AGENDA ITEM: Request to Expand Charter School Operations – Arizona Community Development Corporation

Issue

Arizona Community Development Corporation (ACDC) did not meet the Board's academic performance standard for 2014, and was required to submit a Demonstration of Sufficient Progress (DSP) Report as part of its charter renewal application requirements. ACDC submitted requests to add a new school site and increase the enrollment cap by 300 on February 12, 2016.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narratives (presented in the appendix: A. Notification Request Materials), ACDC is requesting to add a new school site, La Paloma Academy – Mesa, to be located in the facility currently occupied by Hillcrest Academy, a charter school that will be closing at the end of the FY 2016 school year. In the narrative provided, the Charter Holder indicated that teachers, parents, and administrators from Hillcrest Academy have expressed interest in partnering with La Paloma Academy-Mesa.

A concurrent enrollment cap request was submitted to increase their enrollment cap from 2200 to 2500 in order to accommodate the anticipated enrollment at the new school site. The Charter Holder indicated that the charter school occupying the facility currently serves approximately 100 students. The Charter Holder stated that the projected enrollment in the first year of operation at the new school site will be 300 students, serving grades K - 8.

Supporting Information

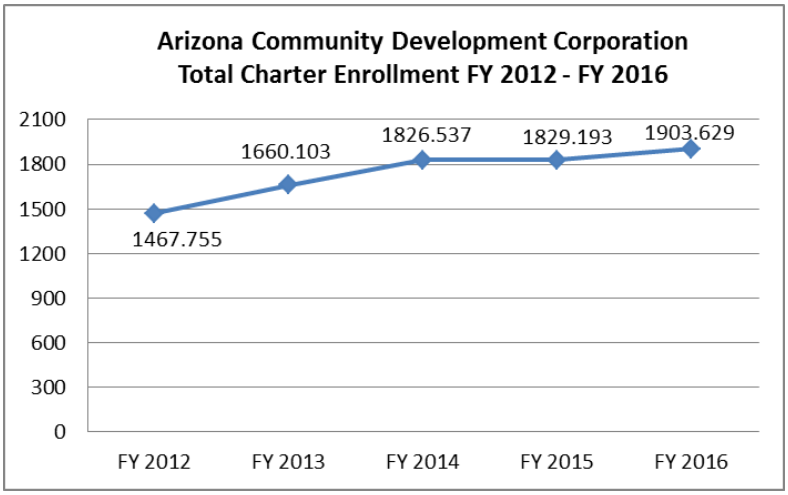
Based on the Certificate of Occupancy submitted with the request, sufficient facility capacity currently exists to accommodate the requested increase in enrollment.

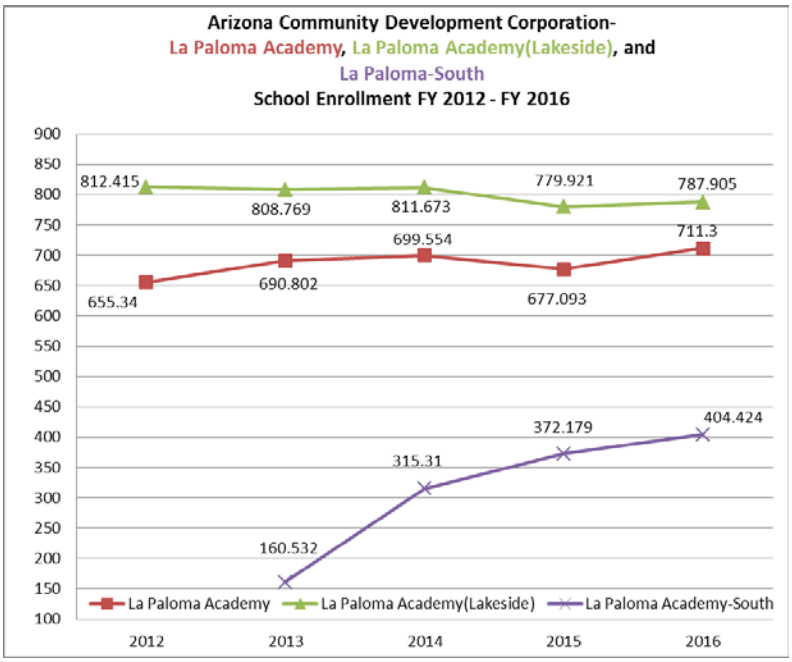
I. Background

ACDC was granted a charter in 2002, which is currently approved for grades K–8. ACDC operates 3 schools. See table below. All schools under this charter operate on a 180 day calendar.

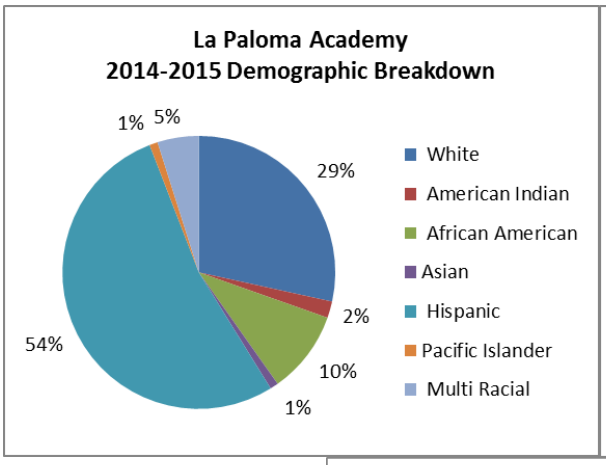
School Name	Month/Year Open	Location	Current Grade Levels Served	Current Status	2016 100th Day ADM
La Paloma Academy	08/2002	Tucson	K–8	Open	711.3
La Paloma Academy—Lakeside	09/2003	Tucson	K–8	Open	787.905
La Paloma Academy—South	08/2012	Tucson	K–8	Open	404.424

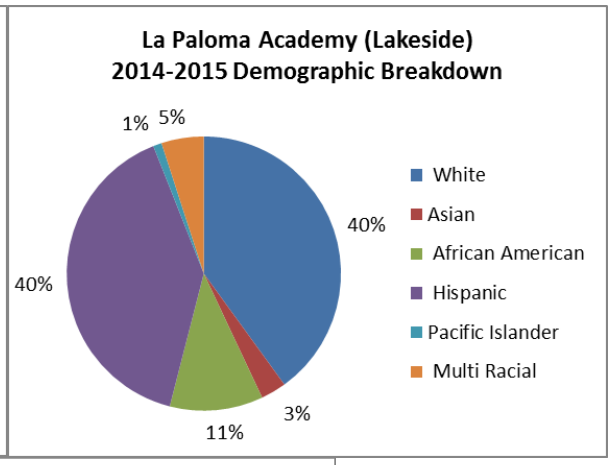
The enrollment cap for ACDC is 2200. The graphs below show average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016, as well as for each school site**.**

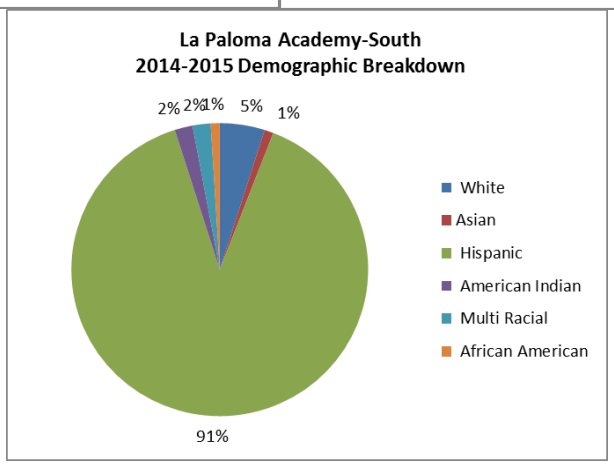

Arizona Community Development Corporation
Total Charter Enrollment FY 2012 - FY 2016
2100
1800
1500
1200
900
600
300
0
1467.755
1660.103
1826.537
1829.193
1903.629
FY 2012
FY 2013
FY 2014
FY 2015
FY 2016


Arizona Community Development Corporation-
La Paloma Academy, La Paloma Academy(Lakeside), and
La Paloma-South
School Enrollment FY 2012 - FY 2016
900
850
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
812.415
808.769
811.673
779.921
787.905
655.34
690.802
699.554
677.093
711.3
160.532
315.31
372.179
404.424
La Paloma Academy
La Paloma Academy(Lakeside)
La Paloma Academy-South
2012
2013
2014
2015
2016

The demographic data for La Paloma Academy, La Paloma Academy—Lakeside, and La Paloma Academy—South from the 2014-2015 school year is represented in the charts below.[1]







The percentage of students served by ACDC in the 2014–2015 school year who are classified as English Language Learners, students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.[2]

	Category		
School Name	**Free and Reduced Lunch (FRL)**	**English Language Learners (ELLs)**	**Special Education**
La Paloma Academy	76%	8%	8%
La Paloma Academy (Lakeside)	69%	4%	9%
La Paloma Academy-South	41%	23%	11%

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

[2] Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

As stated in the Board's *Academic Performance Framework and Guidance* document, a Charter Holder's academic performance will be evaluated by the Board when considering expansion requests.

The academic performance of La Paloma Academy, La Paloma Academy—Lakeside, and La Paloma Academy—South is represented in the table below. Academic dashboards for each school can be seen in the appendix: B. Academic Dashboards.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
La Paloma Academy	08/19/2002	K – 8	51.88/ C	49.38/ C	61.88/ B
La Paloma Academy (Lakeside)	09/02/2003	K – 8	50/ C	51.25/ C	53.75/ C
La Paloma Academy-South	08/01/2012	K – 8		44.38/ D	39.38/ D

The Charter Holder's mission states that "La Paloma Academy is committed to providing the highest quality education where children can achieve their full academic potential. This is accomplished by individualized instruction in core curriculum, low teacher-students ratios and a qualified teaching staff. Our goal is to provide a safe, structured environment which encourages the development of strong family values, where a child becomes not only a well-rounded scholastic student but also a lifelong responsible citizen."

III. Additional School Choices

La Paloma Academy received a letter grade of B, and an overall rating of Does Not Meet the Board's academic performance standard for FY 2014. The school site is located in Tucson near N. Wilmot Rd. and E. Pima St. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 53 schools serving grades K-8 within a five mile radius of La Paloma Academy that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of La Paloma Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

La Paloma Academy				Math 32%	ELA 30%		
Letter Grade	**Within 5 miles**	**Above State Average ELA (35%)**	**Above State Average Math (35%)**	**Comparable Math (± 5%)**	**Comparable ELA (± 5%)**	**Charter Schools**	**Meets Board's Standard**
A	**16**	**14**	**14**	**1**	**2**	**7**	**7**
B	**15**	**8**	**5**	**7**	**5**	**4**	**4**
C	**19**	**1**	**2**	**11**	**11**	**4**	**0**
D	**3**	**0**	**0**	**1**	**0**	**1**	**0**

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of La Paloma Academy serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

La Paloma Academy	76%	8%	8%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	0	8	13
B	2	9	6
C	8	12	9
D	2	1	1

La Paloma Academy—Lakeside received a letter grade of C, and an overall rating of Does Not Meet the Board's academic performance standard. The school site is located in Tucson near E. Golf Links Rd. and E. Lakeside Parkway. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 37 schools serving grades K-8 within a five mile radius of La Paloma Academy (Lakeside) that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of La Paloma Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

La Paloma Academy–Lakeside				Math 34%	ELA 30%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math (± 5%)	Comparable ELA (± 5%)	Charter Schools	Meets Board's Standard
A	10	9	9	1	0	4	4
B	12	6	5	7	3	5	3
C	13	1	2	8	6	1	0
D	2	0	0	0	0	0	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of La Paloma Academy—Lakeside serving a comparable percentage of students (± 5%) in the identified subgroups.[4]

La Paloma Academy–Lakeside	69%	4%	9%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	1	6	7
B	3	9	6
C	3	10	5
D	0	2	1

[3] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.
[4] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

La Paloma Academy—South received a letter grade of D, and an overall rating of Does Not Meet the Board's academic performance standard. The school site is located in Tucson near W. Drexel Rd. and S. 12th Ave. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 40 schools serving grades K-8 within a five mile radius of La Paloma Academy-South that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of La Paloma Academy - South, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

La Paloma Academy—South				Math 18%	ELA 17%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math (± 5%)	Comparable ELA (± 5%)	Charter Schools	Meets Board's Standard
A	3	1	2	0	0	0	0
B	13	4	6	2	2	2	2
C	15	1	0	11	8	1	0
D	9	1	1	7	4	2	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of La Paloma Academy—South serving a comparable percentage of students (± 5%) in the identified subgroups.[5]

La Paloma Academy—South	41%	23%	11%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	0	0	3
B	1	3	11
C	0	6	13
D	0	3	4

IV. Demonstration of Sufficient Progress

ACDC submitted a DSP Report with its renewal application (appendix: C Renewal DSP Submission) on February 15, 2016. The DSP Report that was submitted with the renewal application was used as the required information for the New School Site and Enrollment Cap notification requests, as described in the instructions for the notification expansion requests. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and

[5] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of **ACDC** were present at the site visit:

Name	Role
Karen Crandall	Board Member
Viridiana Rodriguez	ELL Coordinator
Julie Clark	Special Ed Director
April Rubasch	Title 1 Director
Kris Johnson	Director of Federal Programs
Paul Bummer	Principal South
Sean Watins	Principal Lakeside
Brendan Ewald	Principal Central
Alicia Perez	District Rep
Kaytie Thies	District Rep
Raena Janes	Director
Jackie Trujillo	Superintendent

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: D. Renewal DSP Site Visit Inventories). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (appendix: E. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	**DSP Evaluation**		
	Meets	**Does Not Meet**	**Falls Far Below**
La Paloma Academy (Data)	☐	☐	☒
La Paloma Academy—Lakeside (Data)	☐	☐	☒
La Paloma Academy—South (Data)	☐	☐	☒
Curriculum	☒	☐	☐
Assessment	☒	☐	☐
Monitoring Instruction	☒	☐	☐
Professional Development	☒	☐	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 4 out of the 10 measures required by the Board for La Paloma Academy, 1 out of 11 measures for La Paloma Academy (Lakeside), and 2 out of 12 measures for La Paloma Academy-South.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

IV. Financial Information

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.

V. Adherence to the Terms of the Charter

For FY 2015, the Charter Holder meets the Board's Operational Performance Standard set forth in the Performance Framework adopted by the Board and, to date, has no measures rated as "Falls Far Below Standard" for the current fiscal year.

VI. Board Options

Board Options – New School Site Notification Request

Option 1: The Board may approve the New School Site Notification Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to add a new school site to the charter contract of Arizona Community Development Corporation for the operation of La Paloma - Mesa.

Option 2: The Board may deny the New School Site Notification Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request to add a new school site the charter contract of Arizona Community Development Corporation, for the reasons that:

- The Charter Holder failed to demonstrate improved academic performance for the schools it currently operates when the three schools operated by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 4 out of the 10 measures required by the Board for La Paloma Academy, 1 out of 11 measures for La Paloma Academy (Lakeside), and 2 out of 12 measures for La Paloma Academy-South, and
- (Board member must specify reasons the Board found during its consideration.)

Board Options – Enrollment Cap Notification Request

Option 1: The Board may approve the Enrollment Cap Notification Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap of the charter contract of Arizona Community Development Corporation from 2200 to 2500.

Option 2: The Board may deny the Enrollment Cap Notification Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap of the charter contract of Arizona Community Development Corporation, for the reasons that:

- The Charter Holder failed to demonstrate improved academic performance for the schools it currently operates when the three schools operated by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 4 out of the 10 measures required by the Board for La Paloma

Academy, 1 out of 11 measures for La Paloma Academy (Lakeside), and 2 out of 12 measures for La Paloma Academy-South, and

- (Board member must specify reasons the Board found during its consideration.)

APPENDIX A

NOTIFICATION REQUEST MATERIALS

1. New School Site

New School Site Notification Request

Charterholder Info

Charter Holder

Name:
Arizona Community Development Corporation

CTDS:
10-87-09-000

Mailing Address:
5704 East Grant Road
Tucson, AZ 85712

› View detailed info

Representative

Name:
Raena Janes

Phone Number:
602-442-8791

Fax Number:
602-353-9270

Downloads

Download all files

Form Fields

Name of school
La Paloma Academy-Mesa

Grade levels to be served

K
1st
2nd
3rd
4th
5th
6th
7th
8th

First day of Operation
08/01/2016

Physical Address
3761 S Power Rd
Mesa, AZ 85212

Physical Phone Number
(480) 325-8950

Physical Fax Number
(No response)

Mailing Address
5704 East Grant Road
Tucson, AZ 85712

Mailing Phone Number
(520) 545-0575

Mailing Fax Number
(520) 202-5837

Attachments

Board Minutes — **Download File**

Occupancy Documentation

Download File — Permit to Operate
Download File —

Lease agreement or proof of purchase for facility — Download File

Copy of Fingerprint Clearance Card for school site administrator — Download File

Copy of liability insurance coverage — Download File

Narrative — Download File

Additional Information
No documents were uploaded.

Signature

Charter Representative Signature
Raena Janes 03/30/2016

La Paloma Academy
Board Meeting
5704 E. Grant Road
Tucson, AZ 85712

February 9, 2016

Minutes

Members Present- Raena Janes Amy Rubasch Justin Hernandez Karen Crandall Veronica Cook Meeting began at 10:42 a.m.	**Members Absent-**
Agenda Item A. Roll Call	Jackie Trujillo called the roll and confirmed a quorum.
Agenda Item B. Call to the Public	No individuals addressed the Board.
Agenda Item C. Action Item **Increase Enrollment Cap**	Jackie Trujillo requested a Board Meeting to increase enrollment cap at La Paloma Academy. **Motion** **Karen Crandall made the motion to approve an increase in enrollment cap for La Paloma Academy from 2200 students to 2500 students.** **Amy Rubasch seconded the motion.** **Motion passed unanimously**
Agenda Item D. Adjournment	Jackie thanked the board members for their attendance.

Certificate of Occupancy

Building Safety Division

mesa·az

This Certificate is issued pursuant to the requirements of the Mesa Administrative Code, Section 4-1-6 (B), which became effective September 18, 2004, certifying that on this date the structure and site listed below is in compliance with said Code (2006 International Codes) and with Title XI, of the Mesa City Code entitled "Zoning" and with the various ordinances of the City regulating building construction and use insofar as ascertained by the undersigned:

Building Permit Number: BLD2014-01409
Owners Name: GOC LLC/DBJ ENT/FIRST UNITED INVEST

Owners Address: 2812 N NORWALK 105 MESA AZ 85215

Project Address: 3761 S POWER RD
Project Name: HILLCREST ACADEMY

OCCUPANCY

Description:	Education					
Group:	E					
Const. Type:	VB					
Square Foot:	49036					
Load	1689					

Fire Sprinklers Required: Y
Fire Sprinklers Supplied: Y
Zoning District: LI PAD

Conditions/Restrictions:

Building Safety Director: Date: April 08, 2015

ANY ALTERATIONS OR CHANGES TO ITEMS ABOVE SHALL VOID THIS CERTIFICATE.
POST AND MAINTAIN THIS CERTIFICATE IN A CONSPICUOUS PLACE.

