

## Renewal Executive Summary

### I. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

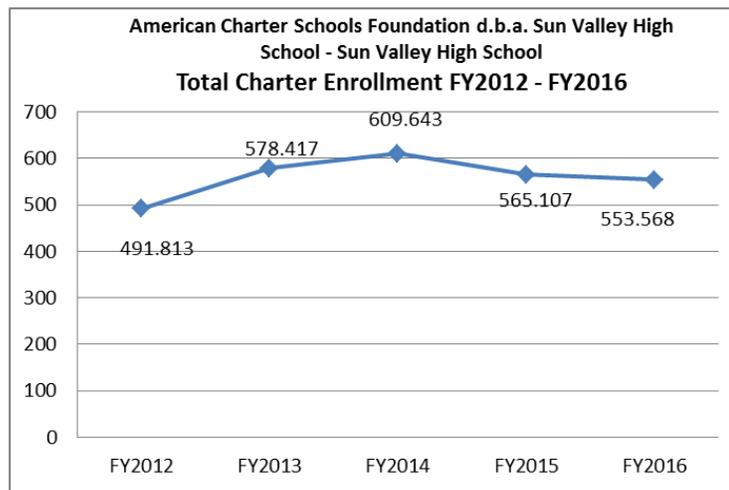
During the five-year interval review of the charter, American Charter Schools Foundation d.b.a. Sun Valley High School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Sun Valley High School, did not meet the academic expectations set forth by the Board. At the time American Charter Schools Foundation d.b.a. Sun Valley High School became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was able to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which academic dashboards are available, Sun Valley High School received an overall rating of “Does Not Meet” the Board’s academic standards.

The Charter Holder meets the Board’s Financial Performance Expectations.

For fiscal year 2015, the Charter Holder meets the Board’s Operational Performance Standard and, to date, has no measures rated as “Falls Far Below Standard” for the current fiscal year.

### II. Profile

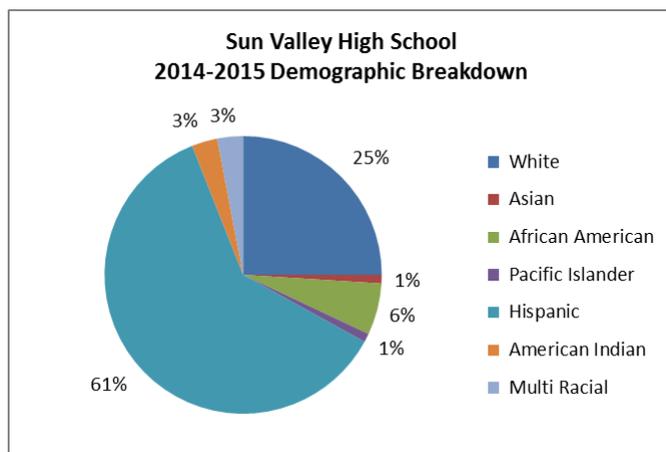
American Charter Schools Foundation d.b.a. Sun Valley High School operates 1 school, Sun Valley High School, serving grades 9-12 in Mesa. Sun Valley High School is designated as an alternative school. The graph below shows the Charter Holder’s actual 100<sup>th</sup> day average daily membership (ADM) for fiscal years 2012-2015 and 40<sup>th</sup> day ADM for 2016.



The academic performance of Sun Valley High School is represented in the table below. The Academic Dashboard for the school can be seen in appendix b.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Sun Valley High School	07/01/2002	9-12	68.56/ C-ALT	60.62/ C-ALT	59.79/ C-ALT

The demographic data for Sun Valley High School from the 2014-2015 school year is represented in the chart below.<sup>1</sup>



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.<sup>2</sup>

Category	Sun Valley High School
Free and Reduced Lunch (FRL)	*
English Language Learners (ELLs)	1%
Special Education	10%

American Charter Schools Foundation d.b.a. Sun Valley High School has not been brought before the Board for any items or actions in the past 12 months.

<sup>1</sup> Information provided by the Research and Evaluation Division of the ADE.

<sup>2</sup> 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.



### III. Additional School Choices

Sun Valley High School is located in Mesa near Southern Avenue and Lindsay Road. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are three schools serving grades 9-12 within a five-mile radius of Sun Valley High School. 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 FY15, 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 FY14.

Sun Valley High School				Math 3%	ELA 13%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math ( $\pm 5\%$ )	Comparable ELA ( $\pm 5\%$ )	Charter Schools	Meets Board's Standard
B-ALT	1	0	0	0	0	1	1
C-ALT	2	0	0	2	1	2	2

The table below presents the number of schools, sorted by FY14 letter grade, within a five-mile radius of Sun Valley High School serving a comparable percentage of students ( $\pm 5\%$ ) in the identified subgroups.<sup>3</sup>

Sun Valley High School		1%	*%	10%
Letter Grade		Comparable ELL ( $\pm 5\%$ )	Comparable FRL ( $\pm 5\%$ )	Comparable SPED ( $\pm 5\%$ )
B-ALT		1		0
C-ALT		1		1

### IV. Success of the Academic Program

In FY2012, Sun Valley High School met the Board's academic performance standards. In FY2013, the Overall Rating points decreased by 7.94 points to 60.62, resulting in a rating of "Does Not Meet". From FY2013 to FY2014, the Overall Rating decreased another 0.83 points, to an FY2014 rating of 59.79, and a continued evaluation of "Does Not Meet". In FY2014, Sun Valley High School did demonstrate improved performance in SGP Reading by increasing from "Falls Far Below" to "Meets", and SPED Math increased from "Falls Far Below" to "Does Not Meet". However, two measures decreased from "Meets" to "Does Not Meet", thus causing the decrease in the Overall Rating. The school's letter grade has remained constant at C-ALT for FY2012-FY2014.

The following is a timeline of activities that have occurred related to the academic performance of American Charter Schools Foundation d.b.a. Sun Valley High School:

<sup>3</sup> 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. ASBCS, March 14, 2016



**January, 2012:** American Charter Schools Foundation d.b.a. Sun Valley High School was notified that the Charter Holder was required to submit a Performance Management Plan on or before July 1, 2012 for the five-year interval review because Sun Valley High School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

**June, 2012:** American Charter Schools Foundation d.b.a. Sun Valley High School timely submitted a Performance Management Plan.

**July, 2012:** Board staff completed an evaluation of the Charter Holder's FY2012 PMP and made the evaluation available to the Charter Holder. In that evaluation of the FY2012 PMP, Board staff determined that the Charter Holder's Performance Management Plan provided a sufficiently detailed, full description for all components.

**February, 2013:** The Board released FY2012 Academic Dashboards; Sun Valley High School received an overall rating of "Meets" the Board's academic standards and American Charter Schools Foundation d.b.a. Sun Valley High School met the Board's Academic Performance Expectations. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

**October, 2013:** The Board released FY2013 Academic Dashboards; Sun Valley High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, American Charter Schools Foundation d.b.a. Sun Valley High School did not meet the Board's Academic Performance Expectations. The Charter Holder was not assigned a DSP as part of an annual reporting requirement.

**October, 2014:** The Board released FY2014 Academic Dashboards; Sun Valley High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, American Charter Schools Foundation d.b.a. Sun Valley High School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.

**February, 2015:** American Charter Schools Foundation d.b.a. Sun Valley High School timely submitted a Demonstration of Sufficient Progress.

**June, 2015:** Board staff completed a final evaluation of the Charter Holder's FY2015 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2015 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in two out of five areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

**October, 2015:** Board staff provided the Charter Holder, through its authorized representatives, Theodore Frederick and Michele Kaye, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal October 9, 2015, the deadline date on which the renewal application package would be due to the Board, January 9, 2016, information on the availability of the Charter Holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

## V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for American Charter Schools Foundation d.b.a. Sun Valley High School (appendix: e. Renewal DSP Submission) was timely submitted by the Charter Representative on January 21, 2016. 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 review additional evidence to be considered in the final evaluation of the Charter Holder’s DSP submission. The following representatives of American Charter Schools Foundation d.b.a. Sun Valley High School were present at the site visit:

Name	Role
Joe Procopio	Principal
Sarah Coleman	Asst. Principal/Curriculum Coach
Emily Britton	Director of QSI High Schools
Heidi Sinkovic	Director of Exceptional Student Services
Mary Berg	VP Academic Support
Darla Eddy	Director of Data Management
John Anderson	Maya High School Principal

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: d. Renewal DSP Site Visit Inventory Forms). 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: c. 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
Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated 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. Data and analysis provided at the site visit demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described in appendix d. Site Visit Inventory, staff determined that the Charter Holder demonstrated sufficient progress towards meeting the Board’s Academic Performance Expectations.



## **VI. Viability of the Organization**

The Charter Holder meets the Board's Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

## **VII. Adherence to the Terms of the Charter**

For fiscal year 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 (appendix: a. Renewal Summary Review).

## **VIII. Board Options**

Option 1: The Board may approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. In this case, the Charter Holder did not meet the Academic Performance Expectations set forth in the Board's Performance Framework but was able to demonstrate sufficient progress toward the Board's expectations. Additionally, the Board has adopted an academic Performance Framework that allows for additional consideration of the Charter Holder throughout the next contract period. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to American Charter Schools Foundation d.b.a Sun Valley High School

Option 2: The Board may deny the renewal. The following language is provided for consideration: Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for American Charter Schools Foundation d.b.a Sun Valley High School. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



**APPENDIX A**  
**RENEWAL SUMMARY REVIEW**

## Five-Year Interval Report

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# ARIZONA STATE BOARD FOR CHARTER SCHOOLS

## *Renewal Summary Review*

## Interval Report Details

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<b>Report Date:</b>	03/04/2016	<b>Report Type:</b>	Renewal
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## Charter Contract Information

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<b>Charter Corporate Name:</b>	American Charter Schools Foundation d.b.a. Sun Valley High School		
<b>Charter CTDS:</b>	07-89-53-000	<b>Charter Entity ID:</b>	79877
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	04/10/2002
<b>Number of Schools:</b>	1	<b>Contractual Days:</b>	<ul style="list-style-type: none"> <li>Sun Valley High School: 144</li> </ul>
<b>Charter Grade Configuration:</b>	9-12	<b>Contract Expiration Date:</b>	04/09/2017
<b>FY Charter Opened:</b>	2003	<b>Charter Signed:</b>	04/10/2002
<b>Charter Granted:</b>	03/18/2002	<b>Charter Enrollment Cap</b>	99999
<b>Corp. Type</b>	Non Profit		

## Charter Contact Information

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<b>Mailing Address:</b>	7878 N. 16th St. Suite 150 Phoenix, AZ 85020	<b>Website:</b>	—
<b>Phone:</b>	602-953-2933	<b>Fax:</b>	602-277-4900
<b>Mission Statement:</b>	The mission of Sun Valley High School is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. We accomplish this through an integrated approach using curriculum aligned to the Arizona State Standards and relevant instruction. The school serves young people for whom traditional schools have not been effective and predictably will not be in the future. As such, essentially all students meet one or more of Arizona's definitions for an alternative school. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students.		
<b>Charter Representatives:</b>	<b>Name:</b>	<b>Email:</b>	<b>FCC Expiration Date:</b>
	1.) Mr. Theodore Frederick	ted.frederick@kaizenfoundation.org	—
	2.) Michele Kaye	michele.kaye@leonagroup.com	—

## Academic Performance - Sun Valley High School

[Hide Section](#)

<b>School Name:</b>	Sun Valley High School	<b>School CTDS:</b>	07-89-53-001
<b>School Entity ID:</b>	6347	<b>Charter Entity ID:</b>	79877
<b>School Status:</b>	Open	<b>School Open Date:</b>	07/01/2002
<b>Physical Address:</b>	1143 Lindsay Road Mesa, AZ 85204	<b>Website:</b>	http://www.sunvalleymesa.com/
<b>Phone:</b>	480-497-4800	<b>Fax:</b>	480-497-1314
<b>Grade Levels Served:</b>	9-12	<b>FY 2014 100<sup>th</sup> Day ADM:</b>	609.643

## Academic Performance Per Fiscal Year

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## Sun Valley High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	44	75	2.5	25.5	50	2.5	38	50	2.5
	Reading	24.5	25	2.5	31	25	2.5	43	75	2.5
1b. Improvement	Math	22	50	12.5	27.3	50	12.5	26	50	12.5
	Reading	50.5	75	12.5	43.8	50	12.5	36.3	50	12.5
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	20 / 19.5	75	10	14 / 19.2	50	10	17.9 / 20.2	50	10
	Reading	48 / 47.4	75	10	55 / 51	75	10	47.8 / 52	50	10
2b. Subgroup ELL	Math	10 / 17.9	50	1.67	8.9 / 20	50	1.67	19 / 20.3	50	1.67
	Reading	53 / 39.1	75	1.67	44.4 / 46.1	50	1.67	40 / 48.6	50	1.67
2b. Subgroup FRL	Math	19 / 18.4	75	1.67	13.6 / 18.1	50	1.67	17.5 / 20.3	50	1.67
	Reading	46 / 45.8	75	1.67	54.9 / 49.5	75	1.67	48.8 / 50.8	50	1.67
2b. Subgroup SPED	Math	13 / 4.9	75	1.67	0 / 5.7	25	1.67	3.8 / 5.1	50	1.67
	Reading	7 / 20.1	50	1.67	11.1 / 21.7	50	1.67	34.5 / 26.5	75	1.67
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	C-ALT	50	5	C-ALT	50	5
<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		88	75	20	84	75	20	77	75	20
<b>Overall Rating</b>		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		68.56			60.62			59.79		
		100			100			100		

## Financial Performance

[Hide Section](#)

Charter Corporate Name: American Charter Schools Foundation d.b.a. Sun Valley High School  
Charter CTDS: 07-89-53-000 Charter Entity ID: 79877  
Charter Status: Open Contract Effective Date: 04/10/2002

## Financial Performance

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## American Charter Schools Foundation d.b.a. Sun Valley High School

Near-Term Measures

Fiscal Year 2014

Fiscal Year 2015

Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	27.74	Does Not Meet	42.63	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$1,384,448	Meets	\$723,712	Meets
Fixed Charge Coverage Ratio	1.36	Meets	1.27	Meets
Cash Flow (3-Year Cumulative)	(\$410,440)	Does Not Meet	\$1,196,272	Meets

Cash Flow Detail by Fiscal Year

FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
\$655,576	(\$564,338)	(\$501,678)	\$1,105,034	\$655,576	(\$564,338)

Meets Board's Financial Performance Expectations

## Operational Performance

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**Charter Corporate Name:** American Charter Schools Foundation d.b.a. Sun Valley High School

**Charter CTDS:** 07-89-53-000

**Charter Entity ID:** 79877

**Charter Status:** Open

**Contract Effective Date:** 04/10/2002

## Operational Performance

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Click on any of the measures below to see more information.

