reflect setting implementation goals. These documents demonstrate some strategies the

schools use to support high quality implementation through providing resources necessary to implement 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 of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through a professional development plan; specifically, the charter holder indicated that implementation is observed and evaluated through teacher-self reporting/monitoring and communications are oral, but did not provide any evidence of this.
- 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 did not provide any evidence of implementation of comprehensive professional development plan that meets the needs of subgroup students.

Data:

For the high school, data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the students with disabilities subgroup. The charter holder indicated that at the high school level they do not serve any ELL students.

The charter holder's DSP for the high school is acceptable in the area of data.

However, the charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for the elementary school. The charter holder did not demonstrate improved academic performance based on data generated from valid and reliable assessment sources for students in the ELL, FRL, and students with disabilities subgroups.

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

- 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.
    - For the elementary school, the charter holder provided Star Reading assessment data consisting of student Percentile Ranking scores by grade level for FY2012, FY2013, and FY2014. The percentile ranking scores express student ability relative to the scores of other students in the same grade based on normed performance and indicates the percentage of students performing at a lower level than the student. The data shows that for students in

some grade levels the percentage of students scoring in the 40+ Percentile Ranking has increased over time and for students in other grade levels the percentage of students scoring in the 40+ Percentile Ranking has decreased over time. When aggregated for all grade levels in the Elementary School, grades 3-8, the percentage of students scoring in the 40+ Percentile Ranking declined from 62% to 55% between FY2013 and FY2014; the percentage of students scoring in the 1-9 Percentile Ranking increased from 9% to 11% between FY2013 and FY2014. This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.

- For the elementary school, the charter holder provided Star Reading assessment data consisting of State Performance Reports by Class/Grade Level for assessments taken between August 2013 and February 2014. No comparative data was provided for the prior year. For grades 7-8 the data consisted only of one data point for each grade that indicates the "average scaled scores" for students that have at least one test score for the testing period. For both 7th and 8th grades, the data indicates the average scaled score is above the "pathway to proficiency." For grades 3-6 the data included the "average scaled scores" data point as well as a breakdown of the number and percentage of students whose scaled scores placed them on the "pathway to proficiency." For all grades 3-6, the data indicates the average scaled score is above the "pathway to proficiency." However, when evaluated by student and aggregated across the grade levels, the percentage of students on the "pathway to proficiency" was lower than the percentage of students who scored proficient on the AIMS last year. This data does not provide clear evidence of improved academic performance based on data generated from valid and reliable assessment sources, but rather provides mixed data.
- For the elementary school, the charter holder provided DIBELS data which, the charter holder indicated demonstrates student growth in reading between 2012 and 2013. This data does not align with the AIMS growth data, which indicated that in reading student growth declined or stayed the same between 2012 and 2013. However, this data does align with AIMS proficiency data which improved between 2012 and 2013. This data does not provide any information about whether these trends in the AIMS data will continue in the current year. This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.
- For the elementary school, the charter holder provided ACT EXPLORE data for 8th grade students. The data includes the percent of the Telesis Prep 8th grade students scoring within College Readiness Standards score ranges in English, Math, Reading, and Science as compared to students nationwide and as compared to the Telesis Prep 8th grade students last year. In both math and reading the percentage of FY2014 Telesis Prep 8th grade students who scored "At or Above Benchmark" was below the percentage of 8th grade students who scored "At or Above Benchmark" nationally. Specifically, in math 17% of FY2014 Telesis Prep 8th grade students scored "At or Above Benchmark" as compared to 36% of 8th grade students nationally. In reading 34% of FY2014 Telesis Prep 8th grade students scored "At or Above Benchmark" as compared to 36% of 8th grade students nationally. The data also provides the school's EXPLORE Average Test Score for FY13 and FY14. In both math and reading the school's EXPLORE Average Test Score for FY14 is slightly lower than for FY13. This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.

- For the elementary school, the charter holder provided three individual student Star Reading State Performance Reports, the charter holder did not explain why it was providing three individual student reports. In one report it demonstrates that the student has had consistently declining scores from August 2013 through April 2014 and that the scores are below the "pathway to proficiency." The other two student reports demonstrate consistently improving scores from August 2013 through April 2014 and that the scores are above the "pathway to proficiency." This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.
- For the elementary school, the charter holder provided SAT-10 data from FY2013. According to that data 73% of the 2nd graders taking the test were on track to pass the reading AIMS in FY2014 and 49% of the 2nd graders taking the test were on track to pass the math AIMS in FY2014. Both of these percentages are lower than the school's AIMS proficiency rates for FY2013, as a result they would cause the school's percent passing to decline. This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.
- For the elementary school, the charter holder provided DIBELS data for grades K-3, labeled for the year 2013, but it is unclear whether this is the current or prior year data. This data contains test data for two administrations, in the "beginning" and the "middle." For students in grade K-2, the data shows an increase in the percentage of students scoring as "low risk." The data for 3rd grade students, however, shows a decline in the percentage of students scoring as "low risk," an increase in the percentage of students scoring as "some risk," and no change in the percentage of students scoring as "at risk." This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.
- For the elementary school, the charter holder provided Fall and Winter benchmark assessment data from the Children's Progress Academic Assessment, which tests Listening, Phonics/Writing, Phonemic Awareness, Reading, and Reading Mechanics for grades K-3. In all areas in each grade, this data shows that the school/class average has increased from fall to winter, but does not provide any comparative data for prior years. In the Phonics/Writing area in K and 2, the class performance level dropped from "Above Expectation" to "At Expectation." Additionally, in several areas for several grade levels the performance level graph shows that while the average score has increased, the performance level is remaining the same or declining. This data does not provide evidence of improved academic performance based on data generated from valid and reliable assessment sources.
- The charter holder did not provide any math data for students in grades K-7.
- For the high school, the charter holder provided FY2014 Fall AIMS data as compared to FY2013 Spring AIMS to demonstrate improved proficiency. In reading, 5 out of the 6 students (86%) in the 2015 cohort who retook the exam from the spring attained proficiency. In math, 6 out of the 13 students (46%) who retook exam from the spring attained proficiency. The charter holder also provided the same data for students in the bottom 25% to demonstrate improved growth, but this data does not provide sufficient information to evaluate growth. The charter holder provided this same data for one high school student with disabilities, which indicated the student scored proficient on the Fall AIMS.