Rev. 1/10/2007

NATIONAL FIRE CONTROL

Work Order

Sprinklers • Extinguishers • Fire & Security Alarms • Monitoring • Backflow • Hoods
55 West Hoover, Suite #10 Mesa, Arizona 85210 • Mailing Address: PO Box 3667 Apache Junction, Arizona 85117
Phone: 480-967-5705 Fax: 480-894-6206
ROC #'s 169128, 197132, 224017 See more of "Sparkie" at www.nationalfirecontrol.com service@nationalfirecontrol.com

JOB ADDRESS	BILLING ADDRESS DATE:
CUSTOMER	
ADDRESS	
CITY, STATE, ZIP	

CONTACT: PHONE: P.O. #

ANNUAL SERVICE ☐ MONTHLY SERVICE ☐ QUARTERLY SERVICE ☐ SERVICE CALL☐ EMERGENCY SERVICE CALL☐

Quantity		Quantity		TECH:	
	Annual Inspection		Field Labor Charge	Total into shop	
	Six-Year Maintenances		Shop Labor Charge		

RECHARGES							
	Size	Brand	High Pres. Seals	Valve Stems	Pull Pins	Hydro Test	Other Parts

Quantity	EXIT LIGHTS	Quantity	BACKFLOW ASSEMBLY TESTING
	Annual inspection and testing of exit/emergency lights per NFPA-101		Annual testing of backflow assembly per local code

Quantity	FIRE HOSE	Quantity	ENGINEERED SYSTEMS
	Annual inspection and rerack of fire hose per N.F.P.A. 1962		Flow testing of fire sprinkler system per N.F.P.A. 25 fire code
	Fire hose hydrostatic testing		Testing and inspection of fire alarm per N.F.P.A. 72 fire code

Quantity	PRE-ENGINEERED SYSTEMS
	Testing & certification of automatic fire suppression system per NFPA 17, 17A & 96

NEW EQUIPMENT AND ADDITIONAL PARTS

Quantity		Quantity		Quantity	
	Safety Seals		Wall Brackets		Fusible Links
	Metal Tags		Vehicle Brackets		Blow off Caps
	Vinyl Tags		Fire Extinguisher Model #		Pilot Cartridge
	Plastic Tags		Fire Extinguisher Model #		Batteries
	Mylar Tags		Fire Extinguisher Model #		Bulbs
	Rivits				Sprinkler Gauges
	Gauges				
	Nozzles				
	Handle Assembly				
	Hose Bands				
	Hose Clips				
	Hose Assemblies				
	Sign F/X		Customer Signature		
	Lever Assembly		Printed Signature		

NATIONAL FIRE CONTROL

Work Order

Sprinklers • Extinguishers • Fire & Security Alarms • Monitoring • Backflow • Hoods

55 West Hoover, Suite #10 Mesa, Arizona 85210 • Mailing Address: PO Box 3667 Apache Junction, Arizona 85117

Phone: 480-967-5705 **Fax: 480-894-6206**

ROC #'s 169128, 197132, 224017 See more of "Sparkie" at www.nationalfirecontrol.com service@nationalfirecontrol.com

JOB ADDRESS	BILLING ADDRESS DATE:
CUSTOMER	
ADDRESS	
CITY, STATE, ZIP	

CONTACT: PHONE: P.O. #

ANNUAL SERVICE ☐ MONTHLY SERVICE ☐ QUARTERLY SERVICE ☐ SERVICE CALL☐ EMERGENCY SERVICE CALL☐

Quantity		Quantity		TECH:	
	Annual Inspection		Field Labor Charge	Total into shop	
	Six-Year Maintenances		Shop Labor Charge		

RECHARGES			High Pres. Seals	Valve Stems	Pull Pins	Hydro Test	Other Parts
	Size	Brand					

Quantity	EXIT LIGHTS	Quantity	BACKFLOW ASSEMBLY TESTING
	Annual inspection and testing of exit/emergency lights per NFPA-101		Annual testing of backflow assembly per local code

Quantity	FIRE HOSE	Quantity	ENGINEERED SYSTEMS
	Annual inspection and rerack of fire hose per N.F.P.A. 1962		Flow testing of fire sprinkler system per N.F.P.A. 25 fire code
	Fire hose hydrostatic testing		Testing and inspection of fire alarm per N.F.P.A. 72 fire code

Quantity	PRE-ENGINEERED SYSTEMS
	Testing & certification of automatic fire suppression system per NFPA 17, 17A & 96

NEW EQUIPMENT AND ADDITIONAL PARTS

Quantity		Quantity		Quantity	
	Safety Seals		Wall Brackets		Fusible Links
	Metal Tags		Vehicle Brackets		Blow off Caps
	Vinyl Tags		Fire Extinguisher Model #		Pilot Cartridge
	Plastic Tags		Fire Extinguisher Model #		Batteries
	Mylar Tags		Fire Extinguisher Model #		Bulbs
	Rivits				Sprinkler Gauges
	Gauges				
	Nozzles				
	Handle Assembly				
	Hose Bands				
	Hose Clips				
	Hose Assemblies				
	Sign F/X		Customer Signature		
	Lever Assembly		Printed Signature		

LA PALOMA ACADEMY

March 31, 2016

This letter sets forth proposed terms and conditions upon which **ARIZONA COMMUNITY DEVELOPMENT CORPORATION dba LA PALOMA ACADEMY**, an Arizona Corporation, or assignee ("purchaser") would consider acquiring from **Hillcrest Academy, Inc.** ("seller") the property located 3761 S. POWER RD, Mesa, Arizona 85212 ("the Property").

1. **Purchase price:** Seven Million dollars ($7,000,000) subject to customary preparations and adjustments.
2. **Earnest money deposit:** Twenty thousand dollars ($20,000) of which the entire amount will be nonrefundable upon by her acceptance of property and following the inspection period.
3. **Conditions:**

a. Buyer shall have one hundred and eighty (180) days for all due diligence items for the opening of escrow inspection period.

b. Subject Buyer shall close on the property before December 31, 2016 (the "Close of Escrow") following the expiration of the inspection period.

c. In connection with purchaser's investigation of the Property within five (5) days of the opening of escrow, Seller shall deliver to purchaser the following materials for Purchaser's review:

- A current preliminary title report, with all Schedule B documents (the "Report")relating to the property;
- Any reports or studies in Seller's possession relating to soil, drainage or other environmental conditions relating to the Property;
- A full and complete list of past and present legal and administrative actions arising from or relating to the Property to the extent Seller has knowledge of such actions;
- Any documents in Seller's possession regarding zoning, land use, signage, plans, entitlements, or special improvement or taxing district affecting the property; and
- Copies of any leases, contracts, options, right of first refusal or franchise agreements, recorded or unrecorded, affecting the property.

d. At the close of escrow, Seller shall provide Purchased with an Alta extended coverage owner's policy of title insurance issued by Escrow Agent in the full amount of the Purchase Price, subjects only to items approved by Purchaser. Seller shall pay the cost of a standard owner's policy and Purchasers shall pay an incremental cost of extended coverage.

e. The Property will be free and clear of all liens, claims, and encumbrances at the Close of Escrow, other than those excepted in writing by Buyer.

f. All existing contracts shall be assigned to Buyer at Buyers option.

This letter represents preliminary understandings between the parties and is not a binding agreement. The parties agree to negotiate to finalize a binding, definitive agreement encompassing the terms of this letter, but neither party shall have any obligation to the other party if, in good faith, they are unable to reach agreement on the additional provisions of such a binding, definitive agreement by July 1, 2016.

If the foregoing is acceptable, please evidence consent by executing a copy of this letter and return it to us by facsimile transmission or otherwise. We look forward to working with you to successfully complete this transaction.

Thank you for your consideration.

Respectfully submitted,

LA PALOMA ACADEMY

ARIZONA COMMUNITY DEVELOPMENT CORPORATION dba LA PALOMA ACADEMY

5704 E. Grant Rd, Tucson, AZ 85712

520-545-5075 Office

520-202-5838 Fax

AGREED AND ACCEPTED:

Seller:

Hillcrest Academy, INC

By: President William Rubasch

Its: _____

Date: 3/31/16

Buyer:

ARIZONA COMMUNITY DEVELOPMENT CORPORATION dba LA PALOMA ACADEMY

By: Laura Barnes

Its: Director

Date: 3-31-16

STATE OF ARIZONA
DEPARTMENT OF PUBLIC SAFETY
Level One Fingerprint Clearance Card

Name: DANIELLE J. BROTHERS

Birth Date: 1/25/1968 **Issue Date:** 8/13/2013

F	170	5 2	BRO	RED
Sex	**Weight**	**Height**	**Eyes**	**Hair**

Card Number: 0000877025 **Expire Date:** 8/13/2019

IVP0345289

The full documentation submitted by Arizona Community Development Corporation for liability insurance includes the full policy which contains: Declarations, Common Policy Conditions, Coverage Parts and Coverage Forms, Endorsements. The full document consists of 287 pages.

The included pages have been extracted from the full documentation submitted by the Charter Holder to demonstrate liability insurance for Arizona Community Development Corporation. Should a Board member wish to review the full document, staff will have it available at the meeting.

PHILADELPHIA
INSURANCE COMPANIES

A Member of the Tokio Marine Group

One Bala Plaza, Suite 100, Bala Cynwyd, Pennsylvania 19004
610.617.7900 • Fax 610.617.7940 • PHLY.com

08/07/2015

Arizona Community Development Corp
dba LaPaloma Academy - Lakeside
5704 E Grant Rd
Tucson, AZ 85712-2235

Re: PHPK1358780

Dear Valued Customer:

Thank you very much for choosing Philadelphia Indemnity Insurance Company for your insurance needs. Our first class customer service, national presence and A++ (Superior) A.M. Best financial strength rating have made us the selection by over 150,000 policyholders nationwide. I realize you have a choice in insurance companies and truly appreciate your business.

I wish you much success this year and look forward to building a mutually beneficial business partnership which will prosper for years to come. Welcome to PHLY and please visit PHLY.com to learn more about our Company!

Sincerely,

Robert D. O'Leary Jr.
President & CEO
Philadelphia Insurance Companies

RDO/sm

PHILADELPHIA INSURANCE COMPANIES
A Member of the Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

Philadelphia Indemnity Insurance Company
COMMON POLICY DECLARATIONS

Policy Number: PHPK1358780

Named Insured and Mailing Address:
Arizona Community Development Corp
dba LaPaloma Academy - Lakeside
5704 E Grant Rd
Tucson, AZ 85712-2235

Producer: 2857
Crest Insurance Group LLC
5285 E Williams Cr #4500
Tucson, AZ 85711

(520)881-5760

Policy Period From: 07/22/2015 **To:** 07/22/2016
at 12:01 A.M. Standard Time at your mailing address shown above.

Business Description: Private School

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

	PREMIUM
Commercial Property Coverage Part	
Commercial General Liability Coverage Part	25,274.00
Commercial Crime Coverage Part	
Commercial Inland Marine Coverage Part	
Commercial Auto Coverage Part	39,610.00
Businessowners	
Workers Compensation	
UltimateCover Property Coverage Part	33,384.00
Educators Protection Plus	1,707.00
Employee Benefits	300.00
Sexual/Physical Abuse	INCLUDED
Total	**$ 100,275.00**
Total Includes Federal Terrorism Risk Insurance Act Coverage	**938.00**

FORM (S) AND ENDORSEMENT (S) MADE A PART OF THIS POLICY AT THE TIME OF ISSUE
Refer To Forms Schedule

*Omits applicable Forms and Endorsements if shown in specific Coverage Part/Coverage Form Declarations

CPD- PIIC (06/14)

Secretary

President and CEO

La Paloma Academy-Mesa

New School Site Notification

La Paloma Academy would like to request a new school site. We are preparing for approximately 300 students at the new site in Phoenix. We have also submitted an increase to our enrollment cap by 300 and are asking for consideration for that request as well. Currently there are approximately 100 students at the existing school. The present teachers, parents and administrators have expressed interest in partnering with La Paloma Academy-Mesa and working within our organization. In addition, we have great resources and a full marketing team available to advertise our school via billboards, television, radio, and share our available job positions in the surrounding community. We would like to offer a school that helps support parents and family values, while maintaining rigor and high quality learning. La Paloma Academy would provide free before and after school programs as well as free breakfast, lunch and dinner, which supports working parents. In addition, our school would provide summer programs and tutoring programs. We anticipate having our facility secured by the beginning of the summer, working on enrollment throughout June and July, and the first day of school would be during the first week of August. The operational days of the school would be 180 days.

Currently our La Paloma schools are financially sound and we are in good standing both financially and operationally with the Arizona State Board for Charter Schools. Our student numbers have continued to grow each year as we have internally worked to build and strengthen our academics through improving benchmark systems, monitoring our data, and improving our curriculum. The populations we serve are very broad and diverse. At our La Paloma Central campus, 60% of our students are Free and Reduced, 4% ELL, and 9% SPED. At our La Paloma Lakeside campus, 74% of our students are Free and Reduced, 5% are ELL and 9% are SPED. At our La Paloma South Campus, 85% are Free and Reduced, 18% are ELL, and 12% are SPED. We feel we can service a wide variety of students and families and provide a wide range of support.

Our projected enrollment in the first year is 300 students, grades K-8th. We would offer grades Kindergarten through 8th grade, offering two of each grade level, up to 30 students per grade. We have strong leadership team in place at all our La Paloma Academy schools that work together as a team and collaborate strongly on their programs and processes, aligning them to monitor student achievement. This new school site and the leadership would work alongside our team, and use the processes we have in place for student achievement that have been monitored through the charter board staff and include pacing calendars such as Beyond

Textbooks, benchmark systems such as ATI, data meetings, and analyzing data consistently and using the information to drive instruction.

Our schools are financially sound and we are in good standing both financially and operationally with the Arizona State board for Charter Schools. We will continue to operate this new site as we do our other schools with best practices and accountability, using outside companies such as Consilium School Finance, to monitor and audit our budget and records.

La Paloma Academy started in 2002 with 340 students and one site and has grown to three sites and approximately 2000 students. We feel we are prepared and equipped to support the quality and long-term success of academics, operations and financial viability of the proposed growth. We love what we do and are passionate to continue improving and providing options for parents. We will continue to operate this new site as we do our other schools, with best practices and through increased accountability. In addition we will continue to work cooperatively with the staff of the Arizona State Board for Charter Schools and do all we can to ensure we are moving our schools in the right direction, so that the Board can feel confident in the efforts we are doing to educate our students.

APPENDIX A

NOTIFICATION REQUEST MATERIALS

2. Enrollment Cap

Enrollment Cap Notification Request

Charterholder Info

Charter Holder

Name:
Arizona Community Development Corporation

CTDS:
10-87-09-000

Mailing Address:
5704 East Grant Road
Tucson, AZ 85712

› View detailed info

Representative

Name:
Raena Janes

Phone Number:
602-442-8791

Fax Number:
602-353-9270

Downloads

Download all files

Enrollment Cap

From:
2200

To:
2500

Attachments

Board Minutes — Download File

Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

Documentation that current facilities can accommodate requested capacity — Download File

Narrative describing the staffing changes and recruiting efforts that will be made to reach capacity — Download File

Additional Information
No documents were uploaded.

Signature

Charter Representative Signature
Raena Janes 03/30/2016

La Paloma Academy
Board Meeting
5704 E. Grant Road
Tucson, AZ 85712

January 13, 2016
Emergency Board Meeting Via E--Mail

Minutes

Members Present- Raena Janes Amy Rubasch Justin Hernandez Karen Crandall Veronica Cook	**Members Absent-**
Agenda Item A. Roll Call	Jackie Trujillo called the roll and confirmed a quorum.
Agenda Item B. Call to the Public	No individuals addressed the Board.
Agenda Item C. Action Item **Approval of New LPA School Site**	Jackie Trujillo forwarded an e-mail to board members at 5:46 p.m. on January 12, 2016, with information about securing a location in Phoenix for a new LPA school site. **Motion** **Karen Crandall made the motion to approve a new LPA school site.** **Raena Janes seconded the motion.** **Motion passed unanimously**
Agenda Item D. Adjournment	Jackie thanked the board members for their attendance via e-mail and adjourned the meeting at 7:45 a.m. January 13, 2016.

mesa·az

Certificate of Occupancy

Building Safety Division

This Certificate is issued pursuant to the requirements of the Mesa Administrative Code, Section 4-1-6 (B), which became effective September 18, 2004, certifying that on this date the structure and site listed below is in compliance with said Code (2006 International Codes) and with Title XI, of the Mesa City Code entitled "Zoning" and with the various ordinances of the City regulating building construction and use insofar as ascertained by the undersigned:

Building Permit Number: BLD2014-01409
Owners Name: GOC LLC/DBJ ENT/FIRST UNITED INVEST

Owners Address: 2812 N NORWALK 105 MESA AZ 85215

Project Address: 3761 S POWER RD
Project Name: HILLCREST ACADEMY

OCCUPANCY

Description:	Education					
Group:	E					
Const. Type:	VB					
Square Foot:	49036					
Load	1689					

Fire Sprinklers Required: Y
Fire Sprinklers Supplied: Y
Zoning District: LI PAD

Conditions/Restrictions:

Building Safety Director: Date: April 08, 2015

ANY ALTERATIONS OR CHANGES TO ITEMS ABOVE SHALL VOID THIS CERTIFICATE.
POST AND MAINTAIN THIS CERTIFICATE IN A CONSPICUOUS PLACE.

Rev. 1/10/2007

La Paloma Academy
Enrollment Cap Narrative

La Paloma Academy would like to request an increase in the enrollment cap, adding 300 students. The facilities we are intending to purchase have a load occupancy of 1689. At the new site, we are preparing for approximately 300 students at the new site in Phoenix. Currently there are approximately 90 students at the existing school. The present teachers, parents and administrators have expressed interest in partnering with La Paloma Academy and working within our organization. In addition, we have great resources and a full marketing team available to advertise our school via billboards, television, radio, and share our available job positions in the surrounding community. We anticipate having our facility secured by the end of the summer, working on enrollment throughout June and July, and the first day of school beginning the first week of August.

Our projected enrollment in the first year is 300 students, grades K-8th. We would offer grades Kindergarten through 8th grade, offering two of each grade level, up to 30 students per grade. The number of instructional days will be 180.

Our capacity to support quality, long-term academic and operational success, and financial viability comes through having experienced and learned how to do things correctly and having managed our schools properly. We have a rigorous screening process when hiring our teachers and staff, ensuring that our applicants are not only highly qualified, but also are dedicated to student achievement and are aligned to our culture and mission statement.

Currently our La Paloma schools are financially sound and we are in good standing both financially and operationally with the Arizona State Board for Charter Schools. Our student numbers have continued to grow each year as we have internally worked to build and strengthen our academics through improving benchmark systems, monitoring our data, and improving our curriculum. We started in 2002 with 360 students and one site and have grown to three sites servicing approximately 2000 students. We love what we do and are passionate to continue improving and providing options for parents. We will continue to operate this new site as we do our other schools with best practices and accountability, using outside companies to monitor and audit our records.

APPENDIX B

ACADEMIC DASHBOARDS

Academic Performance

Edit this section.

La Paloma Academy

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
1a. SGP	**Math**	43	50	12.5	46	50	12.5	50	75	12.5
	Reading	44	50	12.5	47	50	12.5	48.5	50	12.5
1b. SGP Bottom 25%	**Math**	41	50	12.5	46	50	12.5	60	75	12.5
	Reading	53	75	12.5	55	75	12.5	62.5	75	12.5
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	45 / 64	50	7.5	44.7 / 64	25	7.5	50.6 / 63.7	50	7.5
	Reading	68 / 77.5	50	7.5	70.2 / 78.2	50	7.5	73.2 / 78.7	50	7.5
2b. Composite School Comparison	**Math**	-16.9	25	7.5	-15.8	25	7.5	-10.8	50	7.5
	Reading	-8.2	50	7.5	-5.4	50	7.5	-4.2	50	7.5
2c. Subgroup ELL	**Math**	33 / 43.1	50	2.5	27.7 / 41	50	2.5	32.5 / 34.3	50	2.5
	Reading	60 / 53.1	75	2.5	57.4 / 51.7	75	2.5	50 / 48.3	75	2.5
2c. Subgroup FRL	**Math**	44 / 54.1	50	2.5	41.8 / 54.8	25	2.5	50.9 / 53.5	50	2.5
	Reading	65 / 70	50	2.5	68.8 / 70.7	50	2.5	72.7 / 70.9	75	2.5
2c. Subgroup SPED	**Math**	10 / 26.9	50	2.5	10.2 / 23.6	50	2.5	10.4 / 25.1	50	2.5
	Reading	29 / 38.5	50	2.5	30.6 / 37.5	50	2.5	27.1 / 38.8	50	2.5
3. State Accountability		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability		C	50	5	C	50	5	B	75	5
Overall Rating		**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		51.88		100	49.38		100	61.88		100

Academic Performance

Edit this section.

La Paloma Academy (Lakeside)

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
1a. SGP	**Math**	47	50	12.5	43	50	12.5	49.5	50	12.5
	Reading	47	50	12.5	42	50	12.5	52.5	75	12.5
1b. SGP Bottom 25%	**Math**	47	50	12.5	43	50	12.5	41	50	12.5
	Reading	46	50	12.5	36.5	50	12.5	49.5	50	12.5
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	52 / 64.2	50	7.5	52 / 64.2	50	7.5	55.1 / 63.4	50	7.5
	Reading	70 / 77.3	50	7.5	69.5 / 78.2	50	7.5	73.4 / 78.5	50	7.5
2b. Composite School Comparison	**Math**	-10.9	50	7.5	-9	50	7.5	-5.9	50	7.5
	Reading	-6.7	50	7.5	-6.4	50	7.5	-3.8	50	7.5
2c. Subgroup ELL	**Math**	21 / 43.2	50	2.5	40.8 / 39.2	75	2.5	25.6 / 33	50	2.5
	Reading	39 / 54.9	50	2.5	53.1 / 50.9	75	2.5	53.5 / 47.2	75	2.5
2c. Subgroup FRL	**Math**	48 / 54.4	50	2.5	48.5 / 54.9	50	2.5	50.1 / 53.5	50	2.5
	Reading	66 / 69.7	50	2.5	66.6 / 70.9	50	2.5	69.8 / 70.7	50	2.5
2c. Subgroup SPED	**Math**	17 / 24.5	50	2.5	8.7 / 22.6	50	2.5	13.8 / 23.6	50	2.5
	Reading	21 / 35.9	50	2.5	23.2 / 36.2	50	2.5	23.1 / 38.5	50	2.5
3. State Accountability		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability		C	50	5	C	50	5	C	50	5
Overall Rating		**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		100	51.25		100	53.75		100

Academic Performance

Edit this section.