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
2.d. Is the charter holder transparent in its operations?	Meets	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
3. Is the charter holder complying with all other obligations?	Meets	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	--

Last Updated: 2015-11-18 15:21:31

**APPENDIX B**

**ACADEMIC DASHBOARD**

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

## Academic Performance

[Edit this section.](#)

### Sun Valley High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	44	75	2.5	25.5	50	2.5	38	50	2.5
	Reading	24.5	25	2.5	31	25	2.5	43	75	2.5
1b. Improvement	Math	22	50	12.5	27.3	50	12.5	26	50	12.5
	Reading	50.5	75	12.5	43.8	50	12.5	36.3	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	20 / 19.5	75	10	14 / 19.2	50	10	17.9 / 20.2	50	10
	Reading	48 / 47.4	75	10	55 / 51	75	10	47.8 / 52	50	10
2b. Subgroup ELL	Math	10 / 17.9	50	1.67	8.9 / 20	50	1.67	19 / 20.3	50	1.67
	Reading	53 / 39.1	75	1.67	44.4 / 46.1	50	1.67	40 / 48.6	50	1.67
2b. Subgroup FRL	Math	19 / 18.4	75	1.67	13.6 / 18.1	50	1.67	17.5 / 20.3	50	1.67
	Reading	46 / 45.8	75	1.67	54.9 / 49.5	75	1.67	48.8 / 50.8	50	1.67
2b. Subgroup SPED	Math	13 / 4.9	75	1.67	0 / 5.7	25	1.67	3.8 / 5.1	50	1.67
	Reading	7 / 20.1	50	1.67	11.1 / 21.7	50	1.67	34.5 / 26.5	75	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	C-ALT	50	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		88	75	20	84	75	20	77	75	20
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		68.56			60.62			59.79		
		100			100			100		

**APPENDIX C**

**RENEWAL DSP FINAL EVALUATION**

# Demonstration of Sufficient Progress

## DSP Report Evaluation

**Charter Holder Name:** American Charter Schools Foundation dba Sun Valley High School

**School Name(s):** Sun Valley High School

**Date Submitted:** February 26, 2015

**Academic Dashboard Year: FY 2014**

**Purpose:**

Annual Monitoring

**Date Evaluated: May 29, 2015**

**Additional Steps Required:**

None

Desk Audit     Date: \_\_\_\_\_

Site Visit     Date: \_\_\_\_\_     Location: \_\_\_\_\_

### Evaluation Overview:

The following serves as an evaluation of the DSP Report submitted by the Charter Holder to Board staff and includes:

- An overall rating for each area of Curriculum, Monitoring Instruction, Professional Development, Assessment, and Data, and Graduation Rate.
  - Whether questions are sufficiently addressed in the DSP Report submitted by the Charter Holder
  - Whether documents listed in the DSP Report serve as sufficient evidence of implementation of described processes

### Additional Steps Overview

The Charter Holder is **not** required to complete a desk audit or a site visit. Upon completion of the evaluation, review its contents to understand the overall evaluation for each area, and which descriptions of processes and listed documents are evaluated as insufficient. If the Charter Holder receives a final evaluation of “Does Not Meet” or “Falls Far Below” in any area, the Charter Holder has failed to demonstrate that it is making sufficient progress toward meeting the Board’s academic performance expectations.



# Area I: Data

School Name: Sun Valley High School

Data for All Applicable Measures and Subgroups						
1. What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board’s standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.						
Measure	No Data Required	Data Required	Comparative Data Provided	Insufficient Comparative Data Provided	Data <u>Does</u> Demonstrate Improvement	Data <u>Does Not</u> Demonstrate Improvement
1a. Student Median Growth Percentile (SGP) – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1a. Student Median Growth Percentile (SGP) – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b. Improvement – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1b. Improvement – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. Percent Passing – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2a. Percent Passing – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2c. Subgroup, ELL – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2c. Subgroup, ELL – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2c. Subgroup, FRL – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2c. Subgroup, FRL – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2c. Subgroup, students with disabilities – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2c. Subgroup, students with disabilities – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4a. High School Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
4b. Academic Persistence	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Valid and Reliable Data						
2. How does the Charter Holder know that the data provided above is valid and reliable?						
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						
Conclusions Drawn From Data						
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations? What are the results from the analysis?						
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						



DATA OVERALL RATING		
Evaluation of DSP Report		
Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Falls Far Below <input checked="" type="checkbox"/>
<p><b>The area of Data is evaluated as Falls Far Below.</b> The Charter Holder failed to provide sufficient comparative data and analysis for one or more required measures and has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures. Charter Holder does not include data to demonstrate the current state of FY15 academic performance for all measures. For measures where FY15 data was provided, no prior year data was provided for comparison.</p> <p><b><u>Data provided does not demonstrate improved academic outcomes for the following required measures:</u></b></p> <ul style="list-style-type: none"> <li>1b. Student Median Growth Percentile (SGP) Bottom 25% – Math</li> <li>1b. Student Median Growth Percentile (SGP) Bottom 25% – Reading</li> <li>1b. Improvement – Math</li> <li>1b. Improvement – Reading</li> <li>2a. Percent Passing – Math</li> <li>2a. Percent Passing – Reading</li> <li>2c. Subgroup, ELL – Math</li> <li>2c. Subgroup, ELL – Reading</li> <li>2c. Subgroup, FRL – Math</li> <li>2c. Subgroup, FRL – Reading</li> <li>2c. Subgroup, students with disabilities – Math</li> <li>2c. Subgroup, students with disabilities – Reading</li> <li>4a. High School Graduation Rate</li> <li>4b. Academic Persistence</li> </ul>		





American Charter Schools Foundation dba Sun Valley High School

## Area II: Curriculum

Evaluating Curriculum	
<b>1. What is the Charter Holder’s process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?</b>	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.</p>
<b>2. How does the Charter Holder identify gaps in the curriculum?</b>	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.</p>



## Adopting/Revising Curriculum

### 3. What is the Charter Holder’s process for adopting or revising curriculum based on its evaluation processes?

Question is Sufficiently Answered:  Yes  No

As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.

The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

### 4. Who is involved in the process for adopting or revising curriculum?

Question is Sufficiently Answered:  Yes  No

As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.

The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

Because the Charter Holder failed to identify relevant documentation, the Charter Holder should consider reviewing the technical guidance feedback and revising this section of the DSP to address the deficiencies noted below:

Specifically, the evidence identified did not address the following aspects of the Charter Holder’s process:

- This includes the school’s leadership committee, which is composed of teachers, students, parents, support staff, and administrative leadership.
- External stakeholders are also included in the process, which typically incorporates the Director of QSI, VP of Academic Services for the CMO, curriculum coaches from other Leona campuses.



**5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?**

Question is Sufficiently Answered:  Yes  No

As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.

The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

**Implementing Curriculum**

**6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?**

Question is Sufficiently Answered:  Yes  No

As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.

The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.



**7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?**

**Question is Sufficiently Answered:  Yes  No**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

**8. What is the expectation for consistent use of these tools? How are these expectations communicated?**

**Question is Sufficiently Answered:  Yes  No**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.



**9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?**

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

**Alignment of Curriculum**

**10. What process does the Charter Holder use to ensure the curriculum is aligned to Arizona's College and Career Ready Standards?**

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.



**Adapted to Meet the Needs of Subgroups**

**11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%?**

**Question is Sufficiently Answered:  Yes  No  Not Applicable**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

**12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?**

**Question is Sufficiently Answered:  Yes  No  Not Applicable**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.



**13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not applicable

Not Applicable

**14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.



## CURRICULUM OVERALL RATING

### DSP Report Evaluation

Meets

Does Not Meet

Falls Far Below

**The area of Curriculum is evaluated as Does Not Meet.** The Charter Holder has described a limited curriculum approach.

The Charter Holder's response sufficiently addresses the following components of these required elements:

- evaluating curriculum, because the Charter Holder addresses:
  - *What is the Charter Holder's process for evaluating curriculum?*
  - *How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?*
  - *How does the Charter Holder identify gaps in the curriculum?*
- adopting/revising curriculum, because the Charter Holder addresses:
  - *What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?*
  - *When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?*
  - implementing curriculum, because the Charter Holder addresses:
    - *What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s)?*
    - *What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?*
    - *What is the expectation for consistent use of these tools? How are these expectations communicated?*
    - *What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?*
- ensuring curriculum is aligned with Arizona's College and Career Ready Standards, because the Charter Holder addresses:
  - *How does the Charter Holder know the curriculum is aligned to standards?*
- addressing the curriculum needs of relevant subgroup populations, because the Charter Holder addresses:
  - *How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%?*
  - *How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?*
  - *How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?*
  - *How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?*

**However, the Charter Holder has failed to sufficiently address the following components of these required elements:**

- adopting/revising curriculum, because the Charter Holder did not provide:
  - Sufficient evidence to address:
    - *Who is involved in the process for adopting or revising curriculum?*



## Area III: Assessment

Assessment System	
<b>1. What types of assessments does the Charter Holder use?</b>	
<b>Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</b>	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.</p>
<b>2. What was the process for designing or selecting the assessment system?</b>	
<b>Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</b>	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.</p>



3. How is the assessment system aligned to the curriculum and instructional methodology?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.



## Analyzing Assessment Data

### 5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?

Question is Sufficiently Answered:  Yes  No

As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.

The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

### 6. How is the analysis used to evaluate instructional and curricular effectiveness?

Question is Sufficiently Answered:  Yes  No

As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.

The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.



**7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?**

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

**Adapted to Meet the Needs of Subgroups**

**8. How does the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.



9. How does the assessment system assess ELLs to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes. <input type="checkbox"/> Not Applicable	The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.
10. How does the assessment system assess FRL-eligible students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Question is Sufficiently Answered: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<input type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes. <input checked="" type="checkbox"/> Not Applicable	Not Applicable



**11. How does the assessment system assess students with disabilities to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

**ASSESSMENT OVERALL RATING**

**DSP Report Evaluation**

**Meets**

**Does Not Meet**

**Falls Far Below**

**The area of Assessment is evaluated as Meets.** The Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements:

- assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments;
- analyzing assessment data to evaluate instructional and curricular effectiveness;
- adjusting curriculum and instruction in a timely manner based on assessment results; and
- addressing the assessment needs of relevant subgroup populations.



## Area IV: Monitoring Instruction

### Monitoring the Integration of Standards

**1. What is the Charter Holder’s process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?**

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.

**2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?**

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.



### Evaluating Instructional Practices

**3. What is the Charter Holder’s process for evaluating the instructional practices? How does this process evaluate the quality of instruction?**

**Question is Sufficiently Answered:  Yes  No**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.

**4. How does this process identify individual strengths, weaknesses, and needs?**

**Question is Sufficiently Answered:  Yes  No**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.



**Providing Analysis and Feedback to Further Develop Instructional Quality**

**5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?**

**Question is Sufficiently Answered:  Yes  No**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.

**6. How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?**

**Question is Sufficiently Answered:  Yes  No**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.



**Adapted to Meet the Needs of Subgroups**

**7. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?**

**Question is Sufficiently Answered:  Yes  No  Not Applicable**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.

**8. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of ELLs?**

**Question is Sufficiently Answered:  Yes  No  Not Applicable**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.



**9. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of FRL-eligible students?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

Not Applicable

**10. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with disabilities?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Monitoring Instruction.



**MONITORING INSTRUCTION OVERALL RATING**

**DSP Report Evaluation**

<b>Meets</b> <input checked="" type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Falls Far Below</b> <input type="checkbox"/>
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**The area of Monitoring Instruction is evaluated as Meets.** The Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements:

- monitoring the integration of Arizona’s College and Career Ready Standards into instruction;
- evaluating instructional practices;
- providing analysis and feedback to further develop instructional quality and standards integration; and
- evaluating instructional practices targeted to address the needs of relevant subgroup populations.



## Area V: Professional Development

Professional Development System	
<b>1. What is the Charter Holder’s professional development plan?</b>	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.</p>
<b>2. How was the professional development plan developed?</b>	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.</p>



3. How is the professional development plan aligned with instructional staff learning needs?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.</p>
4. How does this professional development plan address areas of high importance?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.  <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.  <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.</p>



## Supporting High Quality Implementation

### 5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.

### 6. How does the Charter Holder provide the resources that are necessary for high quality implementation?

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.



## Monitoring Implementation

### 7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.

### 8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?

Question is Sufficiently Answered:  Yes  No

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.



**Adapted to Meet the Needs of Subgroups**

**9. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with proficiency in the bottom 25%/non-proficient students?**

**Question is Sufficiently Answered:  Yes  No  Not Applicable**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

Because documents were evaluated as limited, the Charter Holder should consider reviewing the technical guidance feedback and revising this section of the DSP to address the deficiencies noted below:

Specifically, the evidence identified did not address the following aspects of the Charter Holder's process:

- Using summative testing data, the leadership team will determine which pieces of the plan need to be added to expand student academic achievement in the upcoming year.

**10. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of ELLs?**

**Question is Sufficiently Answered:  Yes  No  Not Applicable**

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.



**11. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

Not Applicable

**12. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with disabilities?**

Question is Sufficiently Answered:  Yes  No  Not Applicable

- As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
- As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
- The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.
- Not Applicable

The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.



## PROFESSIONAL DEVELOPMENT OVERALL RATING

### DSP Report Evaluation

<b>Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input checked="" type="checkbox"/>	<b>Falls Far Below</b> <input type="checkbox"/>
--	---	--

**The area of Professional Development is evaluated as Does Not Meet.** The Charter Holder has consistently implemented a limited approach to professional development.

