Vechij Himdag Alternative School, Inc. - Entity ID 4455

School: Vechij Himdag MashchamakuD

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Vechij Himdag Alternative School, Inc. was required to submit a Performance Management Plan 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 Vechij Himdag Alternative School, Inc. became eligible to apply for renewal, the Charter Holder again did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress 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 an on-site visit. In the most recent fiscal year for which there is State assessment data available, Vechij Himdag MashchamakuD received an overall rating of "Does Not Meet" the Board's academic standards.

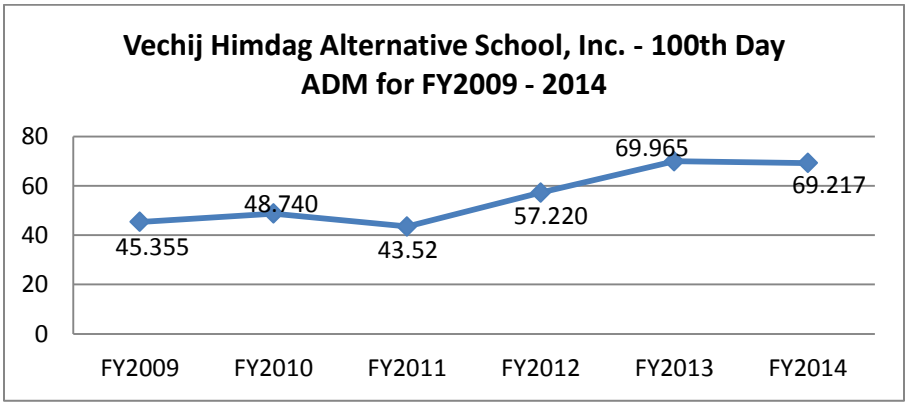
The Charter Holder meets the Board's financial performance expectations.

The Charter Holder did have compliance matters.

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

Profile

Vechij Himdag Alternative School, Inc. operates one school serving grades 9-12 in Sacaton. Vechij Himdag MashchamakuD is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2009-2014.



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

Academic Performance

NO PERMISSION TO EDIT

Vechij Himdag MashchamakuD

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	0	25	15	5.5	25	15
	Reading	35	50	15	45	75	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	0 / 19.7	25	10	7.1 / 19.3	25	10
	Reading	24 / 48.5	50	10	42.2 / 50.6	50	10
2b. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	0 / 18.7	25	5	5 / 18.2	25	5
	Reading	24 / 47.3	50	5	38.5 / 49.6	50	5
2b. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15
4b. Academic Persistence		93	100	20	84	75	20
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		55		100	53.75		100

I. Success of the Academic Program

The FY 13 overall rating for the school on the Board's academic performance measures was 53.75 including points received for the FY 13 letter grade of D-ALT as reported by the Arizona Department of Education. The FY 12 overall rating for the school on the Board's academic performance measures was 55 including points received for the FY 12 letter grade of D-ALT as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Vechij Himdag Alternative School, Inc.:

May 2011: Vechij Himdag Alternative School, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan on or before September 1, 2011 for the five-year interval

review because Vechij Himdag MashchamakuD, a school operated by the Charter Holder, did not meet the academic expectations set forth by the Board.

September 2011: Vechij Himdag Alternative School, Inc. timely submitted a Performance Management Plan (portfolio: i. Performance Management Plan).

February 2013: The Board released FY 12 Academic Dashboards; Vechij Himdag MashchamakuD received an overall rating of "Does Not Meet" the Board's academic standards and Vechij Himdag Alternative School, Inc. did not meet the Board's academic performance expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Vechij Himdag MashchamakuD as part of an annual reporting requirement (portfolio: h. FY 2012 DSP Submission).

August 2013: Following a preliminary evaluation of the FY12 DSP, Board staff conducted a site visit on August 29 to meet with the school's leadership and review of all evidence provided by the Charter Holder. 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 FY 13 Academic Dashboards; Vechij Himdag MashchamakuD received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Vechij Himdag Alternative School, Inc. did not meet the Board's academic performance expectations. The Charter Holder was not assigned a DSP as part of an annual reporting requirement because the Charter Holder would become eligible for renewal within the fiscal year.

February 2014: Board staff completed a final evaluation (portfolio: f. FY12 DSP Evaluation Instrument) of the Charter Holder's FY12 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY12 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable 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 FY12 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY13 DSP submitted as part of the renewal application package.