La Paloma Academy-South

		2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
1a. SGP	**Math**	42	50	12.5	34	50	12.5
	Reading	48	50	12.5	34	50	12.5
1b. SGP Bottom 25%	**Math**	46	50	12.5	43	50	12.5
	Reading	50	75	12.5	49	50	12.5
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	24.2 / 64.4	25	7.5	28.3 / 63.1	25	7.5
	Reading	51.5 / 78	25	7.5	53.5 / 78.2	25	7.5
2b. Composite School Comparison	**Math**	-25	25	7.5	-32.2	25	7.5
	Reading	-11.4	50	7.5	-20.9	25	7.5
2c. Subgroup ELL	**Math**	7.7 / 39.3	25	2.5	15.4 / 32	50	2.5
	Reading	38.5 / 51.3	50	2.5	43.6 / 46.1	50	2.5
2c. Subgroup FRL	**Math**	23.8 / 55.2	25	2.5	29.2 / 53.9	25	2.5
	Reading	49.2 / 70.4	25	2.5	54.2 / 70.1	25	2.5
2c. Subgroup SPED	**Math**	7.7 / 23.6	50	2.5	3.7 / 22.5	50	2.5
	Reading	15.4 / 37.6	50	2.5	7.4 / 37.3	25	2.5
3. State Accountability		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability		D	25	5	D	25	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		44.38		100	39.38		100

APPENDIX C

RENEWAL DSP SUBMISSION

DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

DATA ONLY

CHARTER INFORMATION

Charter Holder Name	**Arizona Community Development Corporation.**	Schools	**La Paloma Academy South.**
Charter Holder Entity ID	**91805**	Dashboard Year	2015-2016
Submission Date	**February 8, 2016**	Purpose of DSP Submission	**Renewal**

DSP: DATA ONLY CHECKLIST

☐ Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.

☐ Determine if the Charter Holder is exempt or waived from any of the measures.

☐ Complete the Charter Holder Information.

☐ Complete this Template.

☐ Complete the Data Submission Spreadsheet and prepare accompanying source data.

☐ Save files as directed in the DSP Guide for Charter Holders.

☐ Submit by the deadline date described in the notification letter.

AREA I: DATA

Complete the table below. Identify the school's Academic Dashboard Rating for the two most recent available dashboards. Then, identify if data is required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures School Name: ___La Paloma Academy South_____			
Measure	**Prior Year Dashboard**	**Current Year Dashboard**	**Data Required** (any measure that did not meet/exceed for both years)
	School Rating	**School Rating**	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (*Traditional and Small Schools Only*)	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (*Traditional and Small Schools Only*)	Meets	Does Not Meet	Yes
Improvement—Math (*Alternative High Schools Only*)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (*Alternative High Schools Only*)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Falls Far Below	Falls Far Below	Yes
Percent Passing—Reading	Falls Far Below	Falls Far Below	Yes
Subgroup, ELL—Math	Falls Far Below	Does Not Meet	Yes
Subgroup, ELL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Math	Falls Far Below	Falls Far Below	Yes
Subgroup, FRL—Reading	Falls Far Below	Falls Far Below	Yes
Subgroup, students with disabilities—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Reading	Does Not Meet	Falls Far Below	Yes
High School Graduation Rate *(High Schools Only)*	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (*Alternative Schools Only*)	Not Applicable	Not Applicable	Not Applicable

For ***each school*** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school's internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** *and* **reliable**. (See *Terms to Know* in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes

Internal Benchmarking data has been disaggregated for **READING** from:	**Galileo**	**ATI-Galileo** is a comprehensive, standards and research-based system that provides a wide variety of assessment and instructional reporting tools that support the implementation of Common Core State Standards and the fulfillment of instructional effectiveness initiatives.**.**
Internal Benchmarking data has been disaggregated for **MATH** from:	**Galileo**	**ATI-Galileo** is a comprehensive, standards and research-based system that provides a wide variety of assessment and instructional reporting tools that support the implementation of Common Core State Standards and the fulfillment of instructional effectiveness initiatives.
High School Graduation Rate	**Click to enter text.**	**Click to enter text.**
Academic Persistence	**Click to enter text.**	**Click to enter text.**

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board's standards.

Click here to enter text.

Complete the table below. For each measure, provide the following information:

1. *HOW the data was analyzed:*
    a. *Which data was used?*
    b. *What criteria were used in the process?*
2. *WHAT conclusions were drawn from the analysis?*
    a. *What trends were identified? (Incorporate declines and improvement)*
    b. *How did the data identify gaps in curriculum and/or instruction?*
    c. *What other factors are evident based upon the analysis?*

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)**—Math**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports	Grade level teams met with administrators to analyze and discuss student growth and achievement. Math data was analyzed standard by standard to determine instructional strategies that contributed to student growth over the

	are evaluated to assess average growth by grade level, teacher, and subject.	course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Student Median Growth Percentile (SGP)—**Reading**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Reading data was analyzed standard by standard to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. 2nd-5th grade reading scores remained consistent from benchmark to benchmark when compared with pre-test results. Reading scores were also significantly high in kindergarten and 1st grade on benchmark 2. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—**Math**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Title 1 and Special Education teachers met with their teams district-wide to analyze subgroup data and discuss strategies that were effective for increasing the growth of students in the bottom 25%. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative approach. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—**Reading**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject	Title 1 and Special Education teachers met with their teams district-wide to analyze subgroup data and discuss strategies that were effective for increasing the growth of students in the bottom 25%. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative approach. 2nd-5th grade reading scores remained consistent from benchmark to benchmark when compared with pre-test

		results. Reading scores were also significantly high in kindergarten and 1st grade on benchmark 2. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Percent Passing—**Math**	Galileo Intervention Alerts, Aggregate Multi-test reports were used to identify the number and percentage of students at each grade level that scored proficient or highly proficient on each benchmark. Individual Development Profile Reports were utilized to evaluate student strengths and needs.	Student performance levels were analyzed by standard and specific test questions were reviewed to determine gaps and trends in conceptual learning. Question types that affected the performances of the majority of students were evaluated to determine common misconceptions and aid in the improvement of teaching strategies and remedial practices. Kindergarten, 1st grade, 4th grade and 5th grade produced higher scores in math than 2nd, 3rd, and the middle school grades on each of the benchmarks.
Percent Passing—**Reading**	Galileo Intervention Alerts, Aggregate Multi-test reports were used to identify the number and percentage of students at each grade level that scored proficient or highly proficient on each benchmark. Individual Development Profile Reports were utilized to evaluate student strengths and needs.	Student performance levels were analyzed by standard and specific test questions were reviewed to determine gaps and trends in conceptual learning. Question types that affected the performances of the majority of students were evaluated to determine common misconceptions and aid in the improvement of teaching strategies and remedial practices. 2nd-5th grade reading scores remained consistent from benchmark to benchmark when compared with pre-test results. Reading scores were also significantly high in kindergarten and 1st grade on benchmark 2.
Subgroup, ELL—**Math**	**Click here to enter text.** Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	ELL teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of English Language Learners. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. ELL teachers also participate in the grade level data meetings with teachers and administrators.
Subgroup, ELL—**Reading**	**Click here to enter text.** Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	ELL teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of English Language Learners. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. ELL teachers also participate in

		the grade level data meetings with teachers and administrators.
Subgroup, FRL—**Math**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Data was analyzed standard by standard for math to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks.
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Subgroup, students with disabilities—**Math**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	Special Education teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of students with disabilities. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. Special education teachers also participate in the grade level data meetings with teachers and administrators.
Subgroup, students with disabilities—**Reading**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	Special Education teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of students with disabilities. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a

collaborative data-driven approach. Special education teachers also participate in the grade level data meetings with teachers and administrators.

DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

DATA ONLY

CHARTER INFORMATION

Charter Holder Name	**Arizona Community Development Corporation.**	**Schools**	**La Paloma Academy Central.**
Charter Holder Entity ID	**79950**	**Dashboard Year**	2015-2016
Submission Date	**February 8, 2016**	**Purpose of DSP Submission**	**Renewal**

DSP: DATA ONLY CHECKLIST

☐ Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.

☐ Determine if the Charter Holder is exempt or waived from any of the measures.

☐ Complete the Charter Holder Information.

☐ Complete this Template.

☐ Complete the Data Submission Spreadsheet and prepare accompanying source data.

☐ Save files as directed in the DSP Guide for Charter Holders.

☐ Submit by the deadline date described in the notification letter.

AREA I: DATA

Complete the table below. Identify the school's Academic Dashboard Rating for the two most recent available dashboards. Then, identify if data is required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures School Name: ___La Paloma Academy Central			
Measure	**Prior Year Dashboard**	**Current Year Dashboard**	**Data Required** (any measure that did not meet/exceed for both years)
	School Rating	**School Rating**	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (*Traditional and Small Schools Only*)	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (*Traditional and Small Schools Only*)	Meets	Meets	No
Improvement—Math (*Alternative High Schools Only*)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (*Alternative High Schools Only*)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Falls Far Below	Does Not Meet	Yes
Percent Passing—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, ELL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, ELL—Reading	Meets	Meets	No
Subgroup, FRL—Math	Falls Far Below	Does Not Meet	Yes
Subgroup, FRL—Reading	Does Not Meet	Meets	Yes
Subgroup, students with disabilities—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Reading	Does Not Meet	Does Not Meet	Yes
High School Graduation Rate *(High Schools Only)*	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (*Alternative Schools Only*)	Not Applicable	Not Applicable	Not Applicable

For ***each school*** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school's internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** *and* **reliable**. (See *Terms to Know* in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes

Internal Benchmarking data has been disaggregated for **READING** from:	**Galileo**	**ATI-Galileo** is a comprehensive, standards and research-based system that provides a wide variety of assessment and instructional reporting tools that support the implementation of Common Core State Standards and the fulfillment of instructional effectiveness initiatives.
Internal Benchmarking data has been disaggregated for **MATH** from:	**Galileo**	**ATI-Galileo** is a comprehensive, standards and research-based system that provides a wide variety of assessment and instructional reporting tools that support the implementation of Common Core State Standards and the fulfillment of instructional effectiveness initiatives.**.**
High School Graduation Rate	**Click to enter text.**	**Click to enter text.**
Academic Persistence	**Click to enter text.**	**Click to enter text.**

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board's standards.

Click here to enter text.

Complete the table below. For each measure, provide the following information:

3. *HOW the data was analyzed:*
    a. *Which data was used?*
    b. *What criteria were used in the process?*
4. *WHAT conclusions were drawn from the analysis?*
    a. *What trends were identified? (Incorporate declines and improvement)*
    b. *How did the data identify gaps in curriculum and/or instruction?*
    c. *What other factors are evident based upon the analysis?*

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)**—Math**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports	Grade level teams met with administrators to analyze and discuss student growth and achievement. Math data was analyzed standard by standard to determine instructional strategies that contributed to student growth over the

	are evaluated to assess average growth by grade level, teacher, and subject.	course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Student Median Growth Percentile (SGP)—**Reading**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Reading data was analyzed standard by standard to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. 2nd-5th grade reading scores remained consistent from benchmark to benchmark when compared with pre-test results. Reading scores were also significantly high in kindergarten and 1st grade on benchmark 2. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—**Math**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Title 1 and Special Education teachers met with their teams district-wide to analyze subgroup data and discuss strategies that were effective for increasing the growth of students in the bottom 25%. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative approach. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—**Reading**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject	Title 1 and Special Education teachers met with their teams district-wide to analyze subgroup data and discuss strategies that were effective for increasing the growth of students in the bottom 25%. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative approach. 2nd-5th grade reading scores remained consistent from benchmark to benchmark when compared with pre-test

		results. Reading scores were also significantly high in kindergarten and 1st grade on benchmark 2. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
Percent Passing—**Math**	Galileo Intervention Alerts, Aggregate Multi-test reports were used to identify the number and percentage of students at each grade level that scored proficient or highly proficient on each benchmark. Individual Development Profile Reports were utilized to evaluate student strengths and needs.	Student performance levels were analyzed by standard and specific test questions were reviewed to determine gaps and trends in conceptual learning. Question types that affected the performances of the majority of students were evaluated to determine common misconceptions and aid in the improvement of teaching strategies and remedial practices. Kindergarten, 1st grade, 4th grade and 5th grade produced higher scores in math than 2nd, 3rd, and the middle school grades on each of the benchmarks.
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Subgroup, ELL—**Math**	**Click here to enter text.** Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	ELL teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of English Language Learners. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. ELL teachers also participate in the grade level data meetings with teachers and administrators.
Subgroup, ELL—**Reading**	**Click here to enter text.** Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	ELL teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of English Language Learners. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. ELL teachers also participate in

		the grade level data meetings with teachers and administrators.
Subgroup, FRL—**Math**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Data was analyzed standard by standard for math to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks.
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Subgroup, students with disabilities—**Math**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	Special Education teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of students with disabilities. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. Special education teachers also participate in the grade level data meetings with teachers and administrators.
Subgroup, students with disabilities—**Reading**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	Special Education teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of students with disabilities. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a

		collaborative data-driven approach. Special education teachers also participate in the grade level data meetings with teachers and administrators.
High School Graduation Rate (Schools serving 12th grade only)	**Click here to enter text.**	**Click here to enter text.**
Academic Persistence (Alternative High Schools Only)	**Click here to enter text.**	**Click here to enter text.**

DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

DATA ONLY

CHARTER INFORMATION

Charter Holder Name	**Arizona Community Development Corporation.**	**Schools**	**La Paloma Academy Lakeside.**
Charter Holder Entity ID	**81187**	**Dashboard Year**	2015-2016
Submission Date	**February 8, 2016**	**Purpose of DSP**	**Renewal**

DSP: DATA ONLY CHECKLIST

☐ Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.

☐ Determine if the Charter Holder is exempt or waived from any of the measures.

☐ Complete the Charter Holder Information.

☐ Complete this Template.

☐ Complete the Data Submission Spreadsheet and prepare accompanying source data.

☐ Save files as directed in the DSP Guide for Charter Holders.

☐ Submit by the deadline date described in the notification letter.

AREA I: DATA

Complete the table below. Identify the school's Academic Dashboard Rating for the two most recent available dashboards. Then, identify if data is required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures School Name: ___La Paloma Academy Lakeside_____			
Measure	**Prior Year Dashboard**	**Current Year Dashboard**	**Data Required** (any measure that did not meet/exceed for both years)
	School Rating	**School Rating**	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (*Traditional and Small Schools Only*)	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (*Traditional and Small Schools Only*)	Does Not Meet	Does Not Meet	Yes
Improvement—Math (*Alternative High Schools Only*)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (*Alternative High Schools Only*)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, ELL—Math	Meets	Does Not Meet	Yes
Subgroup, ELL—Reading	Meets	Meets	No
Subgroup, FRL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Reading	Does Not Meet	Does Not Meet	Yes
High School Graduation Rate *(High Schools Only)*	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (*Alternative Schools Only*)	Not Applicable	Not Applicable	Not Applicable

For ***each school*** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school's internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** *and* **reliable**. (See *Terms to Know* in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes

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Internal Benchmarking data has been disaggregated for **MATH** from:	**Galileo**	**ATI-Galileo** is a comprehensive, standards and research-based system that provides a wide variety of assessment and instructional reporting tools that support the implementation of Common Core State Standards and the fulfillment of instructional effectiveness initiatives.
High School Graduation Rate	**Click to enter text.**	**Click to enter text.**
Academic Persistence	**Click to enter text.**	**Click to enter text.**

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—**Math**	Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Math data was analyzed standard by standard to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks. There was some negative growth in both reading and math on both benchmarks in 6th, 7th, and 8th grades.
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Percent Passing—**Math**	Galileo Intervention Alerts, Aggregate Multi-test reports were used to identify the number and percentage of students at each grade level that scored proficient or highly proficient on each benchmark. Individual Development Profile Reports were utilized to evaluate student strengths and needs.	Student performance levels were analyzed by standard and specific test questions were reviewed to determine gaps and trends in conceptual learning. Question types that affected the performances of the majority of students were evaluated to determine common misconceptions and aid in the improvement of teaching strategies and remedial practices. Kindergarten, 1st grade, 4th grade and 5th grade produced higher scores in math than 2nd, 3rd, and the middle school grades on each of the benchmarks.

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Subgroup, ELL—**Reading**	**Click here to enter text.** Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	ELL teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of English Language Learners. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. ELL teachers also participate in the grade level data meetings with teachers and administrators.
Subgroup, FRL—**Math**	**Click here to enter text.** Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Data was analyzed standard by standard for math to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. Kindergarten, 1st grade, 4th grade and 5th grade produced higher growth in math than 2nd, 3rd, and the middle school grades on each of the benchmarks.

Subgroup, FRL—**Reading**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2. Growth and Achievement Reports are evaluated to assess average growth by grade level, teacher, and subject.	Grade level teams met with administrators to analyze and discuss student growth and achievement. Data was analyzed standard by standard for reading to determine instructional strategies that contributed to student growth over the course of each benchmark window. Teachers with strong performances in student growth presented lesson plans and remedial strategies to their team members, taking a collaborative approach to curricular and instructional modifications. 2nd-5th grade reading scores remained consistent from benchmark to benchmark when compared with pre-test results. Reading scores were also significantly high in kindergarten and 1st grade on benchmark 2.
Subgroup, students with disabilities—**Math**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	Special Education teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of students with disabilities. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative, data-driven approach. Special education teachers also participate in the grade level data meetings with teachers and administrators.
Subgroup, students with disabilities—**Reading**	Click here to enter text. Galileo Intervention Alerts, Development Profile Reports and Multi-Aggregate Reports were utilized to evaluate student growth by standard from Pre-test to Benchmark 1 and Pre-test to Benchmark 2.	Special Education teachers met with their teams district-wide to analyze student data and discuss strategies that were effective for increasing the growth and achievement of students with disabilities. Current challenges and needs for improvement in curricular and/ instructional effectiveness were addressed using a collaborative data-driven approach. Special education teachers also participate in the grade level data meetings with teachers and administrators.

AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Evaluating Curriculum

Question #1: What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?

Answer

The curriculum evaluation process is designed to ensure that: 1) all ACCR standards are addressed by the currently adopted core and supplemental curriculum, 2) the curriculum is sufficient and effective for teaching each of the standards to mastery, and 3) no curricular gaps are present or go unaddressed by the administration. *Standards Alignment Checklists* are first completed by the district curriculum committee to verify that the adopted curriculum calendars, (currently the *Beyond Textbooks Curriculum Calendars),* include all of the ACCR standards for each grade level, Kindergarten through 8th grade. *Curriculum Alignment Checklists* are then completed by the committee for all grade levels to ensure quality resources, sufficient for addressing all of the ACCR standards, are provided to all instructional staff. Once complete, the information from the *Standards Alignment* and *Curriculum Alignment checklists* is transferred to a comprehensive *Gap Analysis* and the district curriculum committee evaluates these forms to identify any areas in which the curriculum is lacking alignment or completeness for addressing the ACCR standards. Any gaps found in the current curriculum are recorded and submitted to site principals using *Curriculum Request forms*, which list suggestions for curriculum that will serve to address curricular gaps. *Curriculum Request forms* may also be completed and submitted to site principals by teachers or department heads at any point during the school year. Site principals review these forms with the district curriculum committee and make determinations as to whether the additional curriculum is sufficient and financially feasible and then either approve the additional curriculum for purchase or request that further research is done by the curriculum committee. If further research is requested, the district curriculum committee conducts this research and submits a new Curriculum Request form to the site principal for consideration.

Documentation

- *Beyond Textbooks Curriculum Calendars*
- *Standards Alignment Checklist*
- *Curriculum Alignment Checklists*
- *Gap Analysis*
- *Curriculum Request forms*

Question # 2: What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards?** What criteria guide that process?

Answer

Curriculum implementation is evaluated by site principals and department heads to determine whether use of the current core and supplemental curriculum in the classroom is being carried out with fidelity for all students and subgroups. Instructional staff documents in their weekly lesson plans the use of all

curriculum implemented for each lesson. Assistant principals evaluate teacher lesson plans and follow up by providing written feedback in *Lesson Plan Evaluations*. If curriculum selections are found insufficient for enabling all students to meet the standards, assistant principals will note this in the evaluation and provide suggestions for improvement. Site principals and assistant principals conduct walkthrough observations to ensure curriculum implementation is being carried out with fidelity and suggested improvements are evidenced in the lesson plans as well as in the classroom lessons being observed. A curriculum implementation section is included in the *La Paloma Academy Classroom Walkthrough Checklists*, the walkthrough observation forms that are utilized in this evaluation process. Data team meetings take place quarterly to analyze benchmark results in terms of curricular effectiveness. Instructional teams collaborate to determine whether adjustments to the curriculum would increase the effectiveness of teaching the standards to mastery. The RTI problem solving method is used to guide teachers and administrators through this process and *Data Dialogue Reflections* are completed by teachers to refer to during curriculum planning.