The Charter Holder's response sufficiently addresses the following components of these required elements:

- providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance, because the Charter Holder addresses:
  - *What is the Charter Holder's professional development plan?*
  - *How was the professional development plan developed?*
  - *How is the professional development plan aligned with instructional staff learning needs?*
  - *How does this plan address areas of high importance?*
- supporting high quality implementation of the strategies learned in professional development, because the Charter Holder addresses:
  - *How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?*
  - *How does the Charter Holder provide the resources that are necessary for high quality implementation?*
- monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development, because the Charter Holder addresses:
  - *How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?*
  - *How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?*
- providing professional development that addresses the needs of relevant subgroup populations, because the Charter Holder addresses:
  - *How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?*
  - *How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?*
  - *How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?*

**However, the Charter Holder has failed to sufficiently address the following components of these required elements:**

- providing professional development that addresses the needs of relevant subgroup populations, because the Charter Holder did not provide:
  - Sufficient evidence to address:
    - *How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?*



<b>Evaluation Summary</b>			
<b>Area</b>	<b>Evaluation of DSP Report</b>		
	<b>Meets</b>	<b>Does Not Meet</b>	<b>Falls Far Below</b>
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



**APPENDIX D**

**RENEWAL DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Sun Valley High School  
 School Name: Sun Valley High School

Site Visit Date: February 11, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[D.1]</b>            2014-2015 Galileo Student Growth and Achievement Reports Benchmark 1-2 for Algebra and Geometry            2015-2016 Galileo Student Growth and Achievement Reports Benchmark 1-2 for Algebra and Geometry</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <ul style="list-style-type: none"> <li>• Comparison of percent of students above typical growth for FY15 and FY16 in Algebra 1 and Geometry indicates that the school has improved performance. In FY15 43.75% of students, and in FY16 47% of students demonstrated above typical growth.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p><b>[D.2]</b>            2014-2015 Galileo Student Growth and Achievement Reports Benchmark 1-2 for ELA 9 and 10            2015-2016 Galileo Student Growth and Achievement Reports Benchmark 1-2 for ELA 9 and 10</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <ul style="list-style-type: none"> <li>• Comparison of percent of students above typical growth for FY15 and FY16 ELA 9 and 10 indicates that the school has improved performance. In FY15 47% of students, and in FY16 56% of students demonstrated above typical growth.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p><b>[D.3]</b>             N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Improvement – Math</p> <p>Not Applicable</p>	

<p><b>[D.4]</b> N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Improvement – Reading</p> <p>Not Applicable</p>			
<p><b>[D.5]</b> 2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for Algebra 1 2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for Geometry 2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for Algebra 1 2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for Geometry</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in Algebra 1 was 4.9%. This was demonstrated by an increase from 15% in FY15 to 19.9% in FY16. The increase in Geometry was 20.8% from 16.3% in FY15 to 37.1% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 597 1913 881"> <tr> <td data-bbox="571 597 1245 881"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 597 1913 881"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
<p><b>[D.6]</b> 2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for ELA 9 2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for ELA 10 2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for ELA 9 2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for ELA 10</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in ELA 9 was 21.2%. This was demonstrated by an increase from 12.8% in FY15 to 34% in FY16. The increase in ELA 10 was .5% from 36.5% in FY15 to 37% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 1182 1913 1331"> <tr> <td data-bbox="571 1182 1245 1331"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 1182 1913 1331"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			

<p><b>[D.7]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>Not Applicable- The School does not serve any ELL students</p>			
<p><b>[D.8]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>Not Applicable- The School does not serve any ELL students</p>			
<p><b>[D.9]</b></p> <p>2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for Algebra 1</p> <p>2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for Geometry</p> <p>2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for Algebra 1</p> <p>2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for Geometry</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The School’s FRL percentage is over 65%, so information from percent passing was utilized for this section, as this subgroup is represented by the whole school population.</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <ul style="list-style-type: none"> <li>• Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in Algebra 1 was 4.9%. This was demonstrated by an increase from 15% in FY15 to 19.9% in FY16. The increase in Geometry was 20.8% from 16.3% in FY15 to 37.1% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 922 1913 1105"> <tr> <td data-bbox="571 922 1245 1105"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 922 1913 1105"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			

<p><b>[D.10]</b></p> <p>2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for ELA 9          2014-2015 Galileo Percentile Report spreadsheets (including developmental level) for ELA 10          2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for ELA 9          2015-2016 Galileo Percentile Report spreadsheets (including developmental level) for ELA 10</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The School’s FRL percentage is over 65%, so information from percent passing was utilized for this section, as this subgroup is represented by the whole school population.</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</b></p> <ul style="list-style-type: none"> <li>• Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in ELA 9 was 21.2%. This was demonstrated by an increase from 12.8% in FY15 to 34% in FY16. The increase in ELA 10 was .5% from 36.5% in FY15 to 37% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.11]</b>          2014-2015 Galileo Percentile Report Spreadsheets          2014-2015 Galileo Student Growth and Achievement Reports          2015-2016 Galileo Percentile Report Spreadsheets          2015-2016 Galileo Student Growth and Achievement Reports</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <ul style="list-style-type: none"> <li>• Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students with disabilities was 6.875%. This was demonstrated by an increase from 6.75% in FY15 to 13.625% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p><b>[D.12]</b>          2014-2015 Galileo Percentile Report Spreadsheets          2014-2015 Galileo Student Growth and Achievement Reports          2015-2016 Galileo Percentile Report Spreadsheets          2015-2016 Galileo Student Growth and Achievement Reports</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <ul style="list-style-type: none"> <li>• Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in ELA 9 was 22%. This was demonstrated by an increase from 1% in FY15 to 23% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> 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: American Charter Schools Foundation dba Sun Valley High School  
 School Name: Sun Valley High School

Site Visit Date: February 11, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[C.A.1]</b>  Curriculum and Instruction Cycle Lesson Plans Individual Lesson plan feedback and Lesson Plan submission and feedback log Curriculum Maps Galileo Pre/Post test scores Galileo Class development profile grid Data meeting sign in sheets	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>At the end of the year, the teachers and leadership team evaluate state testing growth and achievement results to evaluate the effectiveness of the curriculum. If they deem it necessary, they may initiate the curriculum adoption cycle.</li> <li>We evaluate how effectively the curriculum enables students to meet the standards by utilizing the following tools: District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, AIMS testing results, AZELLA results.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<b>[C.A.2]</b>  Curriculum and Instruction Cycle Lesson plans Lesson plan submission and feedback log Curriculum maps Galileo pre/post test scores Galileo class development profile grid Data meeting sign in sheets	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>The Charter uses standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps.</li> <li>Teachers assess standard mastery after instruction to determine the course of action: re-teach or enrichment.</li> <li>We evaluate how effectively the curriculum enables students to meet the standards by utilizing the following tools: District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, AIMS testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[C.A.3]</b></p> <p><b>Lesson plans</b>  <b>Lesson plan submission and feedback log</b>  <b>Lesson plan rubric</b>  <b>Curriculum maps</b>  <b>Pacing tallies</b>  <b>Galileo class development profile grid</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies curricular gaps.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• CCRS-aligned curriculum maps.</li> <li>• Written plans are submitted before instruction and that they are aligned to the maps.</li> <li>• The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map. Using these tallies in conjunction with student data, content workgroup PLCs are able to make modifications to curriculum maps at the end of each year to address any gaps.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.B.1]</b></p> <p><b>Focus School Survey</b>  <b>Curriculum Adoption Rubric</b>  <b>EOY data for AzMERIT</b>  <b>EOY data for Galileo</b>  <b>PD Needs Assessment</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• This process was utilized to include ThinkCerca curriculum two years ago. Future adoptions will use a rubric.</li> <li>• During the summer, a needs assessment is completed by the school’s leadership committee. If the needs assessment indicates that a curriculum adoption and/or revision are necessary, the committee begins collaborating with internal and external experts to analyze the data findings of the leadership committee and clearly articulate unmet needs.</li> <li>• End of year data is evaluated to consider what standards are not being addressed and if this leads to an adoption or revision of the curriculum.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.B.2]</b></p> <p><b>Curriculum Adoption Rubric PD Needs Assessment Focus school survey ThinkCERCA research documentation</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Future adoptions use and record clear rubric results.</li> <li>• Sun Valley High School uses the following criteria to evaluate curriculum options to determine what to adopt: <ul style="list-style-type: none"> <li>○ Aligned to AZCCRS</li> <li>○ Compatible to the school’s technology</li> <li>○ Address school areas of improvement (based on assessment data)</li> <li>○ Research-based</li> <li>○ Cost-effective</li> </ul> </li> <li>• This process was utilized to include ThinkCerca curriculum two years ago.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.C.1]</b></p> <p><b>Site PLC meeting agendas Curriculum adoption rubric PD needs assessment PD calendar Emails</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• A needs assessment is completed by the school’s leadership committee.</li> <li>• Using needs criteria, the stakeholders then vet potential curriculum materials to evaluate how they would better address unmet instructional needs.</li> <li>• This process was utilized to include ThinkCerca curriculum two years ago.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.C.2]</b></p> <p><b>Lesson plan submission and feedback log</b>  <b>Curriculum maps</b>  <b>Sign in sheets</b>  <b>Meeting agendas</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• A team of teachers within the given department and administration collaborate to make changes based on data from formal and informal assessments, as well a recent educational research.</li> <li>• This committee will meet multiple times throughout the school year to draft changes.</li> <li>• These changes will then be edited by an additional team of teachers and administrators</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p><b>[C.D.1]</b></p> <p><b>Lesson Plan Submission and Feedback Log</b>  <b>Walkthrough Observation Data</b>  <b>Leona Teacher Evaluation Instrument</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Courses are aligned to the appropriate adopted curriculum maps.</li> <li>• Through the lesson plan submission and feedback log, leadership evidences that all teachers are aligning their lesson plans to the standards and maps provided.</li> <li>• Daily classroom walkthroughs, formal and informal, by administration validate that the written plans are being executed with fidelity in the classrooms.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.D.2]</b></p> <p><b>Curriculum maps</b>  <b>Lesson plan submission and feedback log</b>  <b>Walkthrough observation data</b>  <b>Curriculum maps/pacing tallies</b>  <b>Galileo pre/post test data</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• All classrooms are expected to use the single, course content curriculum maps for ELA and Math. These blueprints clearly communicate the standards expectations for each course and compliment the curriculum maps.</li> <li>• Lesson plans are aligned to curriculum maps to ensure standards are properly being covered. The instructional coach review the lesson plans to ensure that they contain the necessary elements described above and provides feedback on the lessons.</li> <li>• The curriculum coach conducts regular classroom walk-through and provides feedback to ensure that live instruction matches the written lesson plan for the day.</li> <li>• Teachers are held accountable for consistent use of these tools as part of their formal evaluations. The evaluation tool and articulated evaluation rubric are presented to teachers multiple times throughout the year to ensure a clear understanding of these expectations.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.D.3]</b></p> <p><b>Lesson plans</b>  <b>Curriculum maps/pacing tallies</b>  <b>Data meeting sign in sheets</b>  <b>Pre/post test data</b>  <b>Teacher block reflection form</b>  <b>Classroom observation walkthrough summary</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers complete a block reflection form to analyze scores, student surveys and grades to determine areas of need and set goals.</li> <li>• To ensure that all grade-level standards are taught to mastery within the year, teachers give formative assessments after each unit to check for student proficiency.</li> <li>• A pre and post-test is given in each class that addresses the standards that are covered on curriculum maps. This data is reviewed in data meetings to ensure that students meet the standards in all core classes.</li> <li>• Classroom observations take place daily in which administration ensures that the standards addressed on lesson plans are being taught in the classrooms in an engaging way.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.E.1]</b></p> <p><b>PD calendars and invoices</b>  <b>PLC workgroup agendas</b>  <b>Curriculum maps</b>  <b>Pacing tallies</b>  <b>Lesson plans</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• All curriculum maps state each CCRS that is being addressed by every day’s activity. All lesson plans are required to have articulated CCRSs stated at the top of the plan, and those CCRSs are to be aligned to the pacing of the curriculum map as closely as possible.</li> <li>• Additionally, PLC Workgroup Teams of master-level content teachers work collaboratively to design and share rich, standards-aligned instructional tools to support the curriculum maps.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.E.2]</b></p> <p><b>Curriculum maps</b>  <b>Daily lesson plans</b>  <b>Lesson plan feedback log</b>  <b>Emails</b>  <b>Pacing tallies</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• When adopting and/or revising curriculum, the curriculum coach and administration monitor and evaluate changes by reviewing lesson plans and curriculum maps on a weekly basis. Lesson plans are reviewed and compared to the curriculum map. Feedback is given to teachers if any changes are necessary. Tally marks are used on all curriculum maps to ensure that standards are covered in all subject areas and grade levels.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.F.1]</b></p> <p>Lesson Plan Submission and Feedback Log Cognitive Coaching documentation Galileo data State Tutoring Grant tutoring logs Flex reports in Schoolmaster Read 180 data Data Meeting agenda Lesson plan submission and feedback log Walkthrough Observation Data AZELLA data State tutor grant tutoring logs Flex Reports in schoolmaster Lesson plan submission and feedback log Walkthrough Observation Data Cognitive coaching documentation State tutor grant tutoring logs Flex reports in schoolmaster SPED communication Lesson plan submission and feedback log walkthrough observation data cognitive coaching documentation State tutor grant tutoring logs Flex reports in schoolmaster SPED services logs Read 180</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Intervention groups are created in Galileo to track improvement on standards based assessment.</li> <li>• Students are provided additional support by the classroom teacher and a Title 1 paraprofessional.</li> <li>• Individual Language Learning Plans are created and updated quarterly to differentiate the curriculum for ELLS.</li> <li>• FRL students create individual goals to improve mastery of grade-level standards.</li> <li>• Individual Education Plans document the learning accommodations for students with disabilities.</li> <li>• The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide differentiates and skill-based services.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Sun Valley High School  
 School Name: Sun Valley High School

Site Visit Date: February 11, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[A.A.1]</b> TLG secondary assessment flow chart HS assessment cycle	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating assessment tools.  <b>The documents provided demonstrate evidence of the following:</b> <ul style="list-style-type: none"> <li>Galileo is a valid and reliable assessments.</li> <li>Galileo produced standards-based reporting by teacher, class, and student through a comprehensive database.</li> <li>Benchmarks provide normed-growth data that evidences how students are improving.</li> </ul>	
	<b>Final Evaluation:</b> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <span style="float: right;"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</span>	
<b>[A.A.2]</b> Lesson plans Curriculum maps PLC sign in sheets PLC agendas Benchmark scores Pre/Post-test growth Galileo blueprints Curriculum map standards tallies Data meeting sign in sheets	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how assessments are aligned to the curriculum.  <b>The documents provided demonstrate evidence of the following:</b> <ul style="list-style-type: none"> <li>The assessment system is aligned to the curriculum based on the correlation of state standards.</li> <li>PLC groups meet to determine alignment of assessment to the curriculum.</li> <li>Benchmark data further ensures alignment of assessments to instruction and mastery of standards.</li> </ul>	
	<b>Final Evaluation:</b> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <span style="float: right;"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</span>	