February 2014: Board staff provided the Charter Holder, through its authorized representatives, Valerie Williams, Eugenia Webb, Evangeline Wiltshire, 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 (February 16, 2014), the deadline date on which the renewal application package would be due to the Board (May 16, 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 DSP as a component of its renewal application package because the Charter Holder did not meet the academic performance expectations set forth by the Board.

May 2014: A renewal application package with a Renewal DSP for Vechij Himdag MashchamakuD (portfolio: e. Renewal DSP Submission) was timely submitted by the charter representative.

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on June 25 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. Renewal DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the Charter Holder's Demonstration of Sufficient Progress submission. The following representatives of Vechij Himdag Alternative School, Inc. were present at the site visit:

Name	Role
Christine Ollerton	Operations Manager/Career & Tech Teacher
Marland Toyekough Jr.	Assistant Principal/Science Teacher
Lillian Kim Franklin	Principal/English Teacher
Valerie Williams	School Board Chair & Charter Representative
Evangeline Wiltshire	School Board Member & Charter Representative

The DSP submitted by Vechij Himdag Alternative School, Inc. for Vechij Himdag MashchamakuD 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 Standards (ACCRS) into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, implementation of a professional development plan that contributed to increased student growth and proficiency.

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 Charter Holder initially provided data and analysis that demonstrated some improvements and some declines in academic performance. However, on June 30 staff received an email requesting the deletion of the document that contained the data and analysis because it may include embargoed data. As a result, the Charter Holder did not provide data to demonstrate increased proficiency and growth.

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, Vechij Himdag Alternative School, Inc.'s demonstration of sufficient progress was evaluated as Approaches.

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 a fragmented approach that the school uses to create, implement, evaluate, and revise 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 demonstration of sufficient progress 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 did not provide any evidence to demonstrate implementation of a system 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.
    - The Charter Holder provided Acellus "Gradebook" and "Student Listing" screenshots. These documents created in the school's computer based curriculum identify student progress through the curriculum and grades for each course. Each document includes a progress summary that describes the number of lesson completed out of the total number of lessons in the course, overall student grade, and grades for lessons, unit exam, mid-term exam, and final exam for the course. The principal indicated that teachers use these documents to monitor student progress to ensure students maintain the expected pacing. These documents demonstrated the process used by teachers to implement the computer based curriculum and monitor student progress and pacing of lesson completion.
    - The Charter Holder provided Academic Vocabulary Toolkit 1, which is a workbook of vocabulary lessons that consist of individual and collaborative student assignments focusing on academic vocabulary words. This is a supplemental resource used in the Reading For College course. The English teacher stated that pacing was established as one lesson per day and that instruction is led by the teacher rather than computer-based. The Reading for College Syllabus identifies academic vocabulary words for each week to be taught using the Academic Vocabulary Toolkit 1. No lesson plans were provided. The English teacher stated that the lesson structure is embedded into the activities described in the workbook pages. The document which identifies what must be taught and has an expected pacing, and the consistent use of which is described in the course syllabus, is used to implement the non-computer-based aspects of the curriculum.
    - The Charter Holder provided ELA Reading for College Syllabus, AZ1004: English for College Syllabus, Acellus reports: Student Listing and Gradebook for ELA-English IV – English for College, Algebra I Syllabus, Geometry Syllabus, Multiplying and Dividing Fractions lesson plan and related worksheets, and Fractions Flip Chart. The syllabi describe the pacing of instruction for courses. Courses are primarily computer-based and use Acellus. Some courses incorporate teacher created lessons delivered through direct instruction from the teacher. Documents were provided for both computer-based and teacher directed instruction. A review of the documents demonstrated alignment between the pacing described in the syllabi and the lesson plan and worksheets. The lesson plan and fractions flip chart were provided as evidence of processes for instruction that is not computer based. The lesson provides supplemental instruction to support an ACCR aligned Acellus lesson. The flip chart was provided as an example of a

graphic organizer that was created by students and used as a resource for the fractions lesson plan provided. These documents demonstrated evidence of a process for implementing ACCR curriculum, and evidence of instruction aligned with expected pacing.