- For the high school, the charter holder provided HS AIMS reading data for FY2011-2014. The data demonstrates that in 2014 96% of students scored proficient in reading, an improvement of 4% from FY2013.
- For the high school, the charter holder provided HS AIMS math data for FY2014 Fall. The data demonstrates that for the 2014 and 2015 cohorts 13 of 16 students saw an improvement in their scores from Spring FY2013 to Fall FY2014.

Increasing Graduation Rate:

In the area of increasing graduation rate, Telesis Center for Learning, Inc.'s DSP was evaluated as "Meets." The charter holder did provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. The charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, and the school presented 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 "ACIS student surveys" documents. These documents demonstrate the completion and updating of ECAPs through the ACIS system. These documents provide evidence of strategies the high school uses to ensure students in grades 9-12 graduate on time.
  - The charter holder provided "A+ Courses used for credit recovery" documents. These documents demonstrate that the A+ system is utilized to enable students to recover credit for failed courses. These documents provide evidence of strategies the high school uses to ensure students in grades 9-12 graduate on time.
  - The charter holder provided "Guidance Counseling Program" documents. The documents describe the "comprehensive guidance and counseling program" which includes "credit management" starting in 9th grade that is updated twice a year, course selection services, credit recovery and independent study to address early academic difficulty, and college and career planning including ECAP counselling. These documents provide evidence of strategies the high school uses to ensure students in grades 9-12 graduate on time.
- The charter holder must provide evidence that demonstrates success in ensuring students graduate on time.
  - The charter holder provided evidence of the graduation rate. The high school's 2012 graduation rate was 90%, the 2013 graduation rate was 95%, and the school anticipated the 2014 graduation rate will be 100%.

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.

Telesis Center for Learning, Inc.

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$398,612	$544,649	$323,284	$173,979
Unrestricted Cash	$352,821	$488,013	$285,980	
Other Liquidity	-			
Total Assets	$3,381,624	$3,585,281	$1,779,903	
Total Liabilities	$2,984,013	$2,932,610	$1,234,211	
Current Portion of Long-Term Debt & Capital Leases	$1,104,038	$101,136	$95,617	
Net Assets	$397,611	$652,671	$545,692	
Statement of Activities				
Revenue	$3,418,364	$3,504,357	$3,131,915	
Expenses	$3,673,424	$3,397,378	$2,999,891	
Net Income	($255,060)	$106,979	$132,024	
Change in Net Assets	($255,060)	$106,979	$132,024	
Financial Statements or Notes				
Depreciation & Amortization Expense	$251,592	$134,310	$100,316	
Interest Expense	$173,824	$145,799	$104,389	
Lease Expense	-	-	$40,386	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	35.06	52.43	34.80	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($255,060)	$106,979	$132,024	N/A
Cash Flow	($146,037)	$221,365	$149,305	$224,633
Fixed Charge Coverage Ratio	0.13	1.57	1.57	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: g. Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and three "Not Acceptable" determinations (portfolio: f. Financial Response Evaluation).

The charter holder stated in the DSP that additional resources will be committed to purchase new curriculum and a valid and reliable benchmark assessment program in an effort to improve academic performance.

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

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

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 submitted the corporate officer information from the Arizona Corporation Commission. The corporate officers on file at the Arizona Corporation Commission did not align with the corporate officers on file with the Board. On March 31, 2014, the charter holder submitted a School Governing Body Notification Request; this was not the correct request and was deemed administratively incomplete. After further discussion with the charter representative, the charter holder has provided evidence of the appropriate filings to align organizational membership on file with the Board and the Arizona Corporation Commission and the organizational membership on file with the Board is currently in alignment with the Arizona Corporation Commission.

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 Telesis Center for Learning, 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 one school that has a current Overall Rating of Meets Standard. Therefore, the Board will grant a renewal contract to Telesis Center for Learning, Inc. for the continuation of that school, Telesis Preparatory Academy. 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 Telesis Preparatory.

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 Telesis Center for Learning, Inc. 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 one school that has received overall ratings 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. **[IF APPLICABLE]** Additionally, Telesis Center for Learning, Inc.'s failure to meet the Board's financial expectations reflects a lack of capacity to support improved performance.

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 Telesis Center for Learning, Inc.