<p><b>[A.A.3]</b>  Lesson plans/Rtl section of plans  Lesson plan rubric  Curriculum maps  Galileo blueprints  Galileo reports  Curriculum map standards tallies</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Correlation of state standards, CCRS standards, and objectives</li> <li>• Teachers align their instruction to the curriculum map to include specific instruction and methodology and then ensure that the exams are aligned to the curriculum maps and standards on the standards aligned assessments.</li> <li>• Data is reviewed to ensure further alignment</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p><b>[A.B.1]</b>  Galileo reports  Tutoring schedule  State tutoring grant tutoring logs  Flex reports in Schoolmaster  Read 180  Credit and grade level reports in schoolmaster  ELL census report  Tutoring sign in sheets  State tutor grant tutoring logs  Flex reports in Schoolmaster  Galileo reports  State tutor grant logs  Flex reports in schoolmaster  Read 180 data  Galileo reports  State tutor grant tutoring logs  Flex reports in schoolmaster  Read 180 logs</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Intervention groups are created in Galileo to track improvement on standards based assessment.</li> <li>• Students create individual goals to improve mastery of grade-level standards. Students use multiple assessments to track their learning goals.</li> <li>• After each quarterly assessment or benchmark, Attachment B (of the ILLP) is updated to track student progress.</li> <li>• The teachers collaborate with site Special Education Coordinator and Special Education teacher to provide assessments that adhere to the differentiated and skill-based services.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[A.C.1]</b>          TLG secondary assessment flow chart          Documentation for data meetings          Cognitive coaching data meeting documentation          PD calendar</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for collecting and analyzing assessment data.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers and administration meet to analyze the data, evaluate current practices and instruction, determine interventions/enrichment needs, and align maps and lesson plans to support the data</li> <li>• Administration, teachers, and paraprofessionals leverage Galileo growth and achievement reports to measure how students on the campus are growing compared to students across the state</li> <li>• Data is analyzed during staff meetings, instructional coach sessions, and teacher evaluation meetings</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.C.2]</b>          TLG assessment flow chart          Data meeting notes          Coach activity log          HS assessment cycle</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Analysis of assessment data is conducted and reviewed by administrators and department PLCs to support changes in sequencing and/or prioritizing of standards within the curriculum and instructional strategies and activities.</li> <li>• The analysis will determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[A.C.3]</b>          TLG assessment flow chart          Data meeting notes          Coach activity log          HS assessment cycle</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery</li> <li>• The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: ACSF dba Sun Valley High School  
 School Name: Sun Valley High School  
 Site Visit Date: February 11, 2016

Required for: Renewal  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[M.MI.1]</b></p> <p>Pre/post conference            Documentation for Cognitive Coaching Sessions            Video Coaching Sessions            Walkthrough Data            Agendas for Professional Development            Lesson Plan Submission and Feedback Documentation            Lesson Plan Template            lesson Plan Rubric            Curriculum Maps</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Teachers are observed regularly to analyze the alignment of ACCRS curriculum with fidelity.</li> <li>Data is collected, analyzed and documented to determine alignment between standards, objectives, instruction, assessment and materials.</li> <li>Teachers are provided with Cognitive Coaching sessions, video coaching sessions, feedback on walk-throughs and professional development to ensure fidelity of instruction to the curriculum as determined by ACCRS. Curriculum coaches provide the teachers with coaching and professional development to ensure that instruction is aligned to the standards and effective.</li> <li>Teachers use RTI portion of lesson plans on a daily basis to ensure that teachers are meeting the needs of the students in each subgroup and differentiating instruction. These planned strategies are checked using the lesson plan rubric and feedback is given to teachers as needed.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p><b>[M.MI.2]</b></p> <p>Galileo Data            AIMS Data            AZMerit Data            TLG Teacher Evaluation            Data Meetings</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Students are assessed on a regular basis to ensure growth on grade-level standards and teacher effectiveness is analyzed against class and student data. The relationship between effectiveness of instruction as measured by the Leona Teacher Evaluation Tool and student achievement on various assessments, including AIMS, AZELLA, and Galileo Benchmarks and Pre-Post Tests is analyzed.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p><b>[M.B.1]</b></p> <p>Individual teacher goals Cognitive coaching documentation Walkthrough data lesson plan submission and feedback documentation Leona teacher evaluation tool Leona teacher evaluation rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers are evaluated twice a year during their first year of employment and once a year every year after that using the CMO’s evaluation template that is aligned to Danielson, Marzano, and InTASC standards.</li> <li>• Student achievement and teacher performance data is being constantly collected and analyzed.</li> <li>• Leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice ions and provide evidence.</li> <li>• Teachers are observed and guided in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. These goals are supported throughout the year through instructional coaching and professional development to increase overall teacher effectiveness.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.2]</b></p> <p>Individual teacher goals Cognitive coaching documentation Walkthrough data Lesson plan submission and feedback documentation Leona teacher evaluation tool Leona teacher evaluation rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to identify the quality of instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The evaluation itself evidences and measures: student engagement, rigor and relevance of written plans and delivery, effective delivery, data use to drive instruction, professional collaboration, physical learning environment, emotional learning environment, focus on learning, special education service, ELL service, professionalism, and support of the school’s mission/vision.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.B.3]</b></p> <p>Coach activity log Individual teacher goals Teacher evaluation tool PD Needs Survey Climate and Culture Survey</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Observations, evaluations and coaching time is used to gather data on teacher performances and set goals. The goals selected have an articulated alignment to a specific instructional area of the evaluation with a lower evaluation score or a highly significant impact size.</li> <li>• These goals are then tracked on the Coach Activity Log, and the support strategies are identified and documented to support the teacher in achieving the stated goals.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.C.1]</b></p> <p><b>Lesson plan submission and feedback form</b> <b>Professional development plan</b> <b>Galileo reports</b> <b>lesson plan template</b> <b>Walkthroughs</b> <b>Lesson plan submission and feedback form</b> <b>Professional development plan</b> <b>Galileo reports</b> <b>Lesson plan submission and feedback form</b> <b>Galileo reports</b> <b>PD survey results</b> <b>Site PD calendar</b> <b>TLG PD calendar</b> <b>SPED census and related documentation</b> <b>PD survey results</b> <b>Site PD calendar</b> <b>TLG PD calendar</b> <b>Galileo reports</b></p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Lesson plans are monitored to ensure that they include differentiated instruction for all four subgroups.</li> <li>• Feedback on lesson plans is given to teachers regarding subgroups.</li> <li>• Site special education coordinator also works collaboratively with the teachers and administration to ensure that written plans incorporate appropriate modifications and accommodations as outlined in IEPs and 504 Plans.</li> </ul> <p><b>Final Evaluation:</b></p>		

<p><b>[M.D.1]</b></p> <p><b>Leona teacher evaluation tool</b>  <b>Coach activity log</b>  <b>Data review meeting documentation</b>  <b>Corrective action documentation</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Feedback during the formal evaluation sessions is in writing. So long as the teacher’s performance is satisfactory, the teachers work through the Coaching Model to grow and improve. In this model, each teacher is provided with a variety of instructional support tools: instructional coaching, team teaching, co-planning, cognitive coaching, peer observations, and data dialogues.</li> <li>• If a teacher has an area of the evaluation that falls below satisfactory, the leader engages the teacher in a formal, written corrective action process that provides support and documents improvements to satisfactory levels.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.D.2]</b></p> <p><b>Walkthrough data</b>  <b>Pre/Post Data data</b>  <b>Survey data</b>  <b>Lesson plan submission and feedback form</b>  <b>Teacher goals listed on coach activity log</b>  <b>SVHS block reflection logs</b>  <b>Teacher evaluation tool and rubric</b>  <b>Corrective action documentation</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal setting and goal accomplishments are tracked each block on the Coach Activity Logs and feed into the formal evaluation process.</li> <li>• Leadership uses this information to drive personalized professional development efforts and school-wide professional development endeavors, in conjunction with student achievement data and student/teacher/parent survey data and classroom walkthrough data.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Sun Valley High School  
 School Name: Sun Valley High School

Site Visit Date: February 11, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
<p><b>[P.A.1]</b>            Site based PLC meeting agendas            CMO content PLC agendas and sign in sheets            Cognitive coaching documentation            PD survey results            Site PD calendar            TLG PD calendar            School leader and instructional coach PD documentation            New teacher academy documentation            Conference attendance records</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Job-embedded coaching is provided that is aligned to each educator’s professional goals that use a variety of strategies</li> <li>• Site professional development sessions are offered that align to each area of the teacher evaluation tool</li> <li>• Meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students</li> <li>• Professional development sessions align to each area of the teacher evaluation tools, including:               <ul style="list-style-type: none"> <li>○ New Teacher Academy</li> <li>○ Instructional Coach PLCs</li> <li>○ School Leader PLCs</li> <li>○ Content PLCs</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </div> <div style="width: 45%;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </div> </div>

<p><b>[P.A.2]</b>          Individual teacher goals          Cognitive coaching          documentation          Data review meeting          documentation          TLG professional development          cycle          Survey Documentation</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• PD plan aligns with the learning needs of instructional staff by prioritizing meeting topics based on the staff professional development needs survey and results</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.A.3]</b>          TLG professional development          cycle          Survey documentation          Lesson plan submission and          feedback          Walkthrough data          Benchmark Assessment data          Professional expectations          documentation</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.B.1]</b>  PMP documentation  TLG professional development cycle  Data meeting documentation  Lesson plan template  PD agendas  Sign in sheets  TLG PD Screen Shots</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The leadership team meets to review the disaggregated results of the state assessment.</li> <li>• The leadership team will determine which pieces of the plan need to be maintained and what additional pieces need to be added to expand student academic achievement in the upcoming year.</li> <li>• Specific discussions and professional development focus on meeting the needs of ELL students.</li> <li>• The CMO’s Director of Exceptional Student Services assists the campus with ensuring that professional development efforts are in place to support growth and achievement for all students with IEPs or 504 plans.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.C.1]</b>  Cognitive coaching documentation  Walkthrough data  Observation documentation  QSI website resources  Lesson plan submission and feedback log</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers will be observed to gain evidence on its effectiveness within their classrooms</li> <li>• All teachers receive job-embedded coaching to help them implement new strategies gleaned in professional development sessions. This may be composed of cognitive coaching, instructional coaching, team teaching, or clinical supervision.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[P.C.2]</b>          Budget allocations for professional development          Professional development plan/schedule          Sign in sheets          PD agendas</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school earmarks both Title 1 and general fund resources to ensure that the necessary resources for implementation are available.</li> <li>• Coaching allows the Charter Holder to determine what staff needs for implementation.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.1]</b>          Walkthrough data          Lesson plan feedback documentation          Coach activity log          Observation documentation          Leona teacher evaluation tool/rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrative review of lesson plans, live classroom walkthroughs, instructional coaching activity logs, and teacher goal completion tracking all culminate to help the school leader determine the implementation success of professional development activities.</li> <li>• The goal review process is used to identify areas of professional growth.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.D.2]</b>  Lesson plan feedback log  Coach activity log  Cognitive coaching documentation  Walkthrough data  Meeting agendas  Leona teacher evaluation tool</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Data collected will determine if the strategy is properly implemented and followed, and administration and teachers work collaboratively to analyze the data and determine next steps necessary to assist with effective implementation.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> 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 SUBMISSION**



**DEMONSTRATION OF SUFFICIENT PROGRESS REPORT**

CHARTER INFORMATION			
<b>Charter Holder Name</b>	<b>American Charter Schools dba Sun Valley High School</b>	<b>Schools</b>	<b>Sun Valley High School</b>
<b>Charter Holder Entity ID</b>	<b>79877</b>	<b>Dashboard Year</b>	<b>FY16</b>
<b>Submission Date</b>	<b>01/9/2015</b>	<b>Purpose of DSP Submission</b>	<b>Renewal</b>

**DSP 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.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP 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 the data 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: _____			
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)	Choose an item.	Choose an item.	Choose an item.
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Choose an item.	Choose an item.	Choose an item.
Improvement—Math (Alternative High Schools Only)	Does Not Meet	Does Not Meet	Yes
Improvement—Reading (Alternative High Schools Only)	Does Not Meet	Does Not Meet	Yes
Percent Passing—Math	Does Not Meet	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	Does Not Meet	Does Not Meet	Yes
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)	Meets	Meets	No
Academic Persistence (Alternative Schools Only)	Meets	Meets	No

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
<b>Internal Benchmarking data</b> has been disaggregated for <b>READING</b> from:	<b>Galileo</b>	<b>Benchmark tests are given and the scores are analyzed in the fall, winter,</b>



		and spring.
<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	Galileo	Benchmark tests are given and the scores are analyzed in the fall, winter, and spring.
<b>High School Graduation Rate</b>	N/A	
<b>Academic Persistence</b>	N/A	

**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.

The Charter Holder knows that the data described above is valid and reliable for a variety of reasons. First, the school has clear testing protocols in place for all testing to ensure that the testing environment yields authentic results. Second, the CMO provides structured training for testing coordinators and school leaders to ensure that all protocols are met for the testing administration as outlined by ATI, Pearson, and ADE. Third, ATI, Pearson, and ADE have provided evidence of validity and reliability as third-party assessment vendors. ATI uses IRT (Item Response Theory) to ensure validity and reliability. Pearson and ADE presented reliability and validity evidence to the Arizona State Board of Education sufficient to have the AIMS and AZELLA tests selected for all children in Arizona. The data provided from both the AIMS assessment and ATI-Galileo provides large comparison samples because each tool is used by many schools within Arizona to evaluate their students’ growth and achievement. Finally, the school uses the STAR placement test from Renaissance Learning to capture GLE levels of math and reading for incoming underclassmen.

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)— <b>Math</b>	<ul style="list-style-type: none"> <li>• Galileo Math Combo and Algebra growth charts #1-#2, and #1 - #3 compared in 2013 and 2014.</li> </ul>	<b>Analysis:</b> When comparing AIMS math testing both years, we observed that our typical growth increased and our



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- AIMS test scores in 2013 and 2014. low growth decreased from spring 2013 to spring 2014. An increase was noted in the AIMS SGP in math from 25.5% to 38%.

There was an increase of growth by 14% on the Math combo benchmark from 2013-2014 with 53% showing high growth in 2013 to 67% showing high growth in 2014.

**Conclusion:** The school has demonstrated comparative, year-over-year SGP math improvement on the Math combo test between 2013-2014 through ATI-Galileo.

**And so we** will continue to utilize our paraprofessional for remediation, offer workshops that are mandatory for low growth/achievement students, and use engagement strategies to increase learning in all classrooms.