Documentation

- *Lesson Plan Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklist*
- *Data Dialogue Reflection*

Question # 3: What ongoing process does the Charter Holder use to identify **curricular gaps?** What criteria guide that process?

Answer

The district curriculum committee identifies gaps in the current curriculum by completing *Curriculum Alignment Checklists* for all grade levels and subgroups. A detailed *Gap Analysis*, designed to assess whether the current curriculum is sufficient for meeting the specific needs of all students and subgroup populations, is completed to further assess the results of the *Curriculum Alignment Checklists*. The curriculum committee then analyzes the *Gap Analysis* and determines whether additional curriculum and resources are needed to teach the ACCR standards to mastery. The curriculum committee researches and evaluates curriculum that thoroughly addresses the identified gaps. The results are then submitted to the site principal via *Curriculum Request forms* for consideration.

Documentation

- *Curriculum Alignment Checklists*
- *Gap Analysis*
- *Curriculum Request forms*

B. Adopting Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or **supplemental curriculum** needs to be adopted? What criteria guide that process?

Answer

The process for adopting new curriculum is determined by the findings of the *Gap Analysis*. The district curriculum committee, department heads, and classroom teachers are all involved in pursuing new curriculum research if gaps are present. The curriculum committee reviews requests for the adoption of new and/ supplemental curriculum to ensure that it is research-based and fulfills the identified gaps. The curriculum committee then presents the results of the research to site principals for further evaluation. Site principals will determine whether the curriculum proposed by the committee meets the needs of all students, sufficiently addresses the standards, fulfills curricular gaps, and is financially feasible. Site principals may require the committee to conduct additional research to further inform final decisions.

Documentation

- *Gap Analysis*
- *Curriculum Meeting Sign-ins*
- *Curriculum Meeting Agendas*
- *Curriculum Meeting Minutes*

Question #2: Once the Charter Holder has chosen to adopt new and/or **supplemental curriculum**, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

Answer

Curriculum options for school-wide instructional use are evaluated according to ACCR standards alignment, the presence of adequate components that will address the academic needs of all students and subgroups, and financial feasibility. Research conducted regarding the adoption of new and/ supplemental curriculum takes into consideration the specific needs of general education students, ELL students, students with disabilities, FRL students, and students within the bottom 25%. In the event that curriculum is requested to address the specific needs of particular grade levels or subgroups, (rather than addressing the needs of all students and subgroups school-wide), the curriculum may be approved and adopted if the research conducted by teachers, department heads, or the district curriculum committee supports the need for these specific materials. Site principals evaluate all curriculum requests to ensure that they are research-based, support the teaching and learning of the ACCR standards, and include materials sufficient for meeting the academic needs of students within these specified grade levels and subgroups. When new curriculum is adopted, the district curriculum committee and site principals ensure that all instructional staff that will be using the new curriculum is adequately trained in implementing its resources and materials with fidelity. Ongoing professional development is provided to new instructional staff members that will be implementing the curriculum to ensure the staff is adequately trained.

Documentation

- *Curriculum Committee Meeting Sign-ins*
- *Curriculum Committee Meeting Agendas*
- *Curriculum Committee Meeting Minutes*
- *Professional Development for newly adopted curriculum*

C. Revising Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

Answer

The process for revising curriculum is determined by the findings of the *Gap Analysis*. The district curriculum committee, department heads, and instructional staff are involved in the process for determining revisions and pursuing new curriculum research. Site principals evaluate potential revisions in curriculum proposed by the curriculum committee to determine whether these revisions will meet the needs of all students, or the additional needs of students in specific grade levels or subgroups. The revisions are evaluated for adequate support of the ACCR standards, research-based identified needs, and financially feasibility. Site principals may request that further evaluation be conducted before approving any revisions to the current curriculum.

Documentation

- *Gap Analysis*
- *Curriculum Meeting Sign-ins*
- *Curriculum Meeting Agendas*
- *Curriculum Meeting Minutes*

Question #2: Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

Answer

The curriculum committee, instructional staff, department heads, and site principals will collaborate in the process for pursuing possible revisions to the current curriculum. Suggested revisions to the curriculum will be evaluated according to standards alignment, the presence of components that will address the academic needs of all students and subgroups, and financial feasibility. Research conducted regarding the revision of curriculum will take into consideration the needs of general education students, ELL students, students with disabilities, FRL students, and students within the bottom 25%. This will ensure that the revised curriculum offers appropriate components to meet the needs of all students.

Documentation

- *Gap Analysis*
- *Curriculum Meeting Sign-ins*
- *Curriculum Meeting Agendas*
- *Curriculum Meeting Minutes*

D. Implementing Curriculum

Question #1: What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

Answer

The Charter Holder's process for ensuring that core and supplemental curriculum is being implemented with fidelity involves the clear and consistent communication of professional expectations for teachers and instructional staff, ongoing professional development in curriculum planning, usage, and implementation, and follow-up evaluations conducted by principals, department heads, and assistant principals. The *Expectations for Curriculum Implementation*, (located in the Employee Handbook), are reviewed by site principals and department heads with all instructional staff at the beginning of the school year. Professional development is provided to all instructional staff members who are unfamiliar with or need a refresher course in the usage and implementation of the current curriculum. Classroom walkthroughs, (*La Paloma Academy Classroom Walkthrough Checklists*), include a section on observable curriculum implementation and are conducted by principals, vice principals and department heads to ensure regular feedback is provided regarding the consistent implementation of core and supplemental curriculum by all instructional staff. Assistant principals evaluate weekly lesson plans to ensure core and supplemental curriculum is being utilized and appropriately incorporated into standards-based lessons. *Lesson Plan Evaluations* are completed by assistant principals and returned to teachers with suggestions for improvements or modifications in curriculum planning and implementation.

Documentation

- *La Paloma Academy Classroom Walkthrough Checklists*
- *Expectations for Curriculum Implementation*
- *Lesson Plan Evaluations*

Question #2: What is the Charter Holder's ongoing process to ensure consistent use of **curricular tools**? How have these expectations been communicated to instructional staff?

Answer

The Charter Holder's process for ensuring the consistent use of curricular tools involves the clear and consistent communication of professional expectations for teachers and instructional staff, ongoing professional development in curriculum planning, usage, and implementation, and follow-up classroom walkthroughs conducted by principals, department heads, and assistant principals to ensure that the consistent use of curricular tools is occurring. The *Expectations for Curriculum Implementation*, (located in the Employee Handbook), are reviewed by site principals and department heads with all instructional staff at the beginning of the school year. Professional development is provided to all instructional staff members who are unfamiliar with or need a refresher course in the usage and implementation of curricular tools. Teacher walkthroughs, (*La Paloma Academy Classroom Walkthrough Checklists*), include a section on observable curriculum implementation and are conducted by principals, vice principals and department heads to provide feedback regarding the consistent use of core and supplemental curricular tools. Assistant principals evaluate weekly lesson plans to ensure core and supplemental curriculum is being utilized and appropriately incorporated into standards-based lessons. *Lesson Plan Evaluations* are completed by assistant principals and returned to teachers with suggestions for improvements or modifications in curriculum planning and implementation.

Documentation

- *Expectations for Curriculum Implementation*

- *La Paloma Academy Classroom Walkthrough Checklists*
- *Lesson Plan Evaluations*

Question #3: What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

Answer

The Charter Holder ensures that all grade-level standards are taught to mastery by supplying instructional staff with effective, research-based curriculum that addresses all ACCR standards at each grade level, providing professional development in the use of curricular tools, monitoring the implementation of core and supplemental curriculum, and analyzing assessment data to determine whether the current curricular and instructional processes are effective. Lead teachers at each site assist in training incoming teachers in the use of curriculum calendars and supplemental materials that pertain to their grade level/subject. *La Paloma Academy Classroom Walkthrough Checklists* are conducted by principals and department heads to ensure teachers are implementing instructional strategies and grade-level curriculum effective in teaching the ACCR standards to mastery. *The Beyond Textbooks Curriculum Calendars* were evaluated by the district curriculum committee for standards alignment prior to the implementation of the Beyond Textbooks program, which was adopted to improve the quality of instruction and aid teachers in the practice of data driven decision-making. *Re-teach/Enrich*, an essential component of the Beyond Textbooks program, offers a school-wide approach to achieving standards mastery in math. All instructional staff members are required to follow the district-wide *Re-teach/Enrich Expectations*, communicated by the site principals at the beginning of the school year. The process of Re-teach/Enrich takes place at the conclusion of each standard taught. Classroom teachers administer *District Formative Assessments*, (DFAs), to assess student comprehension of the recently completed standard. Grade level teams and instructional support staff then meet to discuss assessment results and place students in ability groups based on performance. As the teacher moves forward with the next standard on the calendar, this previous standard is reviewed or built upon during *Re-teach/Enrich* sessions. After one week of *Reteach/Enrich*, a parallel *District Formative Assessment* (DFA2) is given to evaluate changes in student growth and proficiency. Students who have not mastered the standard at this time continue to receive remedial instruction through Title 1 services and/or after school tutoring. District formative assessments are also given at the conclusion of each standard in reading. Students who do not meet the standard on the formative are assigned after school targeted tutoring in reading. This well-supported instructional process provides all students with the tools and resources needed to improve academic performance and achieve mastery of the current year's standards. Assistant principals and department heads conduct weekly lesson plan checks and quarterly *Lesson Plan Evaluations* to ensure teachers are following the *Beyond Textbooks Curriculum Calendars* and allotting the designated amount of time to each standard for students to achieve mastery. Teachers and instructional support staff collaborate in grade level team meetings to review assessment data and evaluate instructional and curricular effectiveness. Teachers discuss whether their curriculum has adequately provided all students with the necessary tools to achieve mastery of the standards, or whether modifications could be made to improve the quality of instruction. Curriculum and instructional strategies that were effective in teaching the standards to mastery are shared among grade level team members. These discussions are recorded in *Data Dialogue Reflections* and submitted to site principals and/assistant principals for review.

Documentation

- *Beyond Textbooks professional development series*
- *Re-teach/Enrich Expectations*
- *Lesson Plan Evaluations*
- *Beyond Textbooks Curriculum Calendars*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *Data Dialogue Reflections*

E. Alignment of Curriculum

Question #1: What process does the Charter Holder use to verify that the curriculum is aligned to Arizona's College and Career Ready Standards?

Answer

All curriculum adopted by the Charter Holder is evaluated by the district curriculum committee for quality and efficacy. A *Curriculum Alignment Checklist* is completed by committee members for each grade level to verify that the district's current curriculum is aligned to the ACCR standards. The committee also uses this document to determine whether the curriculum is sufficient for teaching all of the ACCR standards to mastery. Curricular and assessment tools are crosschecked with the ACCR standards using the district's *Standards Alignment Checklist*, which is completed by the district data committee at the beginning of the school year. This document ensures that all standards are addressed within the curriculum calendars and district assessments over the course of the school year.

Documentation

- *Curriculum Alignment Checklists*
- *ACCR standards*
- *Standards Alignment Checklist*

Question #2: When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?

Answer

The Charter Holder's ongoing process for monitoring and evaluating the alignment of new and revised curriculum to the ACCR standards involves the review of *Curriculum Alignment Checklists* for all grade levels, which are completed by the curriculum committee at the beginning of the school year. To ensure curriculum alignment to standards is maintained, any changes made to curriculum or instruction will be monitored by site principals and department heads to ensure that the *Expectations for Curriculum Implementation* are being fulfilled. Principals and department heads will evaluate curriculum alignment to the ACCR standards during lesson plan checks, *Lesson Plan Evaluations*, and quarterly classroom walkthroughs via the *La Paloma Academy Classroom Walkthrough Checklists.*

Documentation

- *Curriculum Alignment Checklists*
- *Expectations for Curriculum Implementation*

- *Lesson Plan Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*

F. Adapted to Meet the Needs of Subgroups

Subgroup Curriculum Table

Subgroup	How does the Charter Holder ensure that implemented curriculum meets the identified needs of students in the following subgroups?
Students with proficiency in the bottom 25%/non-proficient students	The Charter Holder ensures that the current curriculum sufficiently addresses the needs of students in the bottom 25% by regularly evaluating the effectiveness of implementation practices and analyzing benchmark assessment results. Lesson plans for all instructional staff working with the bottom 25% are evaluated by the Title 1 site coordinators for appropriately aligned curriculum selections. The *La Paloma Academy Classroom Walkthrough Checklist*, which contains a curriculum implementation section, is conducted by the Title 1 director for all Title 1 teachers. Benchmark data is analyzed in district data team meetings and the curriculum used to address the standards is evaluated for instructional effectiveness. If any of the current curriculum is found insufficient for meeting the academic needs of students in the bottom 25%, the Title 1 director meets with the district curriculum committee to explore curriculum alternatives and the adoption or modification of curriculum occurs as needed. *As long as students are progressing at a rate equivalent with their grade level counterparts no adaptation is made. Students who are not progressing as expected are individually assessed to determine the cause and if additional curriculum or supplemental curriculum is needed the director of that department is responsible for requesting additional resources through the curriculum committee using the same process and procedure as all other acquisitions are done.
ELL students	The Charter Holder ensures that the current curriculum sufficiently addresses the needs of ELL students by regularly evaluating the effectiveness of implementation and instructional practices. The district ELL coordinator evaluates the current curriculum after every benchmark to assess whether specialized materials implemented by instructional staff were effective in helping ELL students meet the ACCR standards. Lesson plans for all instructional staff working with ELL students are evaluated by assistant principals to verify the presence of appropriate curriculum selections. *La Paloma Academy Classroom Walkthrough Checklists,* which

	contain a curriculum implementation section, are conducted by site principals and/ assistant principals. Any curriculum found insufficient for meeting the academic needs of ELL students is addressed by the ELL coordinator and the adoption or modification of curriculum occurs as needed. *As long as students are progressing at a rate equivalent with their grade level counterparts no adaptation is made. Students who are not progressing as expected are individually assessed to determine the cause and if additional curriculum or supplemental curriculum is needed the director of that department is responsible for requesting additional resources through the curriculum committee using the same process and procedure as all other acquisitions are done.
Students eligible for FRL	The Charter Holder ensures that the current curriculum addresses the needs of FRL students by regularly evaluating the effectiveness of implementation practices and analyzing benchmark assessment results. The Title 1 director evaluates the curriculum after each benchmark to assess whether the materials implemented by instructional staff were effective in helping FRL students meet the ACCR standards. Lesson plans for all instructional staff working with FRL students are evaluated by assistant principals for appropriate curriculum selections. The *La Paloma Academy Classroom Walkthrough Checklists,* which contain a curriculum implementation section, are conducted by site principals, assistant principals, and/ the Title 1 director. Benchmark data is analyzed in data team meetings and the effectiveness of the curriculum used to address the standards is evaluated. If any curriculum is found insufficient for meeting the academic needs of FRL students the site principal and/Title 1 director meets with the district curriculum committee to explore curriculum alternatives and the adoption or modification of the curriculum occurs as needed. *As long as students are progressing at a rate equivalent with their grade level counterparts no adaptation is made. Students who are not progressing as expected are individually assessed to determine the cause and if additional curriculum or supplemental curriculum is needed the director of that department is responsible for requesting additional resources through the curriculum committee using the same process and procedure as all other acquisitions are done.
Students with disabilities	The Charter Holder ensures that the current curriculum addresses the needs of students with disabilities by regularly evaluating the effectiveness of implementation practices and analyzing benchmark assessment results. The special education director evaluates the curriculum after each benchmark to assess whether the specific curriculum implemented by instructional staff was effective in helping students with disabilities meet the ACCR standards. Lesson plans for all instructional staff working with students with disabilities are evaluated by the special education director for appropriate curriculum selections. *La Paloma Academy Classroom Walkthrough Checklist*s, which contain a curriculum implementation section, are conducted by site

	principals and the special education director. Benchmark data is analyzed in data team meetings and the effectiveness of the curriculum used to address the standards is evaluated. Any curriculum found insufficient for meeting the academic needs of students with disabilities is addressed by the special education director, along with the district curriculum committee and the adoption or modification of the curriculum occurs as needed. *As long as students are progressing at a rate equivalent with their grade level counterparts no adaptation is made. Students who are not progressing as expected are individually assessed to determine the cause and if additional curriculum or supplemental curriculum is needed the director of that department is responsible for requesting additional resources through the curriculum committee using the same process and procedure as all other acquisitions are done.

AREA III: ASSESSMENT

Answer the questions for each of the following three sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Developing the Assessment System

Complete the table below with the Charter Holder's applicable information.

Assessment System Table

Assessment Tool	What grade(s) uses this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What performance measures are assessed?	What assessment data is generated?	When/how often is it administered?
ATI-Galileo pre-test, benchmark, and post-test assessments	K-8th	Formative, benchmark and summative	Student growth and proficiency; ACCR standards mastery; Pre-test baseline proficiency, student growth and proficiency scores for each benchmark, pre to post-test growth and proficiency, year-end proficiency.	Benchmark results measuring growth and proficiency by standard, pre to post-test data measuring the current year's overall growth and year-end proficiency, and year-over-year growth data.	Pre-test and benchmark 1 in the Fall, benchmark 2 in the winter, benchmark 3 and post-test in the spring (5x/year)
Beyond Textbooks District Formative Assessments	1st-8th	Formative	Monthly and quarterly growth and proficiency based on grade level ACCR standards	Reading and math assessment results by standard	Weekly/biweekly (at the conclusion of every standard taught in accordance with the *Beyond Textbooks Curriculum Calendars*)
Reading A-Z universal screeners	K-3rd	Formative	Early literacy and grade level reading proficiency	Universal Screening results identify and progress	3x/year

				monitor students requiring reading intervention in accordance with the *Move On When Reading* initiative.	
AzMerit Assessment	3rd-8th	Summative	Growth and proficiency on ACCR standards	Year-end student achievement data	Yearly

Question #1: What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

Answer

The Charter Holder's ongoing evaluation of assessment tools is a collaborative, district-wide process. The district data committee evaluates the test blueprints of ATI-Galileo pre-tests, post-tests, and benchmark assessments to ensure that they are aligned with and include all of the ACCR standards at each grade level. Formative assessments and universal screening tools are also reviewed for standards alignment and all assessments are scheduled in accordance with the district curriculum calendars. *Standards Alignment Checklists* are completed by the district data committee to document the evaluation process. The district data committee also evaluates the assessment system to ensure that formative, benchmark, and summative assessment tools are correlative. Site principals and the district Title 1 director work closely with representatives from ATI-Galileo to establish a district-wide testing calendar, the *LPA Benchmark Assessment Schedule,* which is distributed to all instructional staff at the beginning of the school year. This assessment schedule is aligned to the *Beyond Textbooks Curriculum Calendars* and is designed to provide teachers with a remediation window for reviewing formative assessment results prior to each benchmark. Comprehensive site-based testing calendars (*La Paloma Academy Testing Calendars*) are also developed by the data committee and distributed to all instructional staff at each school. *District Formative Assessments* are part of the Beyond Textbooks program and are administered throughout the duration of each quarter, at the conclusion of each standard, to prepare students for benchmark testing. *Data Collection Sheets* are completed by all classroom teachers and shared with site administrators and instructional staff from special education, Title 1, and ELL, who work with each teacher's students after each *District Formative Assessment* is administered. Instructional teams then meet to analyze formative assessment data. This system of assessment and tracking provides teachers and students with consistent, detailed and timely data, which enhances the progress monitoring process and informs student remediation. The process also allows administrators and department heads to evaluate the effectiveness of the adopted assessment tools consistently throughout the school year.

Universal screening tools are evaluated by the Title 1 director to ensure that all key components of reading proficiency, (phonemic and phonological awareness, fluency, comprehension, and vocabulary), are assessed and additional progress monitoring for K-3 students is occurring in response to Arizona's Move On When Reading initiative. Reading A-Z universal screeners are administered by the K-3 classroom teachers and the results are recorded into the *Reading A-Z Screening Report* by the Title 1 site coordinators. All results are submitted to site administrators and K-3 classroom teachers, who then evaluate assessment results against formative and benchmark data. If results among the different assessments show inconsistencies, the district data committee is contacted for further analysis.

Documentation

- *Standards Alignment Checklists*
- *LPA Benchmark Assessment Schedule*
- *Beyond Textbooks Curriculum Calendars*
- *La Paloma Academy Testing Calendar*
- *Beyond Textbooks District Formative Assessments*
- *Data Collection Sheets*
- *Reading A-Z Screening Reports*

Question #2: What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

Answer

The Charter Holder ensures that the benchmark assessment system, (ATI-Galileo), is aligned to the ACCR standards by completing *Standards Alignment Checklists* for all grade levels. The district data committee then reviews the District Formative Assessments at each grade level for standards-alignment and verifies whether all ACCR standards are being assessed within the allotted time frames on the *Beyond Textbooks Curriculum Calendars*. Once the calendars and assessments have been crosschecked for verification of alignment, *Curriculum Alignment Checklists* are completed to verify that the district's curriculum is aligned to the standards that will be assessed on each benchmark. The *Curriculum Alignment Checklists* also serve to ensure that adequate resources are available for every standard that will be assessed at each grade level. Results from both committees are recorded into the *Gap Analysis* so that any gaps or deficiencies in the curriculum or the assessment system can be identified and addressed.