- 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 did not provide any evidence to demonstrate implementation of a system for evaluating and revising curriculum.
- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
    - The Charter Holder provided Acellus Grade 9-10 and 11-12 English Alignment to Common Core State Standards. This document identified Common Core State Standards and the associated Acellus lessons within each course that align with each standard. This document demonstrated implementation of a curriculum aligned with ACCRS.
    - The Charter Holder provided Acellus High School Math. This document identifies the Common Core State Standards and the associated Acellus math lessons within each course that align with each standard. This document demonstrated implementation of a curriculum aligned with ACCRS.
- 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 Credit Recovery documents: Student Expectations for the Course, Student Agreement Form, and Projection Charts. The Student Expectation documents describe the requirements for students participating in the Credit Recovery course. The requirements include the daily attendance, completion of one course at a time and the expectation of maintaining the expected pace for lesson completion. The Student Agreement Form describes the requirements that must be met for participation in the program. The Projection Charts identify the specific lessons to be completed on each school day for an assigned Acellus course. Samples were provided for multiple students that demonstrated pacing is individualized for students. These documents demonstrated the implementation of Acellus as a program adapted to meet the needs of struggling students in subgroups.
    - The Charter Holder provided weekly calendars for: September 22-28, 2013; December 9-13, 2013 and February 16-22, 2014. The calendar identifies IEP meetings, Child Family Team meetings, and Life Skills meetings. The calendars document meetings to address the needs of students with disabilities. These documents demonstrated a process used to adapt curriculum to meet the needs of students with disabilities

Monitoring Instruction:

In the area of monitoring instruction, Vechij Himdag Alternative School, Inc.'s demonstration of sufficient progress was evaluated as Meets for all measures except for the subgroup measures, for which the area is evaluated as Approaches.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the Charter Holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. However, the Charter Holder did not provide any documentation to demonstrate how the system is adapted to meet the needs of students in subgroups. As a result, this area was evaluated as Approaches for the subgroup measures.

The Charter Holder's demonstration of sufficient progress 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 ACCRS 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 ACCRS-aligned curriculum with fidelity.
    - The Charter Holder provided Acellus Student Listing report for Math – College Math Preparation. The student listing report identifies the number of lessons completed and the total number of lessons in the course. Student progress and pacing is monitored by teacher review of the Student Listing report. The principal also uses this report to monitor student progress to ensure that teachers are working with students to maintain an appropriate pace. No additional documentation was provided to demonstrate how often the principal reviews reports to monitor student pacing. No additional documentation was provided to demonstrate whether feedback is provided to teachers based on a review of student pacing. This document does not demonstrate a process used to monitor the integration of ACCRS into instruction that ensures all grade level standards are taught within the school year.
- 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 Walkthrough Observation Form for Class: Math/Science. This document identified the instrument used for conducting classroom observations. The form documents running notes, biggest strength, and key levers. The running notes indicate that the observation monitors teacher interaction with students and student engagement with the computer based lessons. This document demonstrated a process used to evaluate the instructional practices of teachers in a computer-based classroom.
    - The Charter Holder provided Employee Self-Evaluation form and Teacher Self-Evaluation July 2013 for the language teacher. This document identified the self-evaluation completed by teachers to identify goals, professional development attended in the prior year, and self-evaluation using criteria grouped into 10 standards. After the self-evaluation was completed, the results are discussed with the principal to identify the teacher's goals for the current year. The principal stated that the self-evaluation is

completed as the initial part of teacher evaluation. The self-evaluation is not signed and no additional documentation was provided to demonstrate evidence of the meeting between the principal and the teacher. This document demonstrates the beginning stages of a process for evaluating the instructional practices of teachers.

- The Charter Holder provided Teacher Evaluation for Social Studies teacher June 12, 2013, ADE Education Evaluation Model Outreach and Awareness templates, SY14 Parent Survey results, ADE 2013-2014 Teacher Evaluation Process: An Arizona Model for Measuring Educator Effectiveness, and Teacher Performance Based Summative Evaluation Form SY14. The 2013 teacher evaluation document demonstrates a completed evaluation of the teacher for the 2013 school year in each of 10 identified standards. The 10 evaluation standards are focused on computer-based instruction, used in the classroom. The principal indicated that the evaluation tool has been revised and a new evaluation form, the Teacher Performance Based Summative Evaluation Form, will be used for the 2014 school year.