We will also continue to follow our CMO's systems for curriculum & instruction and assessment to ensure that we are analyzing student data to drive our classroom and programmatic interventions and enrichments.

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Student Median Growth Percentile (SGP)—**Reading**

- AIMS SGP data from ADE for FAY 10<sup>th</sup> graders
- Growth charts from the Galileo ELA 10 bench mark tests from the 2013-2015 school years.

**Analysis:** It is important to note that although SVHS did not meet the board's expectations in 2013, we did meet expectations for the 2014 dashboard. There was an increase in the SGP in AIMS reading from 31% to 43%. Also, in reviewing AIMS SGP data for 10<sup>th</sup> graders, we found that our above typical growth increased and our low growth decreased from 37% to 60% for a 23% improvement from spring 2013 to spring 2014.

Comparative data between the data generated by the CBAS 10<sup>th</sup> grade ELA



results 2013-14 and 2014-15 show that SVHS reduced the percentage of below typical growth students and increased data distribution toward typical growth. These CBAS 10 growth charts show growth both within and across the 2013-14 and 2014-15 school years. In 2013-14, 41% of students achieved above-typical growth between the August and December administrations, and this number increased to 54% between the August and March administrations (a 13% improvement). In 2014-15, 58% of students achieved above-typical growth between the August and December administrations, and this number increased to 74% between the August and March administrations (a 16% improvement). Across the years, above-typical growth increased 17% between the August and December administrations and 20% between the August and March administrations.

**Conclusion:** In 2014, 74% of our students show above typical growth on the reading benchmark. This demonstrates that SVHS has demonstrated comparative, year-over-year SGP reading improvement from 2013-2014 through ATI-Galileo.

**And so we** will continue to utilize our paraprofessional for remediation, offer workshops that are mandatory for low growth/achievement students, and use ThinkCERCA to develop student reading skills in all 9/10 English classes.

We will also continue to follow our CMO's systems for curriculum & instruction and assessment to ensure that we are analyzing student data to drive our classroom and programmatic

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interventions and enrichments.

**Analysis:** Galileo math growth score reports from ATI show that there is an increase in students showing high achievement between 2013 and 2014 on the CBAS Math Combo test. In 2013 from August to December, 22% of the students showed high achievement; this grew to 33% in 2014 from August to December. From December to March of 2013, 21% showed high achievement' in 2014, from December to March that number increased to 42% showing high achievement. These are net growth increases of 11% and 21% respectively. Because student names accompany the data determinations, these reports tell us exactly which students we need to focus on for achievement.

The ADE improvement point charts for 2012, 2013, and 2014 delineate improvement points for our students who retake AIMS. The fall to spring category shows more improvement because these students are with us longer and we have more time to work with them and get them to improve. Showing growth from spring to fall is difficult because we've only had many of these students for 7 weeks or less. These charts do not show the improvement within a performance category, and this is data that we track internally to substantiate student growth.

**Conclusion:** The school has demonstrated comparative, year-over-year SGP math improvement from 2013-2014, with 42% showing growth on the Math Combo test through ATI-Galileo.

Student Median Growth Percentile (SGP) Bottom 25%/Improvement—**Math**

- Growth score reports from Galileo CBAS Math combo were compared from 2013 to 2015
- Improvement charts from ADE



**And so we** will continue to utilize our paraprofessional for remediation, offer workshops that are mandatory for low growth/achievement students, and use engagement strategies to increase learning in all classrooms.

We will also continue to follow our CMO's systems for curriculum & instruction and assessment to ensure that we are analyzing student data to drive our classroom and programmatic interventions and enrichments.

**Analysis:** As we compared AIMS reading scores for 11/12<sup>th</sup> grade students from spring 2014 to fall 2014, we found that scores have improved between the two test dates. The % of students who met has increased from spring to fall.

	Spring 2014	Fall 2014
Meets	30%	38%
Approach	63%	54%
FFB	6%	8%

Student Median Growth Percentile (SGP) Bottom 25%/Improvement—  
**Reading**

- AIMS score reports were compared from 2013 to 2014
- Improvement charts from ADE.
- CBAS ELA 10 Benchmark data

The ADE improvement point charts for 2012, 2013, and 2014 delineate improvement points for our students who retake AIMS. The fall to spring category shows more improvement because these students are with us longer and we have more time to work with them and get them to improve. Showing growth from spring to fall is difficult because we've only had many of these students for 7 weeks or less. These charts do not show the improvement within a performance category, and this is data that we track internally to substantiate student growth.

Student achievement increased on the CBAS ELA 10 benchmark from 2013 to 2014 by 20%, with 54% meeting the growth target in 2013 and 74% meeting



the growth target in 2014.

**Conclusion:** Year-over-year, comparative improvement has been made in AIMS reading test scores from the spring of 2014 and fall of 2014. Student achievement has increased on the CBAS ELA 10 test by 20% from 2013-2014.

**And so we,** now that AIMS is no longer in effect, we are putting our focus on preparing students for AzMERIT by offering workshops, utilizing a paraprofessional to support remediation, and using ThinkCERCA in all 9/10 classes.

We will continue to follow our CMO's systems for curriculum & instruction and assessment to ensure that we are analyzing student data to drive our classroom and programmatic interventions and enrichments.

**Analysis:** When comparing AIMS Math in 2013 and 2014, we observed that our FAY pass rates increased by 12% from 2013 to 2014. We attribute this to math workshops and mandatory tutoring of students who showed low growth and low achievement on our Galileo growth and achievement reports.

In 2014, 42% of our students showed high achievement on the Math Combo test. 34% of our Algebra students were proficient on CBAS Algebra test #2. 13% were proficient on test #3. Sun Valley operates as a credit recovery school and we offer Algebra 1 all year long. New students are enrolled in Algebra throughout the year, and all of these entry level students take the benchmark even though they have not completed Algebra sequence. This can explain the low growth/achievement results on the benchmark tests. For the 2016 school

Percent Passing—Math

- AIMS scores from FAY 10<sup>th</sup> grade students
- Benchmark data from CBAS Math combo test in 2013 and 2014
- Benchmark data from CBAS Algebra 1 test in 2014.



year we anticipate much better results. For our 1<sup>st</sup> benchmark test, 67% of our Algebra students are proficient, while 4% exceeded. Only 13% of our students fell far below expectations and 25% approached.

**Conclusion:** While our AIMS pass rates did improve between 2013 and 2014, a continued proficiency focus is necessary on the revised Galileo benchmark tests. The first benchmark test for 2016 school year give us hope, with 71% of our students meeting or exceeding.

**And so we** will continue to utilize our paraprofessional for remediation, offer workshops that are mandatory for low growth/achievement students, and use engaging math resources to increase student learning. As soon as our first growth and achievement reports are available we will be able to target low achieving students and provide them with appropriate remediation. We also will continue to offer a part-time math instructional coach to our small department of five math teachers. This master-level content expert supports teachers as they incorporate instructional strategies and data use into their practices to boost proficiency.

	Spring 2013 FAY	Spring 2014 FAY
Math AIMS	20% meets	32% meets

Percent Passing—**Reading**

- AIMS scores from FAY 10<sup>th</sup> grade students
- Benchmark data for ELA 10 from 2013-2015

**Analysis:** Our percent passing for reading fell from 55% to 47.8% on the dashboard (which was exclusively based on AIMS). That said, Sun Valley High School has seen an increase of 35% in achievement on the CBAS ELA 10 benchmark test from the 2013 August to March benchmark to the 2014 August to March benchmark. In 2013, 54% of our 10th grade students showed high achievement while 89% showed



high achievement in 2014. We attribute this to implementation of ThinkCerca, use of paraprofessionals, and the diligence paid to data collection and the use of this data to differentiate instruction in the ELA 10th grade classrooms. Because student names accompany the data determinations, these reports tell us exactly which students are prepared to pass the reading test, and which students need additional remediation.

**Conclusion:** The school has demonstrated year-over-year, comparative improvement of achievement by 35% on the CBAS ELA 10 benchmark from 2013-2014 and 2014-15 through ATI-Galileo.

**And so we,** will continue offering workshops, utilizing a paraprofessional to support remediation, and using ThinkCERCA in all 9/10 classes.

**Analysis:** According to our records, we had no FAY 10<sup>th</sup> grade ELL students in 2013 or 2014. Our overall ELL population is extremely low, SHVS had 17 ELL students enrolled in the entire school in both 2013 and only 4 in 2014. In 2013, all but two of the students were 11<sup>th</sup>/12<sup>th</sup> graders who would not have taken a 10<sup>th</sup> grade benchmark, and the 2 10<sup>th</sup> graders enrolled after the testing window.

**Conclusion:** Because of the extremely small and volatile number of ELL students in the school and their status as upperclassmen, we do not have Algebra data to analyze.

**And so we:**  
Should we have underclassmen ELL

Subgroup, ELL—**Math**

- AIMS scores from ELL students
- SchoolMaster ELL population report



	<p>students enroll in our school, we will be prepared to serve their needs with our ILLP system as we do with our upperclassmen ELLs. Also, we have the support of our CMO's Director of English Language Acquisition Services should we need assistance in serving our ELL students.</p>
<p>Subgroup, ELL—<b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ AIMS scores from ELL students</li> <li>▪ SchoolMaster ELL population report</li> </ul>	<p><b>Analysis:</b> According to our records, we had no FAY 10<sup>th</sup> grade ELL students in 2013 or 2014. Our overall ELL population is extremely low, SHVS had 17 ELL students enrolled in the entire school in both 2013 and only 4 in 2014. In 2013, all but two of the students were 11<sup>th</sup>/12<sup>th</sup> graders who would not have taken a 10<sup>th</sup> grade benchmark, and the 2 10<sup>th</sup> graders enrolled after the testing window.</p> <p><b>Conclusion:</b> Because of the extremely small and volatile number of ELL students in the school and their status as upperclassmen, we do not have ELA 10 data to analyze.</p> <p><b>And so we:</b> Should we have underclassmen ELL students enroll in our school, we will be prepared to serve their needs with our ILLP system as we do with our upperclassmen ELLs. Also, we have the support of our CMO's Director of English Language Acquisition Services should we need assistance in serving our ELL students.</p>
<p>Subgroup, FRL—<b>Math</b></p> <ul style="list-style-type: none"> <li>▪ Growth and achievement charts from 2013 and 2014 are filtered by FRL and reviewed at whole staff meetings throughout the year.</li> </ul>	<p><b>Analysis:</b> Each year, SVHS has an incredibly high FRL population (86% average*) on our campus that makes the overall cohort achievement and FRL achievement lists look nearly identical.</p> <p>We filter our growth and achievement charts for Title I students in order to</p>



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track individual student growth for Math. We use this data to remediate and enrich curriculum as need

\*This percentage does not include students who are 18 years of age and older, and this year we have had 542 students enroll who are in this age group. If these students were included, we believe that our percentage would be much higher. Our math data is not as encouraging, with only 13% passing Algebra benchmark at the end of the year. We lost many students between benchmark #2 and #3 due to the transient population so we feel this data is not accurate.

**Conclusion:** We will continue to filter our growth and achievement reports to identify low growth and achieving students in an effort to ensure they are meeting the standards.

**And so we** will continue to offer workshops, tutoring and differentiation in the classroom to support these students. The math coach is also working very closely with our math teachers to ensure that they are using strategies in the classroom to support all students.

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Subgroup, FRL—**Reading**

- Growth and achievement charts are filtered by FRL and reviewed at whole staff meetings throughout the year.

**Analysis:** Each year, SVHS has an incredibly high FRL population (86% average\*) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical.

We filter our growth and achievement charts for Title I students in order to track individual student growth for Reading. We use this data to remediate and enrich curriculum as need.

\*This percentage does not include students who are 18 years of age and

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older, and this year we have had 542 students enroll who are in this age group. If these students were included, we believe that our percentage would be much higher.

That being said, our achievement for these students in Reading was an 86% at the end of the year. This grew from the semester achievement which was 79%.

**Conclusion:** These scores show that our students are showing growth and achievement in reading between benchmark #1, #2, and #3.

**And so we** will continue using ThinkCERCA in English classrooms, as well as providing remediation and workshops to our students.

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**Analysis:** Our 10<sup>th</sup> FAY 2014 SPED subgroup consisted of only two students, with one of them scoring FFB in math, and another scoring meets. The student who passed is categorized as hearing impaired. The student who fell far below is categorized as SLD in reading and math.

Our 10<sup>th</sup> FAY 2013 SPED subgroup consisted of three students. In 2013, the SPED students were categorized as SLD in math and reading. All 3 scored FFB in math.

We use growth and achievement charts to track individual student growth and to provide remediation and enrichment. (see chart #12)

**Conclusion:** Growth was made year over year on the AIMS exams for our small population of SPED students.

**And so we** will continue providing services to our sped students that will help them master the standards and

Subgroup, students with disabilities—**Math**

- Growth and achievement charts from 2013-2014 are filtered by SpEd and reviewed at whole staff meetings throughout the year.



meet their IEP goals. Our special education coordinator and special education paraprofessional will work with these students in small groups and individually to ensure that they do not fall behind.

Performance	2013	2014
Meets	0	1
Approaches	0	0
FFB	3	1

Our 10<sup>th</sup> FAY 2014 SPED subgroup consisted of only two students, with both students approaching in reading. Student #1 is categorized as hearing impaired and Student #2 is SLD in reading and math. Both students were placed in Read 180 in addition to a grade level ELA class and showed growth on the Scholastic Reading Inventory (SRI). Of the seven SPED students who took all three benchmarks for reading, 4 of them met by the end of the school year.

Subgroup, students with disabilities—**Reading**

- Growth and achievement charts from 2013 and 2014 are filtered by SpEd and reviewed at whole staff meetings throughout the year.

**Conclusion:** While these students have basic reading levels, 57% were able to pass our benchmark by year end.

**And so we** will continue providing services to our sped students that will help them master the standards and meet their IEP goals. Our special education coordinator and special education paraprofessional will work with these students in small groups and individually to ensure that they do not fall behind.