Documentation

- *Standards Alignment Checklists*
- *Beyond Textbook Curriculum Calendars*
- *Curriculum Alignment Checklists*

Question #3: What is the Charter Holder's ongoing process to evaluate how the assessments are aligned to the **instructional methodology**? What criteria guide that process?

Answer

The Charter Holder's ongoing process for evaluating the adopted assessment system in alignment with the La Paloma Academy school district's instructional methodology involves a collaborative effort among classroom teachers, instructional support staff, site administrators and department heads. Beyond Textbooks formative assessment data is evaluated by teachers and instructional support staff at each grade level in weekly/biweekly intervals, depending on the length of time allotted to each standard on the *Beyond Textbooks Curriculum Calendars*. Assessment results are recorded into *Data Collection Sheets* at the conclusion of each standard and used to determine ability groups for *Reteach/Enrich*. Benchmark assessment results are used to evaluate instructional effectiveness on the *Professional Teacher Evaluation*. The data portion of the evaluation is worth 40% of the overall teacher performance. Teachers and administrators collaborate to discuss student growth and achievement in quarterly grade level data meetings. *Data Dialogue Reflection* forms are completed by grade level teams, which include support staff, to evaluate instructional effectiveness and identify specific strengths and weaknesses in current teaching practices. As a response to these results, instructional strategies are modified or implementation of current instruction is adjusted to improve the quality of teaching. Individual student needs are identified through the analysis of assessment data and addressed appropriately through school-wide academic intervention programs, such as Title 1, before and after school targeted tutoring, and Re-teach/Enrich. The district has adopted the Beyond Textbooks program to implement more systematic assessment and data collection practices that will aid in providing high quality instruction to all students.

Documentation

- *Beyond Textbooks Curriculum Calendars*
- *Data Collection Sheets*
- *Data Dialogue Reflections*
- *Professional Teacher Evaluations*

B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Assessment Table

Subgroup	How will the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?
Students with proficiency in the bottom 25%/non-proficient students	The Charter Holder ensures that the adopted assessment system identifies the instructional and curricular needs of students with proficiency in the bottom 25% by incorporating data driven school-wide and specialized programs, (*Title 1*, *Targeted Tutoring*, *Reteach/Enrich*), into the daily education of these students and monitoring the effectiveness of intervention programs through consistent data analysis and tracking. District-wide directors and coordinators meet with their intervention teams at the conclusion of each benchmark to discuss the continued implementation of

	data collection processes that will evaluate instructional and curricular effectiveness. All instructional staff working with students in the bottom 25% will attend grade level data meetings with the Title 1 director and site principals to analyze benchmark results and record their findings in *Data Dialogue Reflection* forms to develop relevant goals for curricular and instructional modifications.
ELL students	The Charter Holder ensures that the assessment system addresses the needs of ELL students by incorporating academic interventions and strategies into the daily education of ELL students, based on data analysis and tracking. The ELL coordinator meets with site-based teams quarterly to discuss data collection and evaluate the effectiveness of currently implemented curriculum and instructional strategies at the conclusion of each benchmark. All instructional staff working with ELL students will record benchmark results for the students they service in *Data Dialogue Reflection* forms to develop relevant goals for instructional and curricular modifications.
Students eligible for FRL	The Charter Holder ensures that the assessment system addresses the assessment needs of FRL students by incorporating academic programs and instructional strategies into the daily education of FRL students, based on data analysis and tracking. FRL students will be progress monitored throughout the school year in order to modify, adjust, or enhance instructional practices according to their assessment data. General education, Title 1, ELL, and special education teachers will work as a team to meet the needs of FRL students based on formative, benchmark, and summative data. District-wide directors and coordinators meet monthly to discuss crossover cases within the FRL subgroup to monitor and adjust curricular and instructional strategies. Department heads meet with their teams to discuss ongoing processes for data collection and evaluation at the conclusion of each benchmark. All instructional staff will record benchmark results for the students they service in *Data Dialogue Reflection* forms and develop relevant goals for instructional modifications.
Students with disabilities	The Charter Holder ensures that the assessment system addresses the assessment needs of students with disabilities by incorporating academic programs and instructional strategies into the daily education of special education students, based on data analysis and tracking. The special education director meets with site-based special education teams to discuss ongoing processes for data collection and evaluation at the conclusion of each benchmark. All special education instructional staff records benchmark results for the students they service in *Data Dialogue Reflection* forms and develop relevant goals for instructional modifications.

C. Analyzing Assessment Data

Question #1: What is the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

Answer

The Charter Holder has formed a district data committee to ensure that ongoing processes for collection and analysis of formative, benchmark and summative assessment data are established, well documented, and consistently implemented by all instructional staff throughout the school year.
The Title 1 director provides teachers and instructional support staff with *Baseline to Benchmark Assessment Spreadsheets* to analyze student performance on each of the standards taught during the benchmark window. Instructional staff analyzes benchmark assessment data in grade level and departmental data team meetings, which occur at the conclusion of each benchmark. School-wide, grade level, class level, and individual student data is provided by the Title 1 director using *Galileo Intervention Alerts* and *Development Profile Reports*, which are reviewed and evaluated by all instructional staff and results are recorded in *Data Dialogue Reflection* forms. This type of analysis allows teaching teams to make collaborative decisions about adjustments to curricular and instructional strategies that will be made in response to benchmark assessment findings. Formative assessment data is evaluated by teachers in weekly/biweekly intervals according to their grade level curriculum calendars and assessment scores are recorded in *Data Collection Sheets* at the conclusion of each standard taught. *Reading A-Z Screening Reports* are completed by the Title 1 site coordinators and submitted to administrators and K-3rd grade classroom teachers, who evaluate the results alongside formative and benchmark reading proficiency data. Benchmark data is evaluated by principals for instructional and curricular effectiveness. Growth and proficiency reflected in benchmark data accounts for 40% of the *Professional Teacher Evaluation*, which is given at the conclusion of each semester.
Title 1, ELL, FRL and special education teachers work within their departments to meet the needs of the individual students they service based on formative and benchmark data. *Student Tracking forms, ILLPs, and IEPs* are followed and records kept and updated as assessment results are collected and analyzed. Directors of these subgroups evaluate their teachers and instructional support staff in the *Professional Teacher Evaluation* and *Classified Staff Evaluation*. *Data Dialogue Reflections* will be completed by 3rd-8th grade teachers to evaluate summative data for both post-test and AzMerit assessment results in grade level data meetings. K-2nd grade teachers will evaluate summative data using post-test results.
Site principals and district-wide directors and coordinators meet with instructional teams quarterly to discuss data collection and evaluation at the conclusion of each benchmark. All instructional staff analyze benchmark results for the students they service and develop relevant goals for instructional modifications based on benchmark assessment data. Grade level and subgroup teams meet to complete *Data Dialogue Reflection* forms, which are then submitted to site principals and the Title 1 director for review. Teachers and instructional support staff meet weekly/biweekly to evaluate formative assessment data and determine interventions that will be implemented during *Reteach/Enrich*.
Summative data is evaluated when state assessment results are released by the Arizona Department of Education in grade level data meetings led by the Title 1 director and site principals. *Data Dialogue Reflection* forms will be completed by 3rd-8th grade teachers to evaluate summative data for both post-test and AzMerit assessment results in grade level data meetings and K-2nd grade teachers will evaluate summative data using post-test assessment results.

Documentation

- *Data Meeting Sign-ins*
- *Data Meeting Agendas*
- *Data Meeting Minutes*
- *Baseline to Benchmark Assessment Spreadsheets*
- *Galileo Intervention Alerts*
- *Galileo Development Profile Reports*
- *Data Collection Sheets*
- *Reading A-Z Screening Report*
- *Professional Teacher Evaluations*
- *Student Tracking forms*
- *ILLPs*
- *IEPs*
- *Data Dialogue Reflections*

Question #2: What is the Charter Holder's ongoing process to make adjustments to ***curriculum*** based on the data analysis? What criteria guide that process?

Answer

The Charter Holder has formed a district curriculum committee to evaluate potential adjustments to curriculum and curricular tools based on data analysis. After each benchmark assessment, data team meetings are held between grade level teams, the site principal, and the Title 1 director. Results are analyzed in terms of growth and proficiency for each standard measured on the benchmark assessment. Teaching teams identify strengths and needs in their instructional methods, evaluate curricular effectiveness, and set goals for enhancing student success. Curricular adjustments and/ the purchase of new curriculum is considered when low student performance is a direct result of implementing curriculum that is insufficient for teaching the standard(s) to mastery. Teachers will make a note of the curricular gap in the *Data Dialogue Reflection* and submit a *Curriculum Request* form to the site principal and/or district curriculum committee for review. The curriculum committee will determine whether modifications to the current curriculum can be made, additional training in the use of the current curriculum is needed, or if new curriculum must be purchased to satisfy the identified need. The *Gap Analysis* will be revised to incorporate any changes made to the current curriculum for grade level teams that are affected by these modifications. Curriculum requested by departments, (ELL, Title 1, Special Education), will follow the same procedures as grade level teams.

Documentation

- *Data Dialogue Reflections*
- *Curriculum Request forms*
- *Gap Analysis*

Question #3: What is the Charter Holder's ongoing process to make adjustments to ***instruction*** based on the data analysis? What criteria guide that process?

Answer

The Charter Holder's process for evaluating instruction based on data analysis involves a collaborative approach among teachers, instructional coaches, department heads and site administrators. Data analysis is used to evaluate instructional effectiveness in grade level data team meetings led by the Title 1 director and site principals. Teachers, instructional support staff, and site administrators analyze benchmark assessment results to evaluate whether changes in instructional strategies can be made to improve student performance and teach the standards to mastery. *Data Dialogue Reflection* forms are completed by grade level teams in response to team data discussions and submitted to site principals, who then follow up during walkthrough observations and formal professional evaluations, (*La Paloma Academy Classroom Walkthrough Checklists*; *Professional Teacher Evaluations*). If modifications must be made to current teaching strategies, instructional coaches may be assigned to teachers that require more intensive assistance. Coaches observe their assigned teachers and provide regular feedback, (*Coach's Notes*), to assist teachers in developing and implementing more effective methods of instruction. Department heads provide ongoing professional development and coaching to improve or enhance the instructional effectiveness of interventionists and teachers who service students in their subgroup(s), which is also determined by data analysis. Areas of low growth and/achievement are targeted to improve intervention practices among instructional support staff through ongoing professional development and regular feedback from site coordinators and directors. Instructional leaders, (principals, vice principals, directors, coaches, and site coordinators), will attend off-site professional development to improve and maintain their effectiveness in coaching and providing feedback to teachers regarding their instructional strategies. District Formative Assessment results are evaluated by teaching teams weekly/biweekly using the Beyond Textbooks *Data Collection Sheets* to determine the effectiveness of current instructional strategies and assign teachers to ability groups for *Reteach/Enrich*. Teachers that produced the highest scores on the weekly formative assessment are assigned the lowest scoring intervention groups during Reteach/Enrich so that students who are struggling the most with the standard will receive the most effective remediation. This practice is another component of the Beyond Textbooks program that promotes data driven decision-making.

Documentation

- *Data Meeting Sign-ins*
- *Data Meeting Agendas*
- *Data Meeting Minutes*
- *Data Dialogue Reflections*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *Professional Teacher Evaluations*
- *Coach's Notes*
- *PD Meeting Sign-ins*
- *PD Meeting Agendas*
- *PD Certificates*

AREA IV: MONITORING INSTRUCTION

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Instruction

Question #1: What is the Charter Holder's ongoing process to monitor that the instruction taking place is

- Aligned with ACCRS standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

Answer

The Charter Holder's process for monitoring the instruction of classroom teachers, specialists, and instructional support staff is regularly observed through lesson plan checks, classroom walkthrough observations and formal evaluations. Lesson plans are required to detail all weekly calendared standards and objectives, instructional strategies employed for each standard taught, and the curriculum utilized for every lesson. *Lesson Plan Evaluations* are conducted by assistant principals, department heads, and program coordinators to provide detailed written feedback for teachers regarding the effectiveness of their lesson plans. Informal observations conducted by the principal, assistant principal, and department heads will check for evidence of curriculum calendar alignment, use of appropriate materials and resources and implementation of effective instructional strategies to ensure the ACCR standards are being taught with fidelity. *La Paloma Academy Classroom Walkthrough Checklists* provide immediate feedback to teachers and the adjustments or modifications recommended are followed up on by the administration. Formal *Professional Teacher Evaluations*, conducted twice a year by the principal, provide comprehensive feedback regarding all required teaching components to monitor the effectiveness of ACCR standards-based instruction and improve the quality of teaching in all classrooms. Department heads evaluate instructional staff working with subgroup populations for the effective integration of ACCR standards into small group instruction. Lesson plans are evaluated and feedback is provided through *Lesson Plan Evaluations*. Instruction is evaluated informally using the *5-minute Observation* form, and formally during *Classified Staff Evaluations*.

Documentation

- *Lesson Plan Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *Professional Teacher Evaluations*
- *5-minute Observations*
- *Classified Staff Evaluations*

Question #2: How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

Answer

The Charter Holder monitors the effectiveness of standards-based instruction and ensures that all instructional staff members receive the necessary tools and resources to teach the ACCR standards to mastery. Site administrators conduct formal and informal evaluations for all instructional staff and hold

data team meetings to evaluate formative and benchmark data for growth and proficiency at each grade level. Instructional staff members who work with students in each of the subgroups also participate in these data meetings to ensure a collaborative approach is being implemented in the best interest of all students. *Lesson Plan Evaluations* ensure instruction is aligned with the ACCR standards and the *Beyond Textbooks Curriculum Calendars*. Lesson plans are required to include all calendared standards and objectives, instructional strategies employed for each standard being taught, and the curriculum utilized for every lesson. *La Paloma Academy Classroom Walkthrough Checklists* are conducted to check for evidence of curriculum calendar alignment and the implementation of lessons that ensure standards integration and high quality classroom instruction. Walkthrough observations are conducted quarterly, immediate feedback is given to teachers, and adjustments or modifications are recommended and followed up on by the principal in 1-1 conferences as needed. *Professional Teacher Evaluations* are conducted twice a year by site principals to provide comprehensive feedback regarding all required teaching components, primarily focused on ACCR standards-based instruction effective for teaching all standards to mastery. Department heads and site coordinators conduct *5-minute Observations* monthly and *Classified Staff Evaluations* are administered each semester to ensure that all subgroup instruction is aligned with ACCR standards and the *Beyond Textbooks Curriculum Calendars*, and that high quality instruction in support of student proficiency goals is occurring.

Documentation

- *Beyond Textbooks Curriculum Calendars*
- *Data Meeting Sign-ins*
- *Data Meeting Agendas*
- *Lesson Plan Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *5-minute Observations*
- *Classified Staff Evaluations*

B. Evaluating Instructional Practices

Question #1: How does the Charter Holder evaluate the instructional practices of all staff?

Answer

The Charter Holder's process for evaluating instructional practices will include consistent lesson plan

feedback through *Lesson Plan Evaluations* and informal walkthroughs observations are conducted via *La Paloma Academy Classroom Walkthrough Checklists*, in addition to two *Professional Teacher Evaluations* over the course of the school year. Department heads and site coordinators conduct monthly *5-minute Observations*, quarterly *La Paloma Academy Classroom Walkthrough Checklists* and semesterly *Classified Staff Evaluations* to evaluate the quality of instructional practices for teachers and support staff working with subgroup populations. Lesson plans are required to include all instructional practices employed for each standard and the curriculum utilized for every lesson, as stated on the *Lesson Plan Evaluation* form. *La Paloma Academy Classroom Walkthrough Checklists*, conducted by site principals, department heads, and assistant principals, will check for evidence of lessons that employ effective instructional practices and are consistent with what has been submitted in the lesson plans. Walkthrough observations are designed to provide teachers with immediate feedback so that adjustments or modifications are recommended and followed up on by the principal in a timely manner. Formal evaluations conducted twice a year by the site principal/assistant principal will provide comprehensive feedback of all required teaching components, which emphasizes the implementation of effective, data-driven instructional practices. Department heads and site coordinators conduct *5-minute Observations* monthly and *Classified Staff Evaluations* are administered each semester to ensure that all subgroup instruction is effective in supporting the specific needs of these student populations.

Documentation

- *Lesson Plan Evaluation*
- *Professional Teacher Evaluation*
- *5-minute Observations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *Lesson Plan Evaluation*
- *Classified Staff Evaluation*

Question #2: What is the Charter Holder's ongoing process to identify the quality of instruction?

Answer

The Charter Holder's process for evaluating the quality of instruction involves checking for the presence of relevant instructional practices and methodologies within the lesson plans by conducting quarterly *Lesson Plan Evaluations* and ensuring that these practices are demonstrated in the classroom by conducting *La Paloma Academy Classroom Walkthrough Checklists.*
Lesson plans are required to include all instructional practices employed for each standard and the curriculum being utilized for every lesson. Walkthrough observations are conducted quarterly, immediate feedback is given to teachers, and adjustments or modifications are recommended and followed up on by the principal and/assistant principal. *Professional Teacher Evaluations* are conducted twice a year by the site principals and/ assistant principals to provide comprehensive feedback regarding the quality and effectiveness of all required teaching components, which ensures high quality instructional practices are being implemented. Department heads and site coordinators conduct *5-minute Observations* monthly and *Classified Staff Evaluations* are administered each semester to ensure that instruction is high quality and in supportive of the specific needs of subgroup student populations.

Documentation

- *Lesson Plan Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *Professional Teacher Evaluations*
- *5-minute Observations*
- *Classified Staff Evaluations*

Question #3: How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

Answer

The process for evaluating individual strengths, weaknesses, and needs are established by providing consistent and detailed teacher feedback regarding both documented (lesson plans) and observable instructional practices. The Charter Holder will continue the development of a system in which regular dialoguing occurs between instructional staff and site principals, assistant principals, department heads, and instructional coaches, to further improve the quality of teaching practices. The Charter Holder currently provides teacher feedback by observing classroom lessons both formally in *Professional Teacher Evaluations* and *Classified Staff Evaluations* and informally by conducting *La Paloma Academy Classroom Walkthrough Checklists* and regular *5-minute Observations*. *Pre/post conference feedback* is given to prepare teachers and instructional support staff for instructional expectations and allow opportunities for additional questions and responses after the evaluation has occurred. The data collected from informal observations and formal evaluations provides teachers, site administrators, and district-wide leaders with valuable information that will serve to improve instructional effectiveness. When the quality of instruction is low, the school administration responds with a clear action plan for teachers that will redefine or clarify instructional expectations. This will include increased coaching and mentoring, as well as more frequent walkthrough observations, (weekly/biweekly rather than quarterly). When the quality of instruction meets or surpasses expectations, the administration responds by building mentorship roles for the teachers that offer a wealth of knowledge and experience to new or struggling teachers. Teachers receive detailed, ongoing feedback from the school principal, administrative team, or instructional coaches through informal observations and professional evaluations. These feedback tools identify individual strengths in instructional effectiveness as well as areas of need where additional coaching and mentoring would be beneficial. Pre/post conferences accompany every formal evaluation to open a more extensive dialogue between teachers and administrators. Observations given by coaches via *Coach's Notes* are followed up with debriefing sessions to allow opportunities for further discussion and professional recommendations. All evaluation tools are data-driven. Administrators evaluate formative and benchmark data in addition to standards-aligned lessons documented in lesson plans and taught in accordance with the district's adopted curriculum calendars to determine instructional effectiveness and identify teacher strengths and weaknesses. *Professional Teacher Evaluations* include a data section that is worth 40% of the total evaluation to ensure standards are being taught to mastery and growth and proficiency scores are addressed. Galileo Intervention Alerts, Development Profile Reports, and raw classroom data is

averaged among benchmarks to evaluate whole class proficiency. *Data Collection Sheets* are evaluated weekly/biweekly to ensure data driven ability grouping is occurring for the implementation of *Re-teach/Enrich*, a school-wide math intervention required to be implemented by all teachers and instructional support staff. Re-teach/Enrich is observed regularly by site administrators to ensure quality data-driven instructional practices are occurring. These walkthrough observations are recorded in the *La Paloma Academy Classroom Walkthrough Checklists*, *5-minute Observations* and *Coach's Notes*.