  The surveys are being used as part of the teacher evaluation process for the 2014 school year. The documents from ADE, which the school uses to implement their evaluation framework, identify that the surveys are aligned with the ADE-recommended survey questions and describe how survey results should be tabulated and weighted in the teacher evaluation. The completed surveys include student surveys and parent surveys, a teacher completed self-review, and a peer-review from other teachers at the school, and demonstrate the school is implementing its evaluation framework. The principal stated that the survey results will be part of the new evaluation tool used for the 2014 school year. At the time of the site visit the survey results have been collected, but the final evaluations have not yet been completed for the 2014 school year. The documents demonstrated a process for evaluating the strengths and weaknesses 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 Teacher Evaluation for Social Studies teacher June 12, 2013. The teacher evaluation identifies professional development needs for the following school year. The principal stated that these needs are based on the observation and evaluation of the teacher and provide for ongoing teacher development. The evaluation document also includes a section titled “Verification of Review.” This section of the evaluation includes signatures from the principal and teacher to document that the evaluation results have been discussed with the teacher. The documents demonstrated a process providing feedback to teachers and ensures teacher development is ongoing.

- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of non-proficient students, 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 non-proficient students, ELL students, FRL students, and students with disabilities.

- The Charter Holder did not provide any evidence to demonstrate implementation of a system for evaluating the instructional practices of teachers that addresses the needs of non-proficient students, FRL students, and students with disabilities.

Assessment:

In the area of assessment, Vechij Himdag Alternative School, Inc.'s demonstration of sufficient progress was evaluated as Approaches.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

The Charter Holder's demonstration of sufficient progress 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 Acellus Student Details for a student taking ELA-English IV-English for College report. This document identified assessments that are integrated into the sequence of Acellus lessons for the course. In each Acellus course students complete Acellus assessments after the completion of a sequence of lessons. Students that do not meet the mastery level are provided additional instructional material before being re-assessed. This document identified assessments within the course that assess student mastery. This document demonstrates an assessment system aligned with the curriculum to monitor student progress.
    - The Charter Holder provided ATI Galileo Student Growth and Achievement Reports for Pre-test, Benchmarks 10-3, and Post-test assessments for Reading and Math. Galileo benchmark assessments are administered three times during the school year. Galileo reports are created to monitor student growth from one assessment administration to the next. These documents demonstrated an assessment system that regularly and timely monitors student progress.
- 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 Data Wall Chart for AIMS scores in Reading, Writing, and Math. This document identified a display of student AIMS results by cohort and proficiency level. This document demonstrated that AIMS results are monitored when the school receives individual student scores. No documentation was provided to identify how or when results are analyzed. No analysis was provided to demonstrate findings made from the data or that results are used to inform and adapt instruction. This document does not demonstrate that data from assessments is analyzed and utilized, rather it shows that student level data is collected and monitored.

- The Charter Holder provided ATI Galileo Student Growth and Achievement Reports for Pre-test, Benchmarks 10-3, and Post-test assessments for Reading and Math. The documents identified assessment data displays of results that record student proficiency and growth. No documentation was provided to demonstrate how or when results are analyzed. No analysis was provided to demonstrate findings made from the data or that results are used to inform and adapt instruction. This document does not demonstrate that data from assessments is analyzed and utilized, rather it shows that student level data is collected and monitored.

- The Charter Holder must provide evidence of implementation of an assessment system that meets the needs of non-proficient students, 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 NWEA District Summary Report for Math and Reading. The document identified school-wide student assessment results disaggregated to identify performance of FRL students and students with disabilities. No analysis was provided to demonstrate that the results are used to information and adapt instruction for subgroup students. This document does not demonstrate an assessments system that assesses students according to their needs, rather it shows that data is disaggregated by subgroups, but no analysis of the data occurs.

Professional Development:

In the area of professional development, Vechij Himdag Alternative School, Inc.'s demonstration of sufficient progress was evaluated as Falls Far Below.

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.

The Charter Holder's demonstration of sufficient progress 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 certificates of participation for teachers in the areas of Board training, Administration capacity, Math, English, and SPED. These documents indicate that teachers have completed outside professional development that has been self-selected by teachers. These documents do not demonstrate a comprehensive professional development plan aligned to teacher learning needs and high areas of importance, but rather that professional development is usually external and determined without regard to an overall school plan.
    - The Charter Holder provided School Systems Overview for Site Visit. This document identifies professional development sessions by month for SY13, 14, and 15. Professional development is categorized as school wide, individual, and administration.

This document is a list of professional development sessions rather than a sequence of planned professional development to address identified areas of need. No description was provided to demonstrate how the sessions listed address areas of high need or importance. The documents demonstrate a schedule of professional development, but do not demonstrate a comprehensive professional development plan to address teacher learning needs and high areas of importance.