	Initial SRI score/proficiency	Ending SRI score/GL
Student #1	854/basic	929/basic
Student #2	184/below basic	298/below basic

2012



Improvement Points		
Spring to Fall Improvement	Students Earned	40
	Students Eligible	124
	Percent Improvement	32 %
Fall to Spring Improvement	Students Earned	52
	Students Eligible	196
	Percent Improvement	27 %
Spring to Spring Improvement	Students Earned	
	Students Eligible	
	Percent Improvement	0 %
Total Improvements Points		32

2013

Improvement Points		
Spring to Fall Improvement	Students Earned	53
	Students Eligible	149
	Percent Improvement	36 %
Fall to Spring Improvement	Students Earned	36
	Students Eligible	143
	Percent Improvement	25 %
Spring to Spring Improvement	Students Earned	0
	Students Eligible	0
	Percent Improvement	0 %
Total Improvements Points		30

2014

Improvement Points		
Spring to Fall Improvement	Students Earned	47
	Students Eligible	195
	Percent Improvement	24 %
Fall to Spring Improvement	Students Earned	66
	Students Eligible	204
	Percent Improvement	32 %
Spring to Spring Improvement	Students Earned	0
	Students Eligible	0
	Percent Improvement	0 %
Total Improvements Points		28

**AREA II: CURRICULUM**

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

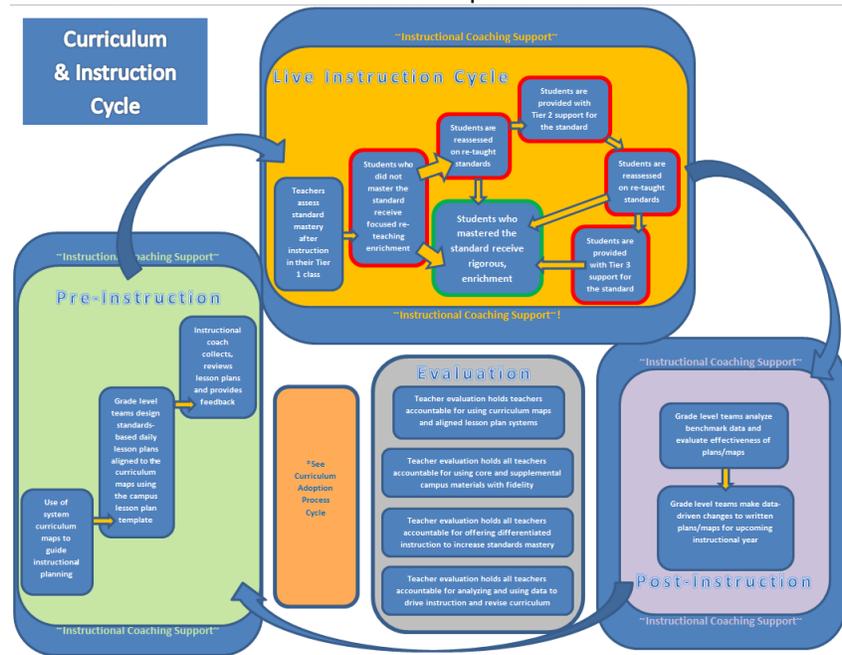
**A. Evaluating Curriculum**

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



Answer

Sun Valley High School follows the CMO's system for Curriculum and Instruction. Teachers use standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps. Instructional staff utilizes the campus lesson plan template. The instructional coach collects and reviews lesson plans and provides feedback and provides instructional coaching support. Teachers assess standard mastery after instruction to determine the course of action: re-teach or enrichment. After instruction concludes, the teacher plans for any needed additional support. At the end of the term, the teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth. Using an analysis of this data, the teacher makes necessary adjustments to pacing and instruction for subsequent terms. At the end of the year, the teachers and leadership team evaluate state testing growth and achievement results to evaluate the effectiveness of the curriculum. If they deem it necessary, they may initiate the curriculum adoption cycle. We evaluate how effectively the curriculum enables students to meet the standards by utilizing the following tools: District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, AIMS testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.



Documentation

- Curriculum and Instruction Cycle
- Lesson plans and lesson plan feedback
- Curriculum maps
- Data review documentation (AIMS, Galileo benchmark, Galileo Pre/Post, AZELLA, Galileo Class Dev Profile Grids)



**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**

Teachers use standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps. Instructional staff utilizes the campus lesson plan template. The instructional coach collects and reviews lesson plans and provides feedback and provides instructional coaching support. Teachers assess standard mastery after instruction to determine the course of action: re-teach or enrichment. After instruction concludes, the teacher plans for any needed additional support. At the end of the term, the teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth. Using an analysis of this data, the teacher makes necessary adjustments to pacing and instruction for subsequent terms. We evaluate how effectively the curriculum enables students to meet the standards by utilizing the following tools: District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, AIMS testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.

**Documentation**

- Curriculum and Instruction Cycle
- Lesson plans and lesson plan feedback
- Curriculum maps
- Data review documentation (AIMS, Galileo benchmark, Galileo Pre/Post, AZELLA, Galileo Class Dev Profile Grids)

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

**Answer**

The instructional coach/school leader ensures that all teachers are planning their instruction off of the CMO's CCRS-aligned curriculum maps. They keep a Lesson Plan Submission and Feedback Log to evidence that written plans are submitted before instruction and that they are aligned to the maps. Leadership uses a lesson plan rubric to provide meaningful feedback about lesson plan quality to all teachers.

The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term's curriculum map. Using these tallies in conjunction with student data, content workgroup PLCs are able to make modifications to curriculum maps at the end of each year to address any gaps.

**Documentation**

- Lesson Plan Submission and Feedback Log
- Curriculum Maps
- Galileo data including Class Dev Profile Grid



**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 or revising curriculum has always included a wide variety of stakeholders. This includes the school’s leadership committee, which is composed of teachers, support staff, and administrative leadership. External stakeholders are also included in the process, which typically incorporates the Director of QSI, VP of Academic Services for the CMO, curriculum coaches from other Leona campuses, external experts in content and instruction, and product vendors. In the past year, the process has become more formalized, so future adoptions will use a rubric. During the summer, a needs assessment is completed by the school’s leadership committee. If the needs assessment indicates that a curriculum adoption and/or revision are necessary, the committee begins collaborating with internal and external experts to analyze the data findings of the leadership committee and clearly articulate unmet needs.

**Documentation**

- Focus Schools survey
- EOY data for both AzMERIT and Galileo

**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**

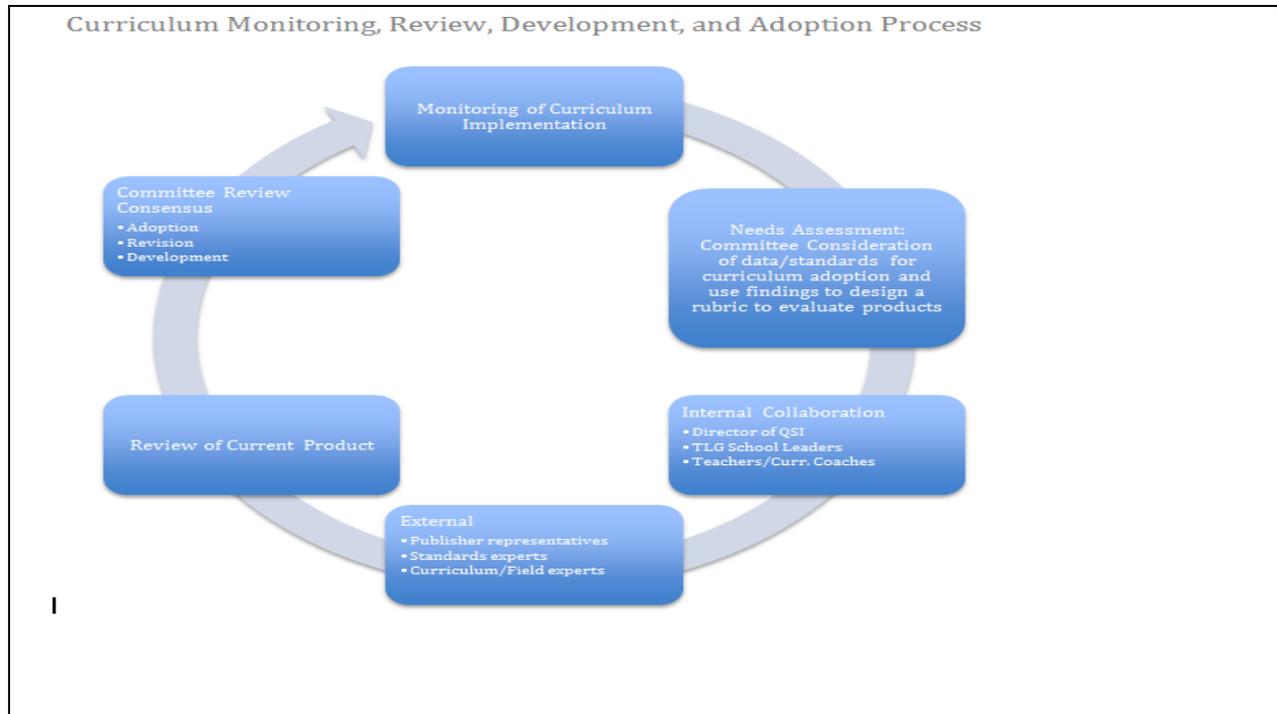
Using needs criteria, the stakeholders then vet potential curriculum materials to evaluate how they would better address unmet instructional needs. The committee has always used criteria to evaluate each option and come to consensus, although that process has formalized so that future adoptions use and record clear rubric results. The school leadership, then, creates the proper environment for training, implementation, and supervision to ensure that the new curriculum is incorporated with fidelity and success.

Sun Valley High School uses the following criteria to evaluate curriculum options to determine what to adopt:

- Aligned to AZCCRS
- Compatible to the school’s technology
- Address school areas of improvement (based on assessment data)
- Research-based
- Cost-effective

To illustrate, due to the transition into new standards, the school has elected to adopt electronic curriculum resources that fit the criteria above instead of choosing from limited textbook options. Most recently, the school adopted ThinkCerca, a blended learning curriculum. A variety of school and corporate stakeholders met to evaluate the curriculum according to criteria. ThinkCerca is research-based and aligned to CCR Standards. It addresses areas of improvement in reading and writing while facilitating remediation and enrichment. ThinkCerca is also compatible with the school’s technology (Chromebooks). Several Leona schools agreed to adopt the curriculum. A state learning grant was applied for and awarded to the schools to purchase the curriculum.





**Documentation**

- Focus Schools Survey
- Think CERCA research documentation

**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 adopting or revising curriculum has always included a wide variety of stakeholders. This includes the school’s leadership committee, which is composed of teachers, support staff, and administrative leadership. External stakeholders are also included in the process, which typically incorporates the Director of QSI, VP of Academic Services for the CMO, curriculum coaches from other Leona campuses, external experts in content and instruction, and product vendors. In the past year, the process has become more formalized, so future adoptions will use a rubric. During the summer, a needs assessment is completed by the school’s leadership committee. If the needs assessment indicates that a curriculum adoption and/or revision are necessary, the committee begins collaborating with internal and external experts to analyze the data findings of the leadership committee and clearly articulate unmet needs. Using needs criteria, the stakeholders then vet potential curriculum materials to evaluate how they would better address unmet instructional needs. The committee has always used criteria to evaluate each option and come to consensus, although that process has formalized so that future adoptions use and record clear rubric results. The school leadership, then, creates the proper environment for training, implementation, and supervision to ensure that the new curriculum is incorporated with fidelity and success.



**Documentation**

- Site PLC meeting agendas
- PD calendar
- Emails

**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**

To revise the curriculum, a team of teachers within the given department and administration collaborate to make changes based on data from formal and informal assessments, as well a recent educational research. This committee will meet multiple times throughout the school year to draft changes. These changes will then be edited by an additional team of teachers and administrators. From there, the curriculum will be shared with the entire department and shared on the designated QSI websites for teacher use.

**Documentation**

- Lesson Plan Submission and Feedback Log
- Curriculum Maps
- Sign in sheets
- Meeting Agendas

**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**

Courses are aligned to the appropriate adopted curriculum maps. This ensures that there is consistency in standards coverage and rigor for all courses, regardless of teacher. Through the lesson plan submission and feedback log, leadership evidences that all teachers are aligning their lesson plans to the standards and maps provided. Daily classroom walkthroughs, formal and informal, by administration validate that the written plans are being executed with fidelity in the classrooms. In their evaluations, teachers are held accountable for adhering to the campus written curriculum maps, submitting and using aligned lesson plans using the campus template, providing differentiated learning opportunities, using classroom data aligned to the RTI model, and engaging in data analysis at the year’s end and participating in collaborative revisions to improve instruction.

**Documentation**

- Lesson Plan Submission and Feedback Log
- Walkthrough Observation Data
- Leona Teacher Evaluation Instrument

**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**

All classrooms are expected to use the single, course content curriculum maps for ELA and Math. These maps were created collaboratively by master-level teachers across Leona high schools and are aligned to the Arizona College and Career Readiness Standards (ACCRS). Pre/Post testing through Galileo for all core content courses creates testing blueprints for all teachers that clearly articulate what standards are going to be assessed at the end of each course and the weighting of the standards on each test. These blueprints clearly communicate the standards expectations for each course and compliment the curriculum maps.

The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map. Using these tallies in conjunction with student data, content workgroup PLC’s are able to make modifications to curriculum maps at the end of each year to address any gaps.

All teachers submit their lesson plans for all courses to the site instructional coach every week. Lesson plans are aligned to curriculum maps to ensure standards are properly being covered. The instructional coach review the lesson plans to ensure that they contain the necessary elements described above and provides feedback on the lessons. The instructional coach also reviews the lessons to identify opportunities to improve general instruction efforts. The curriculum coach conducts regular classroom walk-throughs and provides feedback to ensure that live instruction matches the written lesson plan for the day. Teacher submissions and use of aligned lesson plans and curriculum maps are indicators on every teacher’s formal evaluation.

Teachers are held accountable for consistent use of these tools as part of their formal evaluations. The evaluation tool and articulated evaluation rubric are presented to teachers multiple times throughout the year to ensure a clear understanding of these expectations. As part of the quarterly data meetings with leadership, teachers are informed of their percentage rate of lesson plan submission as well as regularly informed of due dates of weekly lesson plan submissions. Teachers are provided feedback on lesson plans, alignment, and pace of curriculum in cognitive coaching sessions. Teachers are provided feedback on their lessons using a rubric to assess the effectiveness of their lessons in regards to standards and objectives, rigor, bell-to-bell instruction, core instructional plan, assessment, and RTI.

**Documentation**

- Curriculum maps
- Lesson Plan Submission and Feedback Log
  
- Walkthrough Observation Data
- Curriculum maps/Pacing tallies
- Galileo pre/post test data

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**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**

To ensure that all grade-level standards are taught to mastery within the year, teachers give formative assessments after each unit to check for student proficiency. A pre and post test is given in each class that addresses the standards that are covered on curriculum maps. This data is reviewed in data meetings to ensure that students meet the standards in all core classes. Classroom observations take place daily in which administration ensures that the standards addressed on lesson plans are being taught in the classrooms in an engaging way.