Documentation

- *Lesson Plan Evaluations*
- *Professional Teacher Evaluations*
- *Classified Staff Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *5-minute Observations*
- *Coach's Notes*
- *Pre/post conference feedback*

C. Adapted to Meet the Needs of Subgroups

Subgroup Monitoring Instruction Table

Subgroup	What is the Charter Holder's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?
Students with proficiency in the bottom 25%/non-proficient students	Lesson plans submitted by teachers and instructional support staff that service Title 1, (as well as ELL and special education students where applicable), are required to include all calendared standards and objectives, academic intervention strategies employed for each standard being taught, and the curriculum utilized for every lesson. Classroom observations and formal evaluations, conducted by site principals and directors/department heads, check for the display of all required components relevant to instruction that is targeted to meet the needs of students in the bottom 25%. These components include: complete and detailed daily schedules, lesson plans, targeted instructional strategies (Response to Intervention) observably employed for individual students and recorded in tracking documents, the posting of current ACCR standards and objectives in student-friendly language, and updated data walls or data binders.
ELL students	Lesson plans submitted by teachers that work with ELL students will be required to include all calendared standards and objectives, instructional strategies employed for each standard being taught, and the curriculum

	being utilized for every lesson. Classroom observations conducted by the principals and ELL coordinator will check for the display of all required components relevant to instruction that is targeted to meet the needs of ELL students. These components include: complete and detailed daily schedules, lesson plans, evidence of targeted instructional strategies (ELP standards, SEI protocol) observably employed for individual students and recorded in progress reports, (Attachment B of the ILLP) and the posting of standards and objectives in student-friendly language.
Students eligible for FRL	Lesson plans submitted by teachers that work with FRL students will be required to include all calendared standards and objectives, instructional strategies employed for each standard being taught, and the curriculum being implemented for every lesson. Classroom walkthrough observations conducted by site principals and the Title 1 director will check for the display of all required components relevant to instruction that is targeted to meet the needs of FRL students. These components include: complete and detailed daily schedules, lesson plans, evidence of targeted instructional strategies (Response to Intervention) observably employed to meet the needs of individual students, the posting of current ACCR standards and objectives in student-friendly language, and updated data walls or data binders.
Students with disabilities	Lesson plans submitted by instructional staff that work with special education students are required to include all calendared standards and objectives, instructional strategies employed for each ACCR standard taught, and the curriculum being implemented for every lesson. Classroom walkthrough observations conducted by the special education director check for the display of all required components relevant to instruction that is targeted to meet the needs of students with disabilities. These components include: complete and detailed daily schedules, targeted instructional strategies and submission of quarterly progress reports in compliance with Individual Education Plans, that are observably employed for individual students, and the posting of current ACCR standards and objectives in student-friendly language.

D. Providing Feedback that Develops the Quality of Teaching

Question #1: How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

Answer

The Charter Holder analyzes the strengths and needs of all instructional staff formally, (*Professional Teacher Evaluation, Classified Staff Evaluation*), and informally, (*La Paloma Academy Classroom Walkthrough Checklist*, *5-minute Observation*). *Pre/post conference feedback* will be provided to all instructional staff as part of the evaluation process. Teachers and interventionists will complete *Teacher*

Reflection forms and share them with administrators during post-conferences to open a dialogue that will further develop the quality and effectiveness of teaching practices. The data collected from informal observations and formal evaluations regarding the quality of instruction will provide teachers, administrators, and district-wide leaders with valuable information regarding the strengths and needs of teachers. Administrators will use this data to introduce and implement techniques and strategies that serve to increase the instructional effectiveness of classroom teachers and subgroup staff. When the quality of instruction is low, the school administration will respond with a clear action plan for teachers that will redefine or clarify instructional expectations. This may include further coaching and mentoring to foster the development of higher quality instruction. When the quality of instruction meets or surpasses expectations, the administration will respond by building mentorship roles for the teachers that offer a wealth of knowledge and experience to new or struggling teachers. A *Teacher Induction Program* has been established to provide opportunities for experienced teachers to work with new or struggling teachers.

Documentation

- *Professional Teacher Evaluations*
- *Classified Staff Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *5-minute Observations*
- *Pre/post conference feedback*
- *Teacher Reflection forms*
- *Teacher Induction Program*

Question #2: How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Answer

The Charter Holder provides teacher feedback by observing classroom lessons both formally, (*Professional Teacher Evaluation, Classified Staff Evaluation*), and informally, (*La Paloma Academy Classroom Walkthrough Checklist*, *5-minute Observations*). *Pre/post conference feedback* is provided to all instructional staff as part of the evaluation process. Teachers and instructional support staff complete *Teacher Reflection forms* and share them with administrators during post-conferences to open a dialogue that will further develop the quality and effectiveness of teaching practices. A new teacher mentor program has been established to provide opportunities for experienced teachers to work with new or struggling teachers and provide regular feedback and instructional support to address learning needs. Teachers also receive detailed feedback from the school principal, administrative team, and/or instructional coaches through classroom observations and professional evaluations. These feedback tools serve to identify individual strengths in instructional effectiveness as well as areas of need where additional coaching and mentoring would be beneficial. Pre and post conferences accompany every formal evaluation to open a more extensive dialogue between teachers and administrators and clarify performance expectations. Observations given by instructional coaches (*Coach's Notes*) will be followed up with debriefing sessions to allow opportunities for further discussion and professional recommendations.

Documentation

- *Professional Teacher Evaluations*
- *Classified Staff Evaluations*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *5-minute Observations*
- *Pre/post conference feedback*
- *Teacher Reflection forms*
- *Teacher Mentor Program*
- *Coach's Notes*

AREA V: PROFESSIONAL DEVELOPMENT

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Development of the Professional Development Plan

Question #1: What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Answer

The Charter Holder's professional development plan is developed according to the needs of all grade levels and subgroups district-wide. A *Needs Assessment* is conducted at the beginning of each school year to determine the professional development needs of instructional staff at each grade level. A *Professional Development committee* comprised of teachers and departmental staff, (Title 1, ELL, and/or Special Education teachers), will be formed at each campus to analyze the results of the *Needs Assessment* and identify the site-specific specific needs of instructional staff. Once the Needs Assessment has been evaluated, the Professional Development committee presents their findings to site principals, who then arrange specific professional development trainings that are be tailored to the needs of their campuses. The site principals also evaluate data taken from walkthrough observations and professional teacher evaluations to identify specific areas in which teachers have shown a consistent need for improvement. This evaluation, along with the needs identified by the *Needs Assessments* will determine the final selection of professional development that will be calendared for the school year for each site. A *Professional Development calendar* is created and distributed to teachers and instructional support staff at the beginning of the school year and updated at the end of the first semester. All instructional staff members are required to attend school-wide professional development. The Professional Development committee conducts *Professional development surveys* throughout the school year to determine whether teachers are in need of additional training in specific areas that have not been identified or addressed. When instructional needs arise for additional professional development that has not been scheduled within the current *Professional Development Calendars*, instructional staff in need of this training will attend off-site professional development trainings. Instructional leaders (grade level team leads, teacher mentors, site coordinators, directors/department heads) will also be assigned to attend these off-site trainings and then provide *in-house presentations* for all instructional staff. The Professional Development committees will have representation from each grade level and subgroup at each school. The committees will communicate with grade level teams, department heads, and site principals to arrange for professional development that aligns to the greatest needs of teachers. The site principals will continue to evaluate data taken from the *Needs Assessments* to identify specific areas in which teachers have identified and requested curricular and instructional training and determine the selection of future or ongoing professional development.

Documentation

- *Needs Assessment*
- *Professional Development committee sign-ins*
- *Professional Development committee meeting minutes*
- *Professional Development committee Agendas*
- *Professional Development Calendars*
- *Professional Development Surveys*
- Off-site Professional Development Certificates

- In-house Professional Development presentations
- On-site Professional Development certificates

Question #2: What is the Charter Holder's ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Answer

All professional development for the 2015-2016 school year has been aligned to the learning needs of instructional staff in accordance with the results of the *Needs Assessment*. Once the *Needs Assessment* results are recorded and analyzed, results are shared with lead teachers, department heads, and site administrators and a *Professional Development committee* is formed for each campus. Site principals will select and follow through with the identified needs of each grade level and subgroup. The *Professional Development* committee ensures representation from each grade level and subgroup at each school. The committee will communicate with site principals throughout the school year to arrange for any additional professional development trainings that are aligned to the needs of teachers as they arise. Site principals also use teacher evaluation data to determine the ongoing professional development needs of teachers. The professional development plan is tailor-made to address the greatest needs of teachers and instructional support staff at all grade levels, calendared by site principals in the *Professional Development calendars* and updated as needed.

Documentation

- *Needs Assessment*
- *Professional Development committee meeting minutes*
- *Professional Development committee Agendas*
- *Professional Development Calendars*
- *Professional Teacher Evaluations*

Question #3: What is the Charter Holder's ongoing process to address the **areas of high importance** in the **professional development plan**? How are the areas of high importance determined?

Answer

The professional development plan addresses areas of high importance by identifying the most common needs of all instructional staff, as well as grade level and department specific needs, which are all identified by the *Needs* A*ssessmen*t results. Additional professional development needs will be identified by teacher evaluation data collected by principals/department heads during walkthrough observations, (*La Paloma Academy Classroom Walkthrough Checklists),* and *Professional Teacher Evaluations*. Requests for specific professional development from teachers/instructional staff during the year are evaluated by the Professional Development committees and site principals to determine whether all instructional staff would benefit from the training, or if it only pertains to select teachers, grade levels, or departments. Professional Development Surveys are conducted throughout the year to identify additional requests or needs for training in curriculum, assessment, or instructional effectiveness. If the professional development requested applies to or meets the needs of the majority of the instructional staff, on-site training will be scheduled and added to the *Professional Development Calendar*. If the request applies only to specific grade levels or departments, off-site training will be arranged for those

small groups or individuals. Site principals continue to evaluate data taken from walkthrough observations and formal *Professional Teacher Evaluations* to identify specific areas in which teachers have shown a consistent need for improvement throughout the duration of the school year to ensure teachers and instructional support staff are well equipped to teach the ACCR standards to mastery.

Documentation

- *Needs Assessment*
- *La Paloma Academy Classroom Walkthrough Checklists*
- *Professional Teacher Evaluations*
- *Professional Development Committee meeting Minutes*
- *Professional Development Committee Sign-ins*
- *Professional Development Committee Agendas*
- *Professional Development Calendar*
- *Off-site Professional Development Certificates*
- *On-site Professional Development Certificates*

B. Adapted to Meet the Needs of Subgroups

Question #1: Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four **subgroups**.

Answer

The Charter Holder provides ongoing professional development that addresses the needs of students in all subgroups through school-wide on-site, and specialized off-site training for all instructional staff members who work with these student populations. Additional in-house training is provided for instructional staff working with each of the subgroup student populations by department heads and/ site coordinators on a monthly basis. School-wide systems of ongoing professional development are designed to ensure that all instructional staff working with students identified in the bottom 25% receives appropriate tools and resources to improve student growth and achievement. In addition to the school-wide professional development plan, department heads, site coordinators, and teachers that work with students in each of the four subgroups will attend off-site professional development to further refine the specialized components of their teaching fields. The district Title 1 director provides specialized RTI training to all instructional staff on a quarterly basis. The director of federal programs provides professional development in instructional strategies that enhance the teaching practices of all staff working with students in each of the subgroups. All on-site professional development is listed in the *Professional Development Calendars*, which are updated as needed.

Documentation

- On-site Professional Development presentation certificates
- On-site Professional development presentations and materials
- Off-site Professional Development Certificates of completion
- *Professional Development Calendars*

C. Supporting High Quality Implementation

Question #1: What is the Charter Holder's ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

Answer

The Charter Holder supports the high quality implementation of strategies learned in professional development trainings by providing resources for further guidance and following up with feedback during informal and formal observations. Informal walkthrough observations, (*La Paloma Academy Classroom Walkthrough Checklists*), have been modified to include a PD implementation section to provide ongoing feedback regarding the integration of new instructional strategies.
PD Implementation forms are completed by site administrators and instructional coaches to provide feedback on how effectively the strategies provided in each professional development are being implemented. Instructional coaches follow up with teachers after reviewing the PD Implementation forms with the teachers they have been assigned and ongoing coaching will be provided to individuals in need of further guidance. Additional professional development resources are provided to teachers who require further assistance with the implementation of strategies. These may include book or web sources, more intensive instructional coaching, and/or follow up professional development sessions. This ongoing process allows teachers and administrators to more closely evaluate whether instructional strategies introduced within professional development trainings are being implemented with fidelity.

Documentation

- *La Paloma Academy Classroom Walkthrough Checklists*
- *Professional Teacher Evaluations*
- *PD Implementation forms*
- Additional Professional Development Resources/materials
- *Coach's Notes*

Question #2: What is the Charter Holder's ongoing process to identify **concrete resources**, necessary for high quality implementation, for instructional staff?

Answer

The Charter Holder regularly provides concrete resources, (articles on research-based strategies and instructional methodology; teaching materials such as graphic organizers and book or web sources), and detailed feedback to all instructional staff via *PD Implementation forms* in order to ensure high quality professional development implementation is occurring. Individuals who require additional resources and training on a more frequent basis are assigned an instructional coach, who will meet with them weekly, biweekly, or monthly, depending on individual needs. Coaches provide written feedback through *Coach's Notes* and conduct walkthrough observations using the *La Paloma Academy Classroom Walkthrough Checklists.*

Documentation

- Additional professional development resources/materials
- *PD Implementation forms*
- *Coach's Notes*

- *La Paloma Academy Classroom Walkthrough Checklists*

D. Monitoring Implementation

Question #1: What is the Charter Holder's ongoing process to monitor the implementation of the strategies learned in professional development sessions?

Answer

The Charter Holder monitors the implementation of strategies learned in professional development trainings by conducting walkthrough observations, (*La Paloma Academy Classroom Walkthrough Checklists)*, that incorporate a PD implementation section and *PD Implementation forms*. Site administrators and instructional coaches observe teachers 1 month after professional development is given and complete *PD Implementation forms* to document the implementation of the instructional strategies with which they were presented and provide detailed feedback. Site principals and assistant principals continue to monitor the implementation of newly adopted instructional strategies by conducting walkthrough observations, (*La Paloma Academy Classroom Walkthrough Checklists)*. Professional development providers may also complete *PD Implementation forms* to document the implementation of instructional strategies and provide teachers with constructive feedback.

Documentation

- *La Paloma Academy Classroom Walkthrough Checklists*
- *PD Implementation forms*

Question #2: How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

Answer

The Charter Holder follows up with instructional staff to support and develop implementation of strategies learned in professional development trainings after conducting *La Paloma Academy Classroom Walkthrough Checklists* and *PD Implementation forms* in 1-1 conferences. Site principals also provide further instructional coaching where needed. In cases where teachers do not satisfy the requirements listed for PD implementation on the evaluation forms, a follow up *5 Minute Observation* will be given and further opportunities for improvement will be provided through coaching and mentoring. Individuals who require additional resources and training on a more frequent basis will be assigned an instructional coach, who will meet with them weekly, biweekly, or monthly, depending on individual need. Coaches will provide written feedback through *Coach's Notes* and conduct informal observations using the *La Paloma Academy Classroom Walkthrough Checklist.*

Documentation

- *La Paloma Academy Classroom Walkthrough Checklists*
- *PD Implementation forms*
- *Coach's Notes*
- Follow up *5 Minute Observation*

AREA VI: GRADUATION RATE (if applicable)

Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Progress Toward Timely Graduation

Question #1: What is the Charter Holder's ongoing process to create academic and career plans?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #2: What is the Charter Holder's ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

B. Addressing Barriers to Timely Graduation

Question #1: What is the Charter Holder's ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #2: What is the Charter Holder's ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

AREA VII: ACADEMIC PERSISTENCE (if applicable)

Answer the questions for the following section. Provide documentation that will clearly demonstrate implementation of the processes.

A. Strategies for Continuous Enrollment

Question #1: What is the Charter Holder's ongoing process to measure levels of **engagement**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #2: What is the Charter Holder's ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #3: What is the Charter Holder's ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

APPENDIX D

RENEWAL DSP SITE VISIT INVENTORIES

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-Central
Site Visit Date: March 8, 2016

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] Galileo Student Growth and Achievement Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** • A year over year comparison of mid-year data from the Galileo assessment system shows that 63% of students demonstrated expected growth in FY15. This percent declined nine points to 54% in FY16. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] Galileo Student Growth and Achievement Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** • A year over year comparison of mid-year data from the Galileo assessment system shows that 55% of students demonstrated expected growth in FY15. This percent declined three points to 52% in FY16. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3] Dashboard Rating Galileo Student Growth and Achievement Reports for the Bottom 25%	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.** • A year over year comparison of mid-year data from the Galileo assessment system for students in the bottom 25% shows that 64% of students demonstrated expected growth in FY15. In FY16, this percent declined 17 points to 47% **Final Evaluation:**	

	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading Not Applicable	
[D.5] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of students achieving proficiency at or above the 50th percentile in Math in FY15 was 72%. In FY16, the percent of students achieving proficiency declined one percentage point to 71%. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of maintained academic performance in Percent Passing – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of students achieving proficiency at or above the 50th percentile in Reading in FY15 was 68%. In FY16, this percent was maintained at 68%. **Final Evaluation:**	
	☒ Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.7] Galileo Benchmark 2 Mid-point pivot tables with ELL students marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of ELL students achieving proficiency at or above the 50th percentile in Math in FY15 was 63%. In FY16, the percent of students achieving proficiency increased six percentage points to 69%. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.8] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading Not Applicable	
[D.9] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Math **The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, FRL – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of FRL students achieving proficiency at or above the 50th percentile in Math in FY15 was 71%. In FY16, the percentage demonstrated a maintained level of proficiency. **Final Evaluation:**	
	☒Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.10] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of FRL students achieving proficiency at or above the 50th percentile in Reading in FY15 was 65%. In FY16, the percent of students demonstrating proficiency increased by one point to 66%. **Final Evaluation:**	

	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.11] Galileo Benchmark 2 Mid-point pivot tables with students with disabilities marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of students with disabilities achieving proficiency at or above the 50th percentile in Math in FY15 was 29%. In FY16, the percent of students achieving proficiency increased 40 percentage points to 69%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.12] Galileo Benchmark 2 Mid-point pivot tables with students with disabilities marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of students with disabilities achieving proficiency at or above the 50th percentile in Reading in FY15 was 29%. In FY16, the percent of students achieving proficiency increased 16 percentage points to 45%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-Lakeside
Site Visit Date: March 8, 2016

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] Galileo Student Growth and Achievement Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** • Mid-year data from the Galileo assessment system shows that 55% of students demonstrated expected growth in FY15. This percent increased two points to 57% in FY16. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] Galileo Student Growth and Achievement Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** • A year over year comparison of mid-year data from the Galileo assessment system shows that 43% of students demonstrated expected growth in FY15. This percent increased nine points to 52% in FY16. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3] Galileo Student Growth and Achievement Reports for the Bottom 25%	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.** • A year over year comparison of mid-year data from the Galileo assessment system for students in the bottom 25% shows that 60% of students demonstrated expected growth in FY15. In FY16, this percent declined 21 points to 39%. **Final Evaluation:**	

	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4] Galileo Student Growth and Achievement Reports for the Bottom 25%	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading **The documents provided DO NOT demonstrate evidence of maintained academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.** • A year over year comparison of mid-year data from the Galileo assessment system for students in the bottom 25% shows that 45% of students demonstrated expected growth in FY15. In FY16, this percent was maintained at 45%. **Final Evaluation:**	
	☒ Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	☐Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math** • A year over year comparison of mid-year data from Galileo showed the percent of students achieving proficiency at or above the 50th percentile in Math in FY15 was 69%. In FY16, the percent of students achieving proficiency increased four points to 73%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of students achieving proficiency at or above the 50th percentile in Reading in FY15 was 60%. In FY16, this percent increased two points 62%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.7] Galileo Benchmark 2 Mid-point pivot tables with ELL students marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of ELL students achieving proficiency at or above the 50th percentile in Math in FY15 was 38%. In FY16, the percent of students achieving proficiency increased 10 points to 48%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.8] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading Not Applicable	
[D.9] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of FRL students achieving proficiency at or above the 50th percentile in Math in FY15 was 66%. In FY16, the percentage increased seven points to 73%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.10] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of FRL students achieving proficiency at or above the 50th percentile in Reading in FY15 was 57%. In FY16, the percent of students demonstrating proficiency increased by four points to 66%. **Final Evaluation:**	

	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.11] Galileo Benchmark 2 Mid-point pivot tables with students with disabilities marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of students with disabilities achieving proficiency at or above the 50th percentile in Math in FY15 was 26%. In FY16, the percent of students achieving proficiency increased nine points to 35%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.12] Galileo Benchmark 2 Mid-point pivot tables with students with disabilities marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of students with disabilities achieving proficiency at or above the 50th percentile in Reading in FY15 was 13%. In FY16, the percent of students achieving proficiency increased 14 points to 27%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-South
Site Visit Date: March 8, 2016