- 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 implement the information and strategies.
    - The Charter Holder did not provide any evidence of a system that supports high quality implementation of the information and strategies learned through professional development.
- 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 a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.
- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan that meets the needs of non-proficient students, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
    - The Charter Holder provided certificates of participation for the teachers in the area of SPED. The binder of certificates included ACCRS for Students with Disabilities (10-28-13). The document demonstrates the school provided a professional development in relation to the needs of student with disabilities.
    - The Charter Holder provided PD2 and PD3. These documents are agendas for 10/13/13 and 11/1/13. The agendas list debrief of an ADE webinar for Common Core and students with disabilities, special education process (review of procedures), and IEP review. The documents demonstrate the school provided professional development in relation to the needs of students with disabilities.

Data:

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 Charter Holder initially provided data and analysis that demonstrated some improvements and some declines in academic performance. However, on June 30 staff received an email requesting the deletion of the document that contained the data and analysis because it may include embargoed data. As a result, the Charter Holder did not provide data to demonstrate increased proficiency and growth.

The Charter Holder's demonstration of sufficient progress in the area of data is not acceptable.

Vechij Himdag Alternative School, Inc. did not demonstrate improved academic performance based on data generated from valid and reliable assessment sources, and did not provide evidence of increased proficiency for students in the students with disabilities subgroup.

- 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 a correlation between the school's performance on the AIMS assessment, as reflected in the dashboard, and benchmark assessments that demonstrates improvement compared to prior years.
    - The Charter Holder did not provide data to demonstrate academic performance based on data generated from valid and reliable assessment sources.

II. Viability of the Organization

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

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

In November 2011, the Board voted to withhold 10% of the Charter Holder's monthly State aid apportionment for failure to timely submit the fiscal year 2011 audit. The withholding occurred for three months.

In June 2010, the Board voted to withhold 10% of the Charter Holder's monthly State aid apportionment for failure to comply with Classroom Site Fund requirements. The withholding occurred for four months. (Please also see "B. Other Compliance Matters".)

In November 2009, the Board voted to withhold 10% of the Charter Holder's monthly State aid apportionment for failure to timely submit the fiscal year 2009 audit. The withholding occurred for one month.

The Charter Holder failed to timely submit member and employer contributions to the Arizona State Retirement System (ASRS), which resulted in the ASRS garnishing the Charter Holder's monthly state aid as follows:

- August 2008 - $28,380.23
- July 2009 - $17,040.79

As of the most recent ASRS Delinquency Report available, which is dated May 14, 2014, the Charter Holder is current with submitting its member and employer contributions to ASRS.

B. Other Compliance Matters

On April 14, 2014 the Arizona Department of Education notified Vechij Himdag MashchamakuD of findings of the Cycle 4 monitoring. The Charter Holder did not meet requirements in 6 out of 8 areas reviewed. Compliance due dates were established for each of the areas that did not meet requirements As of July 8, 2014 the deadline for meeting all requirements has not passed.

On March 22, 2013 the Arizona Department of Education (ADE) notified Vechij Himdag Alternative School, Inc. of the failure of the Charter Holder to submit compliance activities by the March 1, 2013 deadline. Only July 1, 2013 ADE notified Vechij Himdag Alternative School, Inc. that cash payments for Title I and Title II would not be disbursed until the Charter Holder was submitted documentation to be compliant with program requirements. Vechij Himdag Alternative School, Inc.'s funds were not withheld, although the school was late in completing all compliance activities.

On December 16, 2010 the Arizona Department of Education, Exceptional Student Services (ESS) notified Vechij Himdag Alternative School, Inc. that 60-day corrective action items had not been completed by the due date. The letter notified the Charter Holder that funding would be interrupted until appropriate documentation was provided to ESS. On April 18, 2011 ESS notified Vechij Himdag Alternative School, Inc. the 60-day items and Corrective Action Plan for monitoring had been received by ESS. On July 22, 2011 ESS notified Vechij Himdag Alternative School, Inc. that compliance with all requirements of the corrective action plan need to be submitted by October 13, 2011. On October 13, 2011 ESS notified Vechij HImdag Alternative School, Inc. that it was now in compliance with state and federal statutes related to services to students with disabilities.