**Documentation**

- Lesson plans
- Curriculum maps
- Data meeting sign in sheets
- Pre/post test data
- Teacher course reflection form
- Classroom Observation walkthrough summary

**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 maps state each CCRS that is being addressed by every day’s activity. All lesson plans are required to have articulated CCRSs stated at the top of the plan, and those CCRSs are to be aligned to the pacing of the curriculum map as closely as possible. The curriculum pacing tallies evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map, so they evidence that within a course sequence all standards are presented.

The Leona Group has been working with a variety of external CCRS experts in both ELA and math (Steve Leinwand, Chris Shore, Karim Ani, Dan Meyer, Wendi Anderson). They have leveraged (and continue to leverage) this counsel to ensure that the scope and sequence of curriculum maps align to the standards. Additionally, PLC Workgroup Teams of master-level content teachers work collaboratively to design and share rich, standards-aligned instructional tools to support the curriculum maps. These PLC Workgroups serve as an extra set of eyes to ensure that the standards alignment is in place and that activity and assessments fairly communicate and measure the standards.

**Documentation**

- PD calendars and invoices
- PLC Workgroup agendas
- Curriculum maps
- Pacing tallies
- Lesson plans

**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**

When adopting and/or revising curriculum, the curriculum coach and administration monitor and evaluate changes by reviewing lesson plans and curriculum maps on a weekly basis. Lesson plans are reviewed and compared to the curriculum map. Feedback is given to teachers if any changes are necessary. Tally marks are used on all curriculum maps to ensure that standards are covered in all subject areas and grade levels.

**Documentation**

- Curriculum maps
- Daily lesson plans
- Lesson plan feedback log
- Emails
- Pacing tallies

**F. 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 Curriculum Table**

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students	<input type="checkbox"/>	To ensure the bottom 25%/non-proficient student’s needs are being met, planning for the daily interventions required on daily lesson plans. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to plan to ensure how these students’ needs are being addressed effectively and/or ineffectively by the curriculum. These students are placed in Read 180 to support them with reading fluency and comprehension. Students also have the opportunity to remain after school Monday through Thursday or attend on Fridays for additional support provided by site instructors and/or tutors via the AZ State Tutoring Grant.	<ul style="list-style-type: none"> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ Galileo data</li> <li>▪ State Tutoring Grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> <li>▪ Read 180 data</li> </ul>
ELL students	<input type="checkbox"/>	To ensure that ELL students’ needs are being met, the ELL team (curriculum coach, SEI	<ul style="list-style-type: none"> <li>▪ Meeting notes</li> <li>▪ Reports</li> </ul>



		<p>teacher, and ELL coordinator) evaluates instructional methods, student goals, and the school’s overall instructional program to determine the effectiveness of instruction being delivered. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet to discuss how ELL students’ needs are being addressed effectively and/or ineffectively by the curriculum. Pre-emergent and Emergent ELL students also have access to Rosetta Stone to support language development and are monitored on the program regularly. Students also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention.</p>	<ul style="list-style-type: none"> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ AZELLA data</li> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	<p>Sun Valley High School serves an overall population that is composed of 86%+ who qualify for FRL. To ensure that Free and Reduced Lunch (FRL) students’ needs are being met, the instructional staff and curriculum coach evaluates instructional methods, student goals, and instructional program to determine the effectiveness of instruction being delivered. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet to discuss how FRL students’ needs are being addressed effectively and/or ineffectively by the curriculum. FRL Students also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention.</p>	<ul style="list-style-type: none"> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> </ul>
Students with disabilities	<input type="checkbox"/>	<p>First and foremost, students with disabilities are supported by the site’s special education coordinator. Under the supervision of the CMO’s Director of Exceptional Student Services, the coordinator works at the site to ensure that all necessary modifications and accommodations are met as outlined by each</p>	<ul style="list-style-type: none"> <li>▪ SPED communication</li> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching</li> </ul>



	<p>student’s IEP or 504 Plan. All students with disabilities participate in the mainstream educational classroom as the least-restrictive educational environment. Within that classroom, the students are exposed to grade-level standards with the necessary scaffolding to promote student success.</p> <p>To ensure that students with disabilities needs are being met, the instructional staff and curriculum coach evaluates instructional methods, student goals, and instructional program to determine the effectiveness of instruction being delivered. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet to discuss how the needs of students with disabilities are being addressed effectively and/or ineffectively by the curriculum. If necessary, these students are placed in Read 180 to support them with reading fluency and comprehension. Students with disabilities also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention.</p>	<p>documentation</p> <ul style="list-style-type: none"> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> <li>▪ SPED services logs</li> <li>▪ Read 180</li> </ul>
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**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 grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
Galileo	9-12	benchmark	Growth and achievement	Growth and achievement	3 times per year in the fall, winter, and spring



				reports, standard mastery reports	
Galileo	9-12	Summative	Growth and achievement	Pre post test growth	Each block at the beginning and end of each class.

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

**Answer**

The assessment system has been established and used as a system protocol and continues to provide reliable and accountable data to guide instruction, curriculum, and school programs. The ATI-Galileo Benchmarks were selected by a collaborative leadership team that included CMO directors, site instructional coaches, school leaders, and master-level teachers. Galileo was selected because it provided valid and reliable assessments and produced standards-based reporting by teacher, class, and student through a comprehensive database that could be powerful tools for differentiation. Additionally, the benchmarks provide normed-growth data that evidence how our students are improving compared to student across our state. The Pre-Post testing system was layered in to assist in the transition to the CCRS and ensure rigorous, consistent expectations in all core content classrooms. Because these tests are administered through Galileo, they, too have the same powerful reporting capabilities. These tools dovetail with the assessments required by the state: AIMS, (and soon) AZMerit, and AZELLA. The testing blueprints and formatting create a cohesive, standards-based testing system designed to promote student achievement and growth.

**Documentation**

- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle

**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 assessment system is aligned to the curriculum based on the correlation of state standards, CCRS standards, and objectives. Just like the standards-based assessments and reporting provided by AIMS, Galileo, AZELLA, and AZMerit, our lesson planning tools and curriculum maps are standards-aligned and require thoughtful focus on helping all students master the standards. This can be seen on our lesson plan template, which requires all teachers to pre-plan their standards-aligned assessment and re-teaching/enrichment activities based on that data.

**Documentation**

- Lesson Plans
- Curriculum maps
- Galileo blueprints
- Galileo reports



- Curriculum map standards tallies

**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 assessment system is aligned to the instructional methodology based on the correlation of state standards, CCRS standards, and objectives. Just like the standards-based assessments and reporting provided by AIMS, Galileo , AZELLA, and AZMerit, our lesson planning tools and curriculum maps are standards-aligned and require thoughtful focus on helping all students master the standards. This can be seen on our lesson plan template, which requires all teachers to pre-plan their standards-aligned assessment and re-teaching/enrichment activities based on that data.

**Documentation**

- Lesson Plans
- Curriculum maps
- Galileo blueprints
- Galileo reports
- Curriculum map standards tallies

**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	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	All assessments mentioned above provide reliable and authentic data on students in the bottom 25%/non-proficient. In fact, because of the vast majority of students served at SVHS are academically deficient, these assessment results are used to provide services to over 70%. Because so many students at SVHS struggle academically, the overall assessment system, truly, is designed to meet their needs. The Galileo data provides the team with intervention reports, individualized reports, and school-wide reports on	<ul style="list-style-type: none"> <li>▪ Galileo reports</li> <li>▪ Tutoring schedule</li> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> <li>▪ Read 180</li> <li>▪ Credit and grade level reports in Schoolmaster</li> </ul>



		<p>students in the bottom 25%, which allows the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with these identified students. The reports are also used to place students in Read 180 and to create tutoring groups in math as well as identify students who would benefit from Friday workshops. Students in the bottom 25% are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, and identified learning gaps. The block schedule system also provides formal feedback every four weeks.</p>	
<p>ELL students</p>	<p><input type="checkbox"/></p>	<p>All assessments mentioned above provide reliable and authentic data on ELL students and their academic abilities as well as their progress throughout the year. ELL students participate in all testing that mainstream students experience. The AZELLA test is another tool administered to students upon enrollment whose PHLOTE forms indicate they may be in need of English Language Acquisition services. Depending on their scores, students may place into the school’s ELAS program. Students who are not classified as “Proficient” on the AZELLA are placed in SEI courses to receive the mandated four hours of intensive language instruction. A paraprofessional assists in conducting targeted, leveled instruction. SEI teachers are also available Fridays for individualized language tutoring. Rosetta Stone is also available to these students. English language learners are also eligible to receive tutoring services in math with language support. At the end of the year, ELAS students are administered the AZELLA again, and the school uses the results to measure the effectiveness of its ELAS and intervention programming for ELL students.</p>	<ul style="list-style-type: none"> <li>▪ ELL Census report</li> <li>▪ Descriptions for SEI courses</li> <li>▪ SEI assessment data</li> <li>▪ Tutoring sign in sheets</li> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> </ul>



<p>Students eligible for FRL</p>	<p><input type="checkbox"/></p>	<p>Sun Valley High School serves an overall population that is composed of 86%+ who qualify for FRL. All assessments mentioned above provide reliable and authentic data on Free and Reduced Lunch (FRL) students, as FRL students historically compose 86%+ of the population. The Galileo data provides the instructional staff with intervention reports, individualized reports, and school wide reports on FRL students, which allows the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with these identified students. The instructional team uses these reports to create and schedule tutoring groups in math as well as identify students who would benefit from Read 180. FRL students are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, enrichment and/or identified learning gaps.</p>	<ul style="list-style-type: none"> <li>▪ Galileo reports</li> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> <li>▪ Read 180 data</li> </ul>
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>All assessments mentioned above provide reliable and authentic data on students with disabilities. The Galileo data provides the team with intervention reports, individualized reports, and school wide reports on students with disabilities, which allows the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with these identified students. The instructional team uses these reports to create and schedule tutoring groups in math as well as identify students who would benefit from Read 180. Students with disabilities have modifications and accommodations made for them as outlined in their IEPs and/or 504 Plans and are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, enrichment and/or identified learning</p>	<ul style="list-style-type: none"> <li>▪ Galileo reports</li> <li>▪ State tutor grant tutoring logs</li> <li>▪ Flex reports in Schoolmaster</li> <li>▪ Read 180 logs</li> </ul>



		gaps.	
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**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?

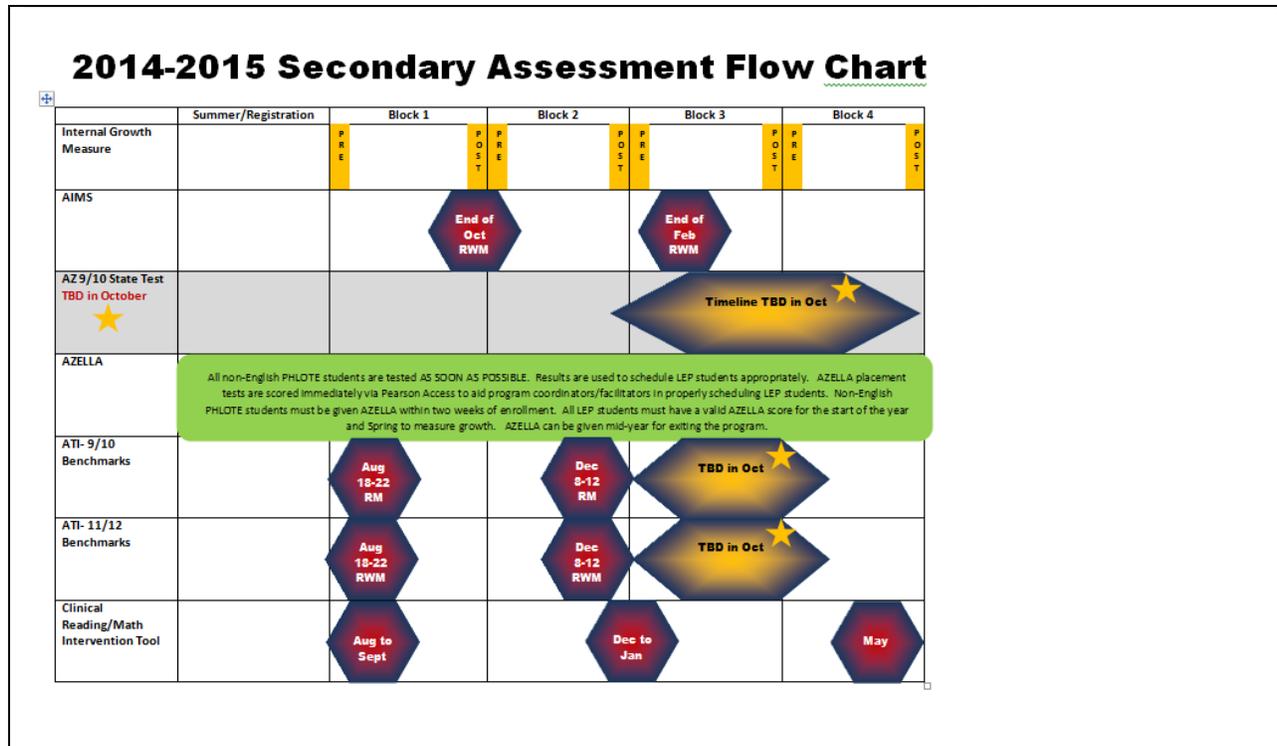
**Answer**

With each assessment administered, data is generated and feedback is provided to show student achievement and teacher/program effectiveness. At the different intervals in which assessments are given and data is available, teachers and administration meet to analyze the data, evaluate current practices and instruction, determine interventions/enrichment needs, and align maps and lesson plans to support the data. Teachers and paraprofessionals use Galileo growth and achievement reports to provide targeted whole-group, small-group, and individual re-teaching that moves all students toward standards mastery. Administration, teachers and paraprofessionals leverage Galileo growth and achievement reports to measure how students on the campus are growing compared to students across the state. All of this data is analyzed during staff meetings, instructional coach sessions, and teacher evaluation meetings.

**Documentation**

- TLG Secondary Assessment Flow Chart
- Documentation for Data Meetings
- Cognitive Coaching data meeting documentation
- PD Calendar





**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**

Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery. Analysis of assessment data is conducted and reviewed by administrators and department PLCs to support changes in sequencing and/or prioritizing of standards within the curriculum and instructional strategies and activities. The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery. Constant analysis of data allows immediate action on learning gaps to strengthen instruction and learning for all students to allow a more productive and effective learning environment.