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] Galileo Student Growth and Achievement Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** • A year over year comparison of mid-year data from the Galileo assessment system shows that 56% of students demonstrated expected growth in FY15. This percent increased five points to 61% in FY16. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] Dashboard Rating Galileo Student Growth and Achievement Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** • A year over year comparison of mid-year data from the Galileo assessment system shows that 55% of students demonstrated expected growth in FY15. This percent increased one point to 56% in FY16. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3] Dashboard Rating Galileo Student Growth and Achievement Reports for the bottom 25%	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math **The documents provided demonstrate evidence of maintaned academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.** • A year over year comparison of mid-year data from the Galileo assessment system for students in the bottom 25% shows that 63% of students demonstrated expected growth in FY15. In FY16, this percent was maintained at 63%. **Final Evaluation:**	

	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4] Dashboard Rating Galileo Student Growth and Achievement Reports for the Bottom 25%	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.** • A year over year comparison of mid-year data from the Galileo assessment system for students in the bottom 25% shows that 62% of students demonstrated expected growth in FY15. In FY16, this percent declined 11 points to 51%. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math** • A year over year comparison of mid-year data from Galileo showed the percent of students achieving proficiency at or above the 50th percentile in Math in FY15 was 48%. In FY16, the percent of students achieving proficiency increased 12 points to 60%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of students achieving proficiency at or above the 50th percentile in Reading in FY15 was 47%. In FY16, this percent of students achieving proficiency increased nine points to 56%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.7] Galileo Benchmark 2 Mid-point pivot tables with ELL students marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of ELL students achieving proficiency at or above the 50th percentile in Math in FY15 was 33%. In FY16, the percent of students achieving proficiency increased 16 points to 49%. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.8] Galileo Benchmark 2 Mid-point pivot tables with ELL students marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of ELL students that achieve proficiency at or above the 50th percentile in Reading in FY15 was 41%. In FY16, the percent of students achieving proficiency decreased 10 points to 31%. However, it should be noted that 31% of the school's ELL population was reclassified as proficient between the FY15 and FY16 school years. Therefore, this comparison includes a cohort of students that experienced a significant turnover. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.9] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of FRL students achieving proficiency at or above the 50th percentile in Math in FY15 was 49%. In FY16, the percentage increased twelve points to 61%. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.10] Galileo Benchmark 2 Mid-point pivot tables	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of FRL students achieving proficiency at or above the 50th percentile in Reading in FY15 was 48%. In FY16, the percent of students demonstrating proficiency increased by seven points to 55%. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.11] Galileo Benchmark 2 Mid-point pivot tables with students with disabilities marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** • A year over year comparison of mid-year data from Galileo showed the percent of students with disabilities achieving proficiency at or above the 50th percentile in Math in FY15 was 22%. In FY16, the percent of students achieving proficiency increased five points to 27%. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.12] Galileo Benchmark 2 Mid-point pivot tables with students with disabilities marked	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** • A year over year comparison of mid-year data from Galileo showed the percent of students with disabilities achieving proficiency at or above the 50th percentile in Reading in FY15 was 15%. In FY16, the percent of students achieving proficiency increased three points to 18%. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-South, La Paloma Academy-Central, La Paloma Academy-Lakeside

Site Visit Date: March 8, 2016
Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.A.1] Beyond Textbooks Curriculum Calendars Standards Alignment Checklist Curriculum Alignment Checklists Gap Analysis Curriculum Request Forms	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum. **The documents provided demonstrate evidence of the following:** • The curriculum evaluation process is designed to ensure that: 1) all ACCR standards are addressed by the currently adopted core and supplemental curriculum, 2) the curriculum is sufficient and effective for teaching each of the standards to mastery, and 3) no curricular gaps are present or go unaddressed by the administration. • Standards Alignment Checklists are first completed by the district curriculum committee to verify that the adopted curriculum calendars, (currently the Beyond Textbooks Curriculum Calendars) include all of the ACCR standards for each grade level, Kindergarten through 8th grade. • Curriculum Alignment Checklists are then completed by the committee for all grade levels to ensure quality resources, sufficient for addressing all of the ACCR standards, are provided to all instructional staff **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.2] Lesson Plan Evaluations La Paloma Academy Classroom Walkthrough Checklist Data Dialogue Reflection Curriculum Adoption Revision Forms Curriculum Request Forms Curriculum Surveys Document Curriculum Alignment	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating how effectively the curriculum enables students to meet all standards. **The documents provided demonstrate evidence of the following:** • Standards Alignment Checklists are first completed by the district curriculum committee to verify that the adopted curriculum calendars, (currently the Beyond Textbooks Curriculum Calendars) include all of the ACCR standards for each grade level, Kindergarten through 8th grade. • Curriculum Alignment Checklists are then completed by the committee for all grade levels to ensure quality resources, sufficient for addressing all of the ACCR standards, are provided to all instructional staff • Galileo formative assessments track student progress toward standards mastery. For students falling below 75%,	

Checklists Curriculum Agenda 2 Feb. Curriculum Mtg-Evaluating Curriculum Jan. Curriculum Mtg Minutes-Survey Review Oct. Curriculum Mtg Minutes Curriculum Committee Reporting Pearson Survey Results	intervention plans are created and implemented. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.3] Curriculum Alignment Checklists Gap Analysis Curriculum Request forms	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies curricular gaps. **The documents provided demonstrate evidence of the following:** • Completing Curriculum Alignment Checklists for all grade levels and subgroups. • A detailed Gap Analysis, designed to assess whether the current curriculum is sufficient for meeting the specific needs of all students and subgroup populations, is completed to further assess the results of the Curriculum Alignment Checklists. • The curriculum committee then analyzes the Gap Analysis and determines whether additional curriculum and resources are needed to teach the ACCR standards to mastery. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.B.1] Gap Analysis Curriculum Meeting Sign-ins Curriculum Meeting Agendas Curriculum Meeting Minutes	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • The process for adopting new curriculum is determined by the findings of the Gap Analysis. • The district curriculum committee, department heads, and classroom teachers are all involved in pursuing new curriculum research if gaps are present. The curriculum committee reviews requests for the adoption of new and/ supplemental curriculum to ensure that it is research-based and fulfills the identified gaps. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.B.2] Curriculum Committee Meeting Sign-ins Curriculum Committee Meeting Agendas Curriculum Committee Meeting Minutes Professional Development for newly adopted curriculum	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating new and/or supplemental curriculum options. **The documents provided demonstrate evidence of the following:** • Curriculum options for school-wide instructional use are evaluated according to ACCR standards alignment, the presence of adequate components that will address the academic needs of all students and subgroups, and financial feasibility. • Research conducted regarding the adoption of new and/ supplemental curriculum takes into consideration the specific needs of general education students, ELL students, students with disabilities, FRL students, and students within the bottom 25%. • Site principals evaluate all curriculum requests to ensure that they are research-based, support the teaching and learning of the ACCR standards, and include materials sufficient for meeting the academic needs of students within these specified grade levels and subgroups. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.C.1] Gap Analysis Curriculum Meeting Sign-ins Curriculum Meeting Agendas Curriculum Meeting Minutes	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • The process for revising curriculum is determined by the findings of the Gap Analysis. • The district curriculum committee, department heads, and instructional staff are involved in the process for determining revisions and pursuing new curriculum research. • Site principals evaluate potential revisions in curriculum proposed by the curriculum committee to determine whether these revisions will meet the needs of all students, or the additional needs of students in specific grade levels or subgroups. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.C.2] Gap Analysis Curriculum Meeting Sign-ins Curriculum Meeting Agendas Curriculum Meeting Minutes Curriculum Revision BT email Correspondence Curriculum Adoption_Revision Forms Curriculum Surveys	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for revising the curriculum. **The documents provided demonstrate evidence of the following:** • BT is revised yearly by the company and the charter holder implements those revisions. • The gap analysis determines what revisions need to be made by using supplemental materials. • A new rubric for curricular material requests has been created to be implemented May 2016 that increases the rigor from the previous request process. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.D.1] La Paloma Academy Classroom Walkthrough Checklists Expectations for Curriculum Implementation Lesson Plan Evaluations Master DMS Handouts Beyond Textbooks PD documents	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff. **The documents provided demonstrate evidence of the following:** • Clear and consistent communication of professional expectations for teachers and instructional staff, ongoing professional development in curriculum planning, usage, and implementation, and follow-up evaluations conducted by principals, department heads, and assistant principals. • Expectations for Curriculum Implementation, (located in the Employee Handbook), are reviewed by site principals and department heads with all instructional staff at the beginning of the school year. • Classroom walkthroughs, (La Paloma Academy Classroom Walkthrough Checklists), include a section on observable curriculum implementation and are conducted by principals, vice principals and department heads to ensure regular feedback is provided regarding the consistent implementation of core and supplemental curriculum by all instructional staff. • Lesson Plan Evaluations are completed by assistant principals and returned to teachers with suggestions for improvements or modifications in curriculum planning and implementation. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.D.2] Expectations for Curriculum Implementation La Paloma Academy Classroom Walkthrough Checklists Lesson Plan Evaluations	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff. **The documents provided demonstrate evidence of the following:** • Clear and consistent communication of professional expectations for teachers and instructional staff, ongoing professional development in curriculum planning, usage, and implementation, and follow-up classroom walkthroughs conducted by principals, department heads, and assistant principals to ensure that the consistent use of curricular tools is occurring. • The Expectations for Curriculum Implementation, (located in the Employee Handbook), are reviewed by site principals and department heads with all instructional staff at the beginning of the school year. • Teacher use the standards alignment and BT calendars when creating lesson plans, which are monitored through evaluations by administration. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.D.3] Beyond Textbooks professional development series Re-teach/Enrich Expectations Lesson Plan Evaluations Beyond Textbooks Curriculum Calendars La Paloma Academy Classroom Walkthrough Checklists Data Dialogue Reflections Reading DFAs Re-Teach Enrich Plans-Math DFAs Tutoring Remediation Logs	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to ensure that all grade-level standards are taught to mastery within the academic year. **The documents provided demonstrate evidence of the following:** • The Charter Holder ensures that all grade-level standards are taught to mastery by supplying instructional staff with effective, research-based curriculum that addresses all ACCR standards at each grade level, providing professional development in the use of curricular tools, monitoring the implementation of core and supplemental curriculum, and analyzing assessment data to determine whether the current curricular and instructional processes are effective. • La Paloma Academy Classroom Walkthrough Checklists are conducted by principals and department heads to ensure teachers are implementing instructional strategies and grade-level curriculum effective in teaching the ACCR standards to mastery. • The Beyond Textbooks Curriculum Calendars were evaluated by the district curriculum committee for standards alignment prior to the implementation of the Beyond Textbooks program • Classroom teachers administer District Formative Assessments to assess student comprehension of the recently completed standard. • Assistant principals and department heads conduct weekly lesson plan checks and quarterly Lesson Plan Evaluations to ensure teachers are following the Beyond Textbooks Curriculum Calendars and allotting the designated amount of time to each standard for students to achieve mastery. Teachers and instructional support staff collaborate in grade level team meetings to review assessment data and evaluate instructional and curricular effectiveness. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.E.1] Curriculum Alignment Checklists ACCR standards Standards Alignment Checklist	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for verifying that the curriculum is aligned to Arizona's College and Career Ready Standards. **The documents provided demonstrate evidence of the following:** • A Curriculum Alignment Checklist is completed by committee members for each grade level to verify that the district's current curriculum is aligned to the ACCR standards. • Curricular and assessment tools are crosschecked with the ACCR standards using the district's Standards Alignment Checklist, which is completed by the district data committee at the beginning of the school year. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.E.2] Curriculum Alignment Checklists Expectations for Curriculum Implementation Lesson Plan Evaluations La Paloma Academy Classroom Walkthrough Checklists	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards when adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • The review of Curriculum Alignment Checklists for all grade levels, which are completed by the curriculum committee at the beginning of the school year. • Any changes made to curriculum or instruction will be monitored by site principals and department heads to ensure that the Expectations for Curriculum Implementation are being fulfilled. Principals and department heads will evaluate curriculum alignment to the ACCR standards during lesson plan checks, Lesson Plan Evaluations, and quarterly classroom walkthroughs via the La Paloma Academy Classroom Walkthrough Checklists. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.F.1] Bottom 25 • Additional Lesson Plan Evals • Atlas Central • Atlas Title 1 • Benchmark 1 Growth by Standard • Benchmark 2 Growth by Standard • BM 1 Agenda Title 1 • Central Title 1 Data Copy • Data Reflection • District Data Title 1 Minutes and Agendas • District wide Data Team Meetings Title 1 • Grade Level Meetings Agenda Lakeside • Lakeside Evals • Lakeside Reading A-Z Screener • Lakeside Title 1 Data • Reading Screener A-Z	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups. **The documents provided demonstrate evidence of the following:** • Regularly evaluating the effectiveness of implementation practices and analyzing benchmark assessment results. • Lesson plans for all instructional staff working with the bottom 25% are evaluated by the Title 1 site coordinators for appropriately aligned curriculum selections. • The La Paloma Academy Classroom Walkthrough Checklist, which contains a curriculum implementation section, is conducted by the Title 1 director, principals, and assistant principals. • Benchmark data is analyzed in district data team meetings and the curriculum used to address the standards is evaluated for instructional effectiveness. • The district ELL coordinator evaluates the current curriculum after every benchmark to assess whether specialized materials implemented by instructional staff were effective in helping ELL students meet the ACCR standards. • Lesson plans for instructional staff working with ELL and FRL students are evaluated by assistant principals for appropriately aligned curriculum selections. • The Charter Holder ensures that the current curriculum addresses the needs of students in the four subgroups by regularly evaluating the effectiveness of implementation practices and benchmark assessment results. • The special education director evaluates the curriculum after each benchmark to assess whether the specific curriculum implemented was effective in helping students with disabilities meet the ACCR standards. **Final Evaluation:**

Central • Reading Screener A-Z South • South Title 1 Data • T1 Walkthrough process • Title 1 Curriculum Request • Title 1 Grade Level Meeting Logs • Title 1 Lakeside Lesson Plans ELL • Lesson Plan Evaluations • Professional Teacher Evaluations • SEI protocol • ELL Progress Reports Students with Disabilities • Lesson Plan Evaluations • Professional Teacher Evaluations • La Paloma Academy Classroom Walkthrough Checklists	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-South, La Paloma Academy-Central, La Paloma Academy-Lakeside

Site Visit Date: March 8, 2016
Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.A.1] Standards Alignment Checklists LPA Benchmark Assessment Schedule Beyond Textbooks Curriculum Calendars La Paloma Academy Testing Calendar Beyond Textbooks District Formative Assessments Data Collection Sheets Reading A-Z Screening Reports Gap Analysis K-8 Data Committee Reporting	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating assessment tools. **The documents provided demonstrate evidence of the following:** • The district data committee evaluates the test blueprints of ATI-Galileo pre-tests, post-tests, and benchmark assessments to ensure that they are aligned with and include all of the ACCR standards at each grade level. • Formative assessments and universal screening tools are also reviewed for standards alignment and all assessments are scheduled in accordance with the district curriculum calendars. • The district data committee evaluates the assessment system to ensure that formative, benchmark, and summative assessment tools are correlative. • Universal screening tools are evaluated by the Title 1 director to ensure that all key components of reading proficiency, (phonemic and phonological awareness, fluency, comprehension, and vocabulary), are assessed and additional progress monitoring for K-3 students is occurring in response to Arizona's Move On When Reading initiative • All results are submitted to site administrators and K-3 classroom teachers, who then evaluate assessment results against formative and benchmark data. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.A.2] Standards Alignment Checklists Beyond Textbook Curriculum Calendars Curriculum Alignment Checklists	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating how assessments are aligned to the curriculum. **The documents provided demonstrate evidence of the following:** • Completing Standards Alignment Checklists for all grade levels. • The district data committee then reviews the District Formative Assessments at each grade level for standards-alignment and verifies whether all ACCR standards are being assessed within the allotted time frames on the Beyond Textbooks Curriculum Calendars. • Curriculum Alignment Checklists are completed to verify that the district's curriculum is aligned to the standards that will be assessed on each benchmark. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.A.3] Beyond Textbooks Curriculum Calendars Data Collection Sheets Data Dialogue Reflections Professional Teacher Evaluations Reteach and Enrich Plans RTE Plans RTE Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating how the assessment system is aligned to the instructional methodology. **The documents provided demonstrate evidence of the following:** • Beyond Textbooks Calendars demonstrate the alignment of the assessment system and the instructional methodology • Each standard has a 5 question assessment, and Galileo supports the specific standards that are being taught. This is demonstrated through the teacher's standards alignment documents. • Re-Teach and Enrich plans are used by teachers. Students are ability grouped to receive additional instruction based on their performance in the assessment system. These plans are aligned to the assessment system. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.B.1] Bottom 25 • Reading DFAs • Reteach and Enrich Plans-Math DFAs • Title 1 Tracking Forms • Tutoring Remediation Logs • Atlas Data Dialogue Reflection • Atlas • Benchmark 1 Growth by Standard • Benchmark 2 Growth by Standard • BM 1 Agenda Title 1 • Central Title 1 Data Copy • Data Meeting Sign In South • Data Meeting Sign In_Email Title 1 • District Data Title 1 Meeting & Agendas • District wide Data Team Meetings Title 1 • Grade Level Meetings Agenda Lakeside • Lakeside Evals • Lakeside Reading A-Z Screener • Lakeside Title 1 Data • Reading Screener A-Z Central • Reading Screener A-Z South • South Title 1 Data • Title 1 Grade Level Meeting Logs	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum. **The documents provided demonstrate evidence of the following:** • Monitoring the effectiveness of intervention through consistent data analysis and tracking. • District-wide directors and coordinators meet with their intervention team at the conclusion of each benchmark to discuss the continued implementation of data collection processes that will evaluate instructional and curricular effectiveness. • All instructional staff working with students in the bottom 25% will attend grade level data meetings with the Title 1 director and site principals to analyze benchmark results and record their findings in Data Dialogue Reflection forms. • ELL coordinator meets with site-based teams quarterly to discuss data collection and evaluate the effectiveness of currently implemented curriculum and instructional strategies at the conclusion of each benchmark. All instructional staff working with ELL students will record benchmark results for the students they service in Data Dialogue Reflection forms • FRL students will be progress monitored throughout the school year in order to modify, adjust, or enhance instructional practices according to their assessments data. • Department heads meet with their teams to discuss ongoing processes for data collection and evaluation at the conclusion of each benchmark. All instructional staff will record benchmark results for the students they service in Data Dialogue Reflection forms. • The special education director meets with site-based special education teams to discuss ongoing processes for data collection and evaluation at the conclusion of each benchmark. **Final Evaluation:**

ELL • Lesson Plan Evaluations • Professional Teacher Evaluations • SEI protocol • ELL Progress Reports • ELL Coordinator Data Boards Students with Disabilities • Lesson Plan Evaluations • Professional Teacher Evaluations • La Paloma Academy Classroom Walkthrough Checklists • Student data tracking and plans for success	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.C.1] Data Meeting Sign-ins Data Meeting Agendas Data Meeting Minutes Baseline to Benchmark Assessment Spreadsheets Galileo Intervention Alerts Galileo Development Profile Reports Data Collection Sheets Reading A-Z Screening Report Professional Teacher Evaluations Student Tracking Forms ILLPs IEPs Data Dialogue Reflections	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for collecting and analyzing assessment data. **The documents provided demonstrate evidence of the following:** • The Charter Holder has formed a district data committee to ensure that ongoing processes for collection and analysis of formative, benchmark and summative assessment data are established, well documented, and consistently implemented by all instructional staff throughout the school year. • The Title 1 director provides teachers and instructional support staff with Baseline to Benchmark Assessment Spreadsheets to analyze student performance on each of the standards taught during the benchmark window. • Instructional staff analyzes benchmark assessment data in grade level and departmental data team meetings, which occur at the conclusion of each benchmark. • Galileo Intervention Alerts and Development Profile Reports are reviewed and evaluated by all instructional staff and results are recorded in Data Dialogue Reflection forms. • Formative assessment data is evaluated by teachers in weekly/biweekly intervals according to their grade level curriculum calendars and assessment scores are recorded in Data Collection Sheets at the conclusion of each standard taught. • Reading A-Z Screening Reports are completed by the Title 1 site coordinators and submitted to administrators and K-3rd grade classroom teachers, who evaluate the results alongside formative and benchmark reading proficiency data. • Benchmark data is evaluated by principals for instructional and curricular effectiveness. • Data Dialogue Reflections will be completed by 3rd-8th grade teachers to evaluate summative data for both post-test and AzMerit assessment results in grade level data meetings. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.C.2] Data Dialogue Reflections Curriculum Request Forms Gap Analysis Curriculum Materials Request Form Data Team Meeting Notes, Agendas, and Sign-in Sheets Grade Level Data Meeting Logs	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the data analysis is used to make adjustments to curriculum. **The documents provided demonstrate evidence of the following:** • District curriculum committee to evaluate potential adjustments to curriculum and curricular tools based on data analysis. • Data team meetings are held between grade level teams, the site principal, and the Title 1 director. Results are analyzed in terms of growth and proficiency for each standard measured on the benchmark assessment. • Teaching teams identify strengths and needs in their instructional methods, evaluate curricular effectiveness, and set goals for enhancing student success. • Teachers will make a note of the curricular gap in the Data Dialogue Reflection and submit a Curriculum Request form to the site principal and/or district curriculum committee for review. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.C.3] Data Meeting Sign-ins Data Meeting Agendas Data Meeting Minutes Data Dialogue Reflections La Paloma Academy Classroom Walkthrough Checklists Professional Teacher Evaluations Coach's Notes PD Meeting Sign-ins PD Meeting Agendas PD Certificates	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the data analysis is used to make adjustments to instruction. **The documents provided demonstrate evidence of the following:** • Teachers, instructional support staff, and site administrators analyze benchmark assessment results to evaluate whether changes in instructional strategies can be made to improve student performance and teach the standards to mastery. • If modifications must be made to current teaching strategies, instructional coaches may be assigned to teachers that require more intensive assistance. Coaches observe their assigned teachers and provide regular feedback, (Coach's Notes), to assist teachers in developing and implementing more effective methods of instruction. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-South, La Paloma Academy-Central, La Paloma Academy-Lakeside