The fiscal year 2010 audit identified a third-year federal payroll tax issue that required a corrective action plan (CAP). Specifically, the fiscal year 2010 audit indicated the Charter Holder owed prior year taxes to the Internal Revenue Service (IRS). Similar issues were also identified in the fiscal years 2008 and 2009 audits. The Charter Holder submitted a satisfactory CAP in each fiscal year. The fiscal year 2010 CAP included a copy of the Charter Holder's installment agreement with the IRS.[1] The installment agreement identified the amount owed as of September 16, 2010 as $81,351.29 and required $6,000 monthly payments beginning October 25, 2010. The fiscal year 2011 audit indicated that while the Charter Holder owed back taxes to the IRS, the charter was current with its obligations under its installment agreement and current fiscal year taxes. Therefore, no CAP was required in fiscal year 2011.

The fiscal year 2009 audit identified a third-year Classroom Site Fund (CSF) issue that required a CAP. Specifically, the fiscal year 2009 audit indicated the Charter Holder did not have sufficient cash at year-end to cover the CSF carryover monies. The Charter Holder's CSF carryover was $69,398 and its cash balance was $1,902. Similar issues were also identified in the fiscal years 2007 and 2008 audits. In June 2010, the Board voted to withhold 10% of the Charter Holder's monthly State aid apportionment for failure to comply with CSF requirements. (Please also see "A. Compliance Matters Requiring Board or Other Agency Action".)

The fiscal year 2009 audit identified repeat state payroll tax issues that required a CAP. Specifically, the fiscal year 2009 audit indicated the Charter Holder did not deposit state payroll taxes with the Arizona Department of Revenue and state unemployment insurance contributions with the Arizona Department of Economic Security and did not file the forms and reports with these entities on a timely basis. Similar issues were identified in the fiscal year 2008 audit. The Charter Holder submitted a satisfactory CAP in each fiscal year.

The fiscal year 2009 audit identified a repeat Arizona State Retirement System (ASRS) issue. Specifically, the fiscal year 2009 audit identified that the Charter Holder had not made the required contributions to ASRS. A similar issue was also identified in the fiscal year 2008 audit. In July 2009, ASRS garnished approximately $17,000 from the Charter Holder's monthly State aid apportionment. This represented

[1] Due to staffing constraints that required staff to shift focus from reviewing the fiscal year 2010 audit reporting packages to completing certain time sensitive projects, staff did not take any Board-sponsored Charter Holders to the Board as required by the audit matrix for third-year issues.

about half of the amount owed to the ASRS. The Charter Holder provided proof that the remaining amount was submitted to ASRS in August 2009. Based on information provided by ASRS showing the Charter Holder had remained current with its contributions and report submissions since September 2009, no CAP was required.

The fiscal year 2009 audit identified two other issues that required a CAP. Specifically, the audit indicated the Charter Holder did not separate among employees the responsibilities of disbursement processing, receiving, depositing and recording receipts, payroll processing, and accounting records. The audit also indicated the Charter Holder did not have workman's compensation insurance for its employees. The Charter Holder submitted a satisfactory CAP for both issues.

The fiscal year 2013 audit identified a repeated audit issue that had not been addressed from the prior year's audit involving the Charter Holder not using prenumbered and numerically controlled journal entry forms for all journal entries as required by the Uniform System of Financial Records for Charter Schools. Additionally, the fiscal year 2010 audit identified repeated audit issues that had not been addressed from the prior year's audit involving the Charter Holder not obtaining three oral quotes, not having the governing board approve all disbursements, and not documenting the sole source determination made by the governing board. Further, the fiscal year 2009 audit identified a repeated audit issue involving the Charter Holder relying on its auditor to prepare the financial statements in accordance with GAAP.

As indicated in "A. Compliance Matters Requiring Board or Other Agency Action", for the previous five fiscal years, the Charter Holder failed to timely submit the fiscal years 2009 and 2011 audits.

C. Charter Holder's Organizational Membership

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

Board Options

Option 1: The Board may deny renewal with an opportunity for the Charter Holder to request review of the matter. 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 Vechij Himdag Alternative School, 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 does not currently operate any schools that have received an overall rating of "Meets" or "Exceeds" the Board's academic standards in the most recent fiscal year for which there is State assessment data available. If upon release of the 2014 Dashboard, the charter school receives an Overall Rating that improves by at least one category as compared to the 2013 Dashboard (FFB to DNM, DNM to Meets) and is assigned a letter grade of C or better, the Charter Holder may, within 30 days, request the Board review the Dashboard to consider whether conditions exist to grant a renewal.

Option 2: The Board may 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 Vechij Himdag Alternative School, 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 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 3: 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 Vechij Himdag Alternative School, Inc.