Site Visit Date: March 8, 2016
Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
[M.A.1] Lesson Plan Evaluations La Paloma Academy Classroom Walkthrough Checklists Professional Teacher Evaluations 5-Minute Observations Classified Staff Evaluations	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups. **The documents provided demonstrate evidence of the following:** • Classroom teachers, specialists, and instructional support staff is regularly observed through lesson plan checks, classroom walkthrough observations and formal evaluations. • Lesson Plan Evaluations are conducted by assistant principals, department heads, and program coordinators to provide detailed written feedback for teachers regarding the effectiveness of their lesson plans. • Informal observations conducted by the principal, assistant principal, and department heads will check for evidence of curriculum calendar alignment, use of appropriate materials and resources and implementation of effective instructional strategies to ensure the ACCR standards are being taught with fidelity. • Formal Professional Teacher Evaluations, conducted twice a year by the principal, provide comprehensive feedback regarding all required teaching components to monitor the effectiveness of ACCR standards-based instruction and improve the quality of teaching in all classrooms. • Lesson plans are evaluated and feedback is provided through Lesson Plan Evaluations. Instruction is evaluated informally using the 5-minute Observation form, and formally during Classified Staff Evaluations. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.A.2] Beyond Textbooks Curriculum Calendars Data Meeting Sign-ins Data Meeting Agendas Lesson Plan Evaluations La Paloma Academy Classroom	**Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards. **The documents provided demonstrate evidence of the following:** • Site administrators conduct formal and informal evaluations for all instructional staff and hold data team meetings to evaluate formative and benchmark data for growth and proficiency at each grade level. • Lesson Plan Evaluations ensure instruction is aligned with the ACCR standards and the Beyond Textbooks	

Walkthrough Checklists 5-Minute Observations Classified Staff Evaluations	Curriculum Calendars. • La Paloma Academy Classroom Walkthrough Checklists are conducted to check for evidence of curriculum calendar alignment and the implementation of lessons that ensure standards integration and high quality classroom instruction. • Professional Teacher Evaluations are conducted twice a year by site principals to provide comprehensive feedback regarding all required teaching components, primarily focused on ACCR standards-based instruction effective for teaching all standards to mastery. • Department heads and site coordinators conduct 5-minute Observations monthly and Classified Staff Evaluations are administered each semester to ensure that all subgroup instruction is aligned with ACCR standards and the Beyond Textbooks Curriculum Calendars. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.B.1] Lesson Plan Evaluation Professional Teacher Evaluation 5-Minute Observations La Paloma Academy Classroom Walkthrough Checklists Lesson Plan Evaluation Classified Staff Evaluation	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating instructional practices of all staff. **The documents provided demonstrate evidence of the following:** • Consistent lesson plan feedback through Lesson Plan Evaluations and informal walkthroughs observations are conducted via La Paloma Academy Classroom Walkthrough Checklists, in addition to two Professional Teacher Evaluations over the course of the school year. • Department heads and site coordinators conduct monthly 5-minute Observations, quarterly La Paloma Academy Classroom Walkthrough Checklists and semesterly Classified Staff Evaluations to evaluate the quality of instructional practices for teachers and support staff working with subgroup populations. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.B.2] Lesson Plan Evaluations La Paloma Academy Classroom Walkthrough Checklists Professional Teacher Evaluations 5-minute Observations Classified Staff Evaluations	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to identify the quality of instruction. **The documents provided demonstrate evidence of the following:** • Checking for the presence of relevant instructional practices and methodologies within the lesson plans by conducting quarterly Lesson Plan Evaluations and ensuring that these practices are demonstrated in the classroom by conducting La Paloma Academy Classroom Walkthrough Checklists. • Professional Teacher Evaluations are conducted twice a year by the site principals and/ assistant principals to provide comprehensive feedback regarding the quality and effectiveness of all required teaching components, which ensures high quality instructional practices are being implemented. • Department heads and site coordinators conduct 5-minute Observations monthly and Classified Staff Evaluations are administered each semester to ensure that instruction is high quality and in supportive of the specific needs of subgroup student populations. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.B.3] Lesson Plan Evaluations Professional Teacher Evaluations Classified Staff Evaluations La Paloma Academy Classroom Walkthrough Checklists 5-minute Observations Coach's Notes Pre/post conference feedback	**Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs of instructional staff. **The documents provided demonstrate evidence of the following:** • Providing consistent and detailed teacher feedback regarding both documented (lesson plans) and observable instructional practices. • Teacher feedback by observing classroom lessons both formally in Professional Teacher Evaluations and Classified Staff Evaluations and informally by conducting La Paloma Academy Classroom Walkthrough Checklists and regular 5-minute Observations. Pre/post conference feedback is given to prepare teachers and instructional support staff for instructional expectations and allow opportunities for additional questions and responses after the evaluation has occurred. • These feedback tools identify individual strengths in instructional effectiveness as well as areas of need where additional coaching and mentoring would be beneficial. • Administrators evaluate formative and benchmark data in addition to standards-aligned lessons documented in lesson plans and taught in accordance with the district's adopted curriculum calendars to determine instructional effectiveness and identify teacher strengths and weaknesses. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.C.1] Bottom 25 • Lesson Plan Evaluations • Classified Staff Evaluations • 5-minute Observations • Title 1 Tracking Forms • Lesson Plan Evaluations • Professional Teacher Evaluations • SEI protocol • ELL Progress Reports ELL • Lesson Plan Evaluations • Professional Teacher Evaluations • SEI protocol • ELL Progress Reports Students with Disabilities • Lesson Plan Evaluations • Professional Teacher Evaluations • La Paloma Academy Classroom Walkthrough Checklists	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups. **The documents provided demonstrate evidence of the following:** • Classroom observations and formal evaluations, conducted by site principals and directors/department heads, check for the display of all required components relevant to instruction that is targeted to meet the needs of students in the bottom 25%. These components include: complete and detailed daily schedules, lesson plans, targeted instructional strategies (Response to Intervention) observably employed for individual students and recorded in tracking documents, the posting of current ACCR standards and objectives in student-friendly language, and updated data walls or data binders. • Classroom observations conducted by the principals and ELL coordinator will check for the display of all required components relevant to instruction that is targeted to meet the needs of ELL students. These components include: complete and detailed daily schedules, lesson plans, evidence of targeted instructional strategies (ELP standards, SEI protocol) observably employed for individual students and recorded in progress reports, (Attachment B of the ILLP) and the posting of standards and objectives in student-friendly language. • Classroom walkthrough observations conducted by site principals and the Title 1 director will check for the display of all required components relevant to instruction that is targeted to meet the needs of FRL students. These components include: complete and detailed daily schedules, lesson plans, evidence of targeted instructional strategies (Response to Intervention) observably employed to meet the needs of individual students, the posting of current ACCR standards and objectives in student-friendly language, and updated data walls or data binders. • Classroom walkthrough observations conducted by the special education director check for the display of all required components relevant to instruction that is targeted to meet the needs of students with disabilities. These components include: complete and detailed daily schedules, targeted instructional strategies and submission of quarterly progress reports in compliance with Individual Education Plans, that are observably employed for individual students, and the posting of current ACCR standards and objectives in student-friendly language. **Final Evaluation:**
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.D.1] Professional Teacher Evaluations Classified Staff Evaluations La Paloma Academy Classroom Walkthrough Checklists 5-minute Observations Pre/post conference feedback Teacher Reflection forms Teacher Induction Program	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff. **The documents provided demonstrate evidence of the following:** • Administrators evaluate teachers and identify instructional strengths, weaknesses and needs by observing instruction and student performance data. A pre and post conference is conducted. This information is discussed with the teacher, as well as in data meetings, district meetings and staff meetings. • A coaching/mentoring program is in place for teachers who need additional support. The coach conducts observations and provides feedback based on strengths, weaknesses and needs. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.D.2] Professional Teacher Evaluations Classified Staff Evaluations La Paloma Academy Classroom Walkthrough Checklists 5-minute Observations Pre/post conference feedback Teacher Reflection forms Teacher Mentor Program Coach's Notes	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided demonstrate evidence of the following:** • Pre/post conference feedback is provided to all instructional staff as part of the evaluation process. • Teachers and instructional support staff complete Teacher Reflection forms and share them with administrators during post-conferences to open a dialogue that will further develop the quality and effectiveness of teaching practices. • A new teacher mentor program has been established to provide opportunities for experienced teachers to work with new or struggling teachers and provide regular feedback and instructional support to address learning needs. • Teachers also receive detailed feedback from the school principal, administrative team, and/or instructional coaches through classroom observations and professional evaluations. • Pre and post conferences accompany every formal evaluation to open a more extensive dialogue between teachers and administrators and clarify performance expectations. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Community Development Corporation
School Name: La Paloma Academy-South, La Paloma Academy-Central, La Paloma Academy-Lakeside

Site Visit Date: March 8, 2016
Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.A.1] Needs Assessment Professional Development committee sign-ins Professional Development committee meeting minutes Professional Development committee Agendas Professional Development Calendars Professional Development Surveys Off-site Professional Development Certificates In-house Professional Development presentations On-site Professional Development certificates	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions. **The documents provided demonstrate evidence of the following:** • A Needs Assessment is conducted at the beginning of each school year to determine the professional development needs of instructional staff at each grade level. • A Professional Development committee comprised of teachers and departmental staff, (Title 1, ELL, and/or Special Education teachers), will be formed at each campus to analyze the results of the Needs Assessment and identify the site-specific specific needs of instructional staff. Once the Needs Assessment has been evaluated, the Professional Development committee presents their findings to site principals, who then arrange specific professional development trainings that are be tailored to the needs of their campuses. The site principals also evaluate data taken from walkthrough observations and professional teacher evaluations to identify specific areas in which teachers have shown a consistent need for improvement. This evaluation, along with the needs identified by the Needs Assessments will determine the final selection of professional development that will be calendared for the school year for each site. • Professional development surveys throughout the school year to determine whether teachers are in need of additional training in specific areas that have not been identified or addressed. • When instructional needs arise for additional professional development that has not been scheduled within the current Professional Development Calendars, instructional staff in need of this training will attend off-site professional development trainings. • Instructional leaders (grade level team leads, teacher mentors, site coordinators, directors/department heads) will also be assigned to attend these off-site trainings and then provide in-house presentations for all instructional staff. • The site principals will continue to evaluate data taken from the Needs Assessments to identify specific areas in which teachers have identified and requested curricular and instructional training and determine the selection of future or ongoing professional development.

	Final Evaluation:	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.A.2] Needs Assessment Professional Development committee meeting minutes Professional Development committee Agendas Professional Development Calendars Professional Teacher Evaluations	**Charter holder indicated the intended purpose of the document was to demonstrate:** that Charter Holder's process to ensure the professional development plan is aligned with instructional staff learning needs. **The documents provided demonstrate evidence of the following:** • All professional development for the 2015-2016 school year has been aligned to the learning needs of instructional staff in accordance with the results of the Needs Assessment. • Results are shared with lead teachers, department heads, and site administrators and a Professional Development committee is formed for each campus. • The committee will communicate with site principals throughout the school year to arrange for any additional professional development trainings that are aligned to the needs of teachers as they arise. Site principals also use teacher evaluation data to determine the ongoing professional development needs of teachers. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.A.3] Needs Assessment La Paloma Academy Classroom Walkthrough Checklists Professional Teacher Evaluations Professional Development Committee meeting Minutes Professional Development Committee Sign-ins Professional Development Committee Agendas Professional Development Calendar Off-site Professional Development Certificates On-site Professional Development Certificates	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process to determine and address the areas of high importance in the professional development plan. **The documents provided demonstrate evidence of the following:** • The professional development plan addresses areas of high importance by identifying the most common needs of all instructional staff, as well as grade level and department specific needs, which are all identified by the Needs Assessment results. • Additional professional development needs will be identified by teacher evaluation data collected by principals/department heads during walkthrough observations, (La Paloma Academy Classroom Walkthrough Checklists), and Professional Teacher Evaluations. • Professional Development Surveys are conducted throughout the year to identify additional requests or needs for training in curriculum, assessment, or instructional effectiveness. If the professional development requested applies to or meets the needs of the majority of the instructional staff, on-site training will be scheduled and added to the Professional Development Calendar. • Site principals continue to evaluate data taken from walkthrough observations and formal Professional Teacher Evaluations to identify specific areas in which teachers have shown a consistent need for improvement throughout the duration of the school year to ensure teachers and instructional support staff are well equipped to teach the ACCR standards to mastery. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.B.1] On-site Professional Development presentation certificates On-site professional development presentations and materials Off-site Professional Development Certificates of completion Professional Development Calendars	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups. **The documents provided demonstrate evidence of the following:** • School-wide systems of ongoing professional development are designed to ensure that all instructional staff working with students identified in the bottom 25% receives appropriate tools and resources to improve student growth and achievement. • Department heads, site coordinators, and teachers that work with students in each of the four subgroups will attend off-site professional development to further refine the specialized components of their teaching fields. • The district Title 1 director provides specialized RTI training to all instructional staff on a quarterly basis. The director of federal programs provides professional development in instructional strategies that enhance the teaching practices of all staff working with students in each of the subgroups. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.C.1] La Paloma Academy Classroom Walkthrough Checklists Professional Teacher Evaluations PD Implementation Forms Additional Professional Development Resources/materials Coach's Notes	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development. **The documents provided demonstrate evidence of the following:** • Feedback during informal and formal observations. Informal walkthrough observations, (La Paloma Academy Classroom Walkthrough Checklists), have been modified to include a PD implementation section to provide ongoing feedback regarding the integration of new instructional strategies. • Instructional coaches follow up with teachers after reviewing the PD Implementation forms with the teachers they have been assigned and ongoing coaching will be provided to individuals in need of further guidance. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.C.2] Additional professional development resources/materials PD Implementation forms Coach's Notes La Paloma Academy Classroom Walkthrough Checklists Teacher Lesson Plan Examples	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies the resources that are necessary for high quality implementation. **The documents provided demonstrate evidence of the following:** • Additional materials are determined based on what is documented in the Coach's notes. • PD Implementation Forms are used to identify what teachers need both individually, and as a whole, to more fully and effectively implement professional development • Lesson plans are reviewed to confirm implementation and help to identify needed resources **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.D.1] La Paloma Academy Classroom Walkthrough Checklists PD Implementation Forms Coach's Notes	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions. **The documents provided demonstrate evidence of the following:** • The Charter Holder monitors the implementation of strategies learned in professional development trainings by conducting walkthrough observations (La Paloma Academy Classroom Walkthrough Checklists) that incorporate a PD implementation section and PD Implementation forms. • Site administrators and instructional coaches observe teachers 1 month after professional development is given and complete PD Implementation forms to document the implementation of the instructional strategies with which they were presented and provide detailed feedback. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.D.2] La Paloma Academy Classroom Walkthrough Checklists PD Implementation Forms Coach's Notes Follow up 5 minute observation	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development. **The documents provided demonstrate evidence of the following:** • The Charter Holder follows up with instructional staff to support and develop implementation of strategies learned in professional development trainings after conducting La Paloma Academy Classroom Walkthrough Checklists and PD Implementation forms in 1-1 conferences. • Site principals provide further instructional coaching where needed. • Individuals who require additional resources and training on a more frequent basis will be assigned an instructional coach, who will meet with them weekly, biweekly, or monthly, depending on individual need. Coaches will provide written feedback through Coach's Notes and conduct informal observations using the La Paloma Academy Classroom Walkthrough Checklist. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

APPENDIX E

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION			
Charter Holder Name	**Arizona Community Development Corporation**	**Schools**	**La Paloma Academy, La Paloma Academy-Lakeside, La Paloma Academy-South**
Charter Holder Entity ID	**79947**	**Purpose of DSP Submission**	**Renewal**
Site Visit Date	**March 8, 2016**		

Evaluation Overview:

The following serves as an evaluation of the Demonstration of Sufficient Progress process and includes:

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development.
    - Whether questions were sufficiently answered at the site visit
    - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 4 out of the 10 measures required by the Board for La Paloma Academy, 1 out of the 11 measures for La Paloma Academy (Lakeside), and 2 out of 12 measures for La Paloma Academy-South. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

School Name: La Paloma Academy					
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	No	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	No	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	No	Yes	Yes
1b. SGP Bottom 25% – Reading	No	N/A	N/A	N/A	N/A
2a. Percent Passing – Math	Yes	Yes	No	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Reading	No	N/A	N/A	N/A	N/A
2c. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes

School Name: La Paloma Academy (Lakeside)					
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	No	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Reading	No	N/A	N/A	N/A	N/A
2c. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes

School Name: La Paloma Academy - South					
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	No	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Reading	Yes	Yes	No	Yes	Yes
2c. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes

Curriculum*: The area of Curriculum is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements.

For more detailed analysis see Curriculum Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	**YES**	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards?** What criteria guide that process?	**YES**	C.A.2
What ongoing process does the Charter Holder use to identify **curricular gaps?** What criteria guide that process?	**YES**	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or **supplemental curriculum** needs to be adopted? What criteria guide that process?	**YES**	C.B.1
Once the Charter Holder has chosen to adopt new and/or **supplemental curriculum**, how has the Charter Holder evaluated curriculum options? What criteria guide that process?	**YES**	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	**YES**	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	**YES**	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?	**YES**	C.D.1
What is the Charter Holder's ongoing process to ensure consistent use of **curricular tools**? How have these expectations been communicated to instructional staff?	**YES**	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	**YES**	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona's College and Career Ready Standards?	**YES**	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?	**YES**	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	**YES**	C.F.1

Assessment*: The area of Assessment is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements.

For more detailed analysis see Assessment Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Developing the Assessment System		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	**YES**	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	**YES**	A.A.2
What is the Charter Holder's ongoing process to evaluate how the assessments are aligned to the **instructional methodology**? What criteria guide that process?	**YES**	A.A.3
B. Adapted to Meet the Needs of Subgroups		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	**YES**	A.B.1
C. Analyzing Assessment Data		
What is the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	**YES**	A.C.1
What is the Charter Holder's ongoing process to make adjustments to ***curriculum*** based on the data analysis? What criteria guide that process?	**YES**	A.C.2
What is the Charter Holder's ongoing process to make adjustments to ***instruction*** based on the data analysis? What criteria guide that process?	**YES**	A.C.3

Monitoring Instruction*: The area of Monitoring Instruction is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements.

For more detailed analysis see Monitoring Instruction Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Instruction		
What is the Charter Holder's ongoing process to monitor that the instruction taking place is • Aligned with ACCRS standards, • Implemented with **fidelity**, • Effective throughout the year, and • Addressing the identified needs of students in all four subgroups?	**YES**	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	**YES**	M.A.2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	**YES**	M.B.1
What is the Charter Holder's ongoing process to identify the quality of instruction?	**YES**	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	**YES**	M.B.3
C. Adapted to Meet the Needs of Subgroups		
What is the Charter Holder's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	**YES**	M.C.1
D. Providing Feedback that Develops the Quality of Teaching		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	**YES**	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	**YES**	M.D.2

Professional Development*: The area of Professional Development is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements.

For more detailed analysis see Professional Development Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Development of the Professional Development Plan		
What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	**YES**	P.A.1
What is the Charter Holder's ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?	**YES**	P.A.2
What is the Charter Holder's ongoing process to address the **areas of high importance** in the **professional development plan**? How are the areas of high importance determined?	**YES**	P.A.3
B. Adapted to Meet the Needs of Subgroups		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four **subgroups**.	**YES**	P.B.1
C. Supporting High Quality Implementation		
What is the Charter Holder's ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	**YES**	P.C.1
What is the Charter Holder's ongoing process to identify **concrete resources**, necessary for high quality implementation, for instructional staff?	**YES**	P.C.2
D. Monitoring Implementation		
What is the Charter Holder's ongoing process to monitor the implementation of the strategies learned in professional development sessions?	**YES**	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	**YES**	P.D.2