**Documentation**

- TLG Assessment
- Data meeting notes
- Coach Activity Log
- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle

**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**

Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery. Analysis of assessment data is conducted and reviewed by administrators and department PLCs to support changes in sequencing and/or prioritizing of standards within the curriculum and instructional strategies and activities. The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery. Constant analysis of data allows immediate action on learning gaps to strengthen instruction and learning for all students to allow a more productive and effective learning environment.

**Documentation**

- TLG Assessment
- Data meeting notes
- Coach Activity Log
- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle

**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**

All instruction is based on grade-level standards as outlined by the Arizona College and Career Readiness Standards and Arizona English Language Learner Standards. There are standards-aligned curriculum maps for teachers to use as a guide to plan instruction and implement the resources that would make learning meaningful to teachers. There is a lesson plan template that includes sections for the articulated standards, objectives, lessons and interventions. A lesson plan rubric is used to provide systematic feedback to teachers and document teacher effectiveness of planning standards-aligned lessons. Teachers are provided with instructional coaching and professional development to ensure that instruction is aligned to grade-level rigor and standards.

Leadership monitors live instruction in the classrooms several ways. First, coaches review written lesson plans and provide feedback. Then, leadership conducts informal/formal classroom walkthroughs daily to evidence that instruction is effective and it is aligned to the written plans.

Teachers are observed regularly to analyze the alignment of ACCRS curriculum with fidelity. Data is collected, analyzed and documented to determine alignment between standards, objectives, instruction, assessment and materials. Teachers are provided with Cognitive Coaching sessions, video



coaching sessions, feedback on walk-throughs and professional development to ensure fidelity of instruction to the curriculum as determined by ACCRS.

**Documentation**

- Pre/Post Conference documentation for Cognitive Coaching sessions
- Video coaching sessions
- Walkthrough data
- Agendas for Professional Development
- Lesson Plan Submission and Feedback documentation
- Lesson plan template
- Lesson plan rubric
- Curriculum maps

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

**Answer**

The above is implemented, analyzed and adjusted based on the needs of the teachers to plan, implement and revise instruction to increase the effectiveness of standards-based learning. Students are assessed on a regular basis to ensure growth on grade-level standards and teacher effectiveness is analyzed against class and student data. We look at the relationship between effectiveness of instruction as measured by the Leona Teacher Evaluation Tool and student achievement on various assessments, including AIMS, AZELLA, and Galileo Benchmarks and Pre-Post Tests.

**Documentation**

- Galileo data
- AIMS data
- AZMerit data
- Leona Teacher Evaluation Tool

**B. Evaluating Instructional Practices**

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

**Answer**

Teachers are evaluated twice a year during their first year of employment and once a year every year after that using the CMO’s evaluation template that is aligned to Danielson, Marzano, and InTASC standards. Although there are fixed evaluation periods during a year, student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluations and provide evidence. During the evaluation process, leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice. The Leona Group requires each site to implement a Teacher Evaluation Tool to evaluate instructional practices. Teachers are observed and guided in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. These goals are supported throughout the year through instructional coaching and professional development to increase overall teacher effectiveness.



**Documentation**

- Individual teacher goals
- Cognitive Coaching documentation
- Walkthrough data
- Lesson Plan Submission and Feedback documentation
- Leona Teacher Evaluation Tool/Rubric

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

**Answer**

The Teacher Evaluation Tool Rubric is used to measure the quality of instruction and the variety of student assessments outlined in the assessment section are used to measure the effectiveness of instruction. Multiple measures allow for teachers to be provided with professional goals and support to increase instruction that will directly impact student achievement. The evaluation itself evidences and measures: student engagement, rigor and relevance of written plans and delivery, effective delivery, data use to drive instruction, professional collaboration, physical learning environment, emotional learning environment, focus on learning, special education service, ELL service, professionalism, and support of the school’s mission/vision.

**Documentation**

- Individual teacher goals
- Cognitive Coaching documentation
- Walkthrough data
- Lesson Plan Submission and Feedback documentation
- Leona Teacher Evaluation Tool/Rubric

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

**Answer**

As a part of the formal evaluation process, teachers and leaders collaborate to establish instructional goals for improvement for all teachers. The goals selected have an articulated alignment to a specific instructional area of the evaluation with a lower evaluation score. These goals are then tracked on the Coach Activity Log, and the support strategies are identified and documented to support the teacher in achieving the stated goals. Until a goal is met, it remains a project between the teacher, coach, and leader. Once a goal is met, it is documented as retired and the teacher and coach work together using newer data and feedback to identify new instructional goals. This process is continuously repeated as all teachers constantly strive to improve.

**Documentation**

- Coach Activity Log
- Individual teacher goals (articulated on the Coach Activity Log)
- Teacher Evaluation Tool



**C. 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 Monitoring Instruction Table**

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students	<input type="checkbox"/>	<p>To evaluate the instruction targeted to address the needs of students with proficiency in the bottom 25% or the non-proficient students, Sun Valley High School tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan for this group of students for each content area. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Plan to address those instructional needs.</p> <p>The site special education coordinator also works collaboratively with the teachers and administration to ensure that written plans incorporate appropriate modifications and accommodations as outlined in IEPs and 504 Plans.</p>	<ul style="list-style-type: none"> <li>▪ Lesson Plan feedback</li> <li>▪ Professional Development Plan</li> <li>▪ Galileo reports</li> <li>▪ Lesson plan template (with Rtl instruction pre-planned)</li> <li>▪ Walkthroughs</li> </ul>
ELL Students	<input type="checkbox"/>	<p>To evaluate the instruction targeted to address the needs of English Language Learners, Sun Valley monitors and tracks the completion and implementation of lesson plans including the Rtl portion of the lesson plan template that specifically outlines the instructional plan for intervention and enrichment. In addition,</p>	<ul style="list-style-type: none"> <li>▪ Lesson Plan Template</li> <li>▪ Lesson Feedback</li> <li>▪ Professional Development Plan/Meeting Agenda</li> <li>▪ Galileo reports</li> </ul>



		<p>the school tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan for this group of students. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added via the TLG professional development cycle to address those instructional needs.</p>	
<p>Students eligible for FRL</p>	<input type="checkbox"/>	<p>To evaluate the instruction targeted to address the needs of students with qualify as FRL, Sun Valley tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan for this group of students for each content area. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Calendar to address those instructional needs.</p>	<ul style="list-style-type: none"> <li>▪ Lesson Plan Feedback</li> <li>▪ Galileo reports</li> <li>▪ PD survey results</li> <li>▪ Site PD calendar</li> <li>▪ TLG PD calendar</li> </ul>
<p>Students with disabilities</p>	<input type="checkbox"/>	<p>To evaluate the instruction targeted to address the needs of students with disabilities, Sun Valley tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan and accommodations and modifications for individual students for each content area, as well as tracking the individual goals as outlined in their IEP or 504 plans. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are</p>	<ul style="list-style-type: none"> <li>▪ SPED Census and related documentation</li> <li>▪ PD survey results</li> <li>▪ Site PD calendar</li> <li>▪ TLG PD calendar</li> <li>▪ Galileo reports</li> </ul>



	<p>provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Calendar to address those instructional needs. The site special education coordinator provides support to administration in ensuring that instruction contains appropriate modifications and accommodations for all special education students.</p>	
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**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**

Feedback during the formal evaluation sessions is in writing. So long as the teacher’s performance is satisfactory, the teachers work through the Coaching Model to grow and improve. In this model, each teacher is provided with a variety of instructional support tools: instructional coaching, team teaching, co-planning, cognitive coaching, peer observations, and data dialogues. If a teacher has an area of the evaluation that falls below satisfactory, the leader engages the teacher in a formal, written corrective action process that provides support and documents improvements to satisfactory levels.

**Documentation**

- Leona Teacher Evaluation Tool
- Coach Activity Log
- Data Review Meeting documentation
- Corrective action documentation

**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**

At SVHS, evaluation data is reviewed at the end of each evaluation window. Goal setting and goal accomplishments are tracked each block on the Coach Activity Logs. Teachers also complete reflection logs each block where they analyze data from pre/post tests, student surveys, and grade books. Leadership uses this information to drive personalized professional development efforts and school-wide professional development endeavors, in conjunction with student achievement data and student/teacher/parent survey data and classroom walkthrough data. Analysis of data has led the leadership team to conclude that all teachers need additional support in creating more effective written plans that will increase rigor and provide targeted intervention and enrichment activities.

**Documentation**



- Walkthrough data
- Achievement data
- Survey data
- Lesson Plan Submission and Feedback documentation
- Teacher goals listed on the Coach Activity Log
- SVHS block reflection logs
- Teacher evaluation tool and rubric
- Corrective action documentation

## 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?

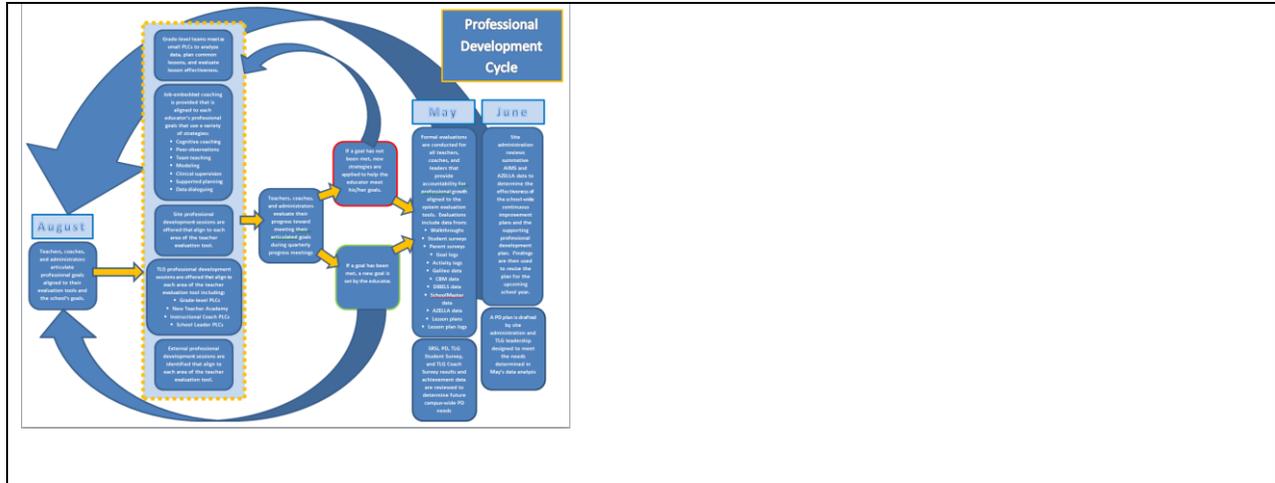
#### **Answer**

There are different levels of professional development offered to Sun Valley High School staff. The various types of professional development which are also displayed in our professional development cycle include individually-tailored, job-embedded coaching, small group sessions, large group PLCs, site-based trainings, and external conference opportunities to meet each teacher’s articulated goals. At Sun Valley, the instructional team meets as small PLCs to analyze data for areas of improvement and research and implement targeted instructional strategies. Job-embedded coaching is provided that is aligned to each educator’s professional goals that use a variety of strategies. Site professional development sessions are offered that align to each area of the teacher evaluation tool.

Site PD at Sun Valley is ongoing through the year. For 2014-2015, Sun Valley has three first-year teachers. Professional development is available to support new teachers with meetings held at corporate for the New Teacher Academy. We hold meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students. This graphic demonstrates how the cycle transcends the school years, ties individual and school goals to the system evaluation criteria, and synthesizes efforts of individuals and the school toward improvement for common student achievement.

In addition to site-based PD efforts, The Leona Group professional development sessions are offered that align to each area of the teacher evaluation tools including: New Teacher Academy (NTA), Instructional Coach PLCs, school leader PLCs, and content PLCs for English, math, science, and social studies teachers. Sun Valley adheres to the Leona Professional Development Cycle (below) in its delivery of meaningful professional development.





**Documentation**

- Site-based PLC meeting agendas
- CMO Content PLC agendas and sign in sheets
- Cognitive Coaching documentation
- PD survey results
- Site PD calendar
- TLG PD calendar
- School Leader and Instructional Coach PD documentation
- New Teacher Academy documentation
- Conference attendance records

**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**

Quarterly instructional staff develops and refines/reinforces goals and plans for implementation that incorporates a wide variety of resources available on the campus: PLC participation, job-embedded coaching, site PD participation, TLG PD participation, and external professional development opportunities. All professionals collaborate to determine what combination of tools will be best to help reach their goals, and they begin working toward achieving their goals. All teachers, coaches, and leaders meet quarterly with their leadership to evaluate their goal progression and, if necessary, revise their strategies. If goals are met, educators revisit their evaluation to identify additional opportunities for improvement and set a new, formal goal. The professional development plan also aligns with the learning needs of instructional staff by prioritizing meeting topics based on the staff professional development needs survey and results.

**Documentation**

- Individual teacher goals
- Cognitive coaching documentation
- Date review meeting documentation



- TLG professional development cycle

**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**

Specific professional development plans were determined after instructional staff completed a “needs survey” to determine in what areas they felt they needed the most support in their roles. In a staff meeting the data/results were shared and as a group the ranking of importance was discussed to guide our professional development. Others methods that aid in guiding professional development are: lesson plan submission/feedback, walk-throughs, assessment data, and professional expectations of staff roles. Ongoing evaluations of professional development needs are assessed regularly and professional development is adjusted when necessary to address these needs.

**Documentation**

- TLG professional development cycle
- Survey documentation
- Lesson Plan Submission and Feedback
- Walkthrough data
- Assessment data
- Professional Expectations documentation

**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**

Because the mission of SVHS is to achieve success with reluctant learners, the majority of the PD efforts strive to help teachers be more effective instructors for the most struggling students. This includes the bottom 25%, ELL, FRL, and Special Education subgroups. In June, the leadership team meets to review the disaggregated results of the AIMS (or state assessment). They will also review data from the dashboard provided by the ASBCS and the ADE to reflect on the normed growth achieved by the campus. This data is issued to drive the annual revision of the Performance Management Plan (PMP) and allow the team to reflect on the effectiveness of the professional development component of the plan. Using the summative testing data, the leadership team will determine which pieces of the plan need to be maintained and what additional pieces need to be added to expand student academic achievement in the upcoming year. The collection of formative and summative assessments throughout the year provide data and information which guides professional development on creating plans/programs/interventions to support students with proficiency in the bottom 25%/non-proficient criteria. Implementation of a common lesson plan template school-wide requires teachers to address the bottom 25%/non-proficient students and the classroom accommodations to meet their needs.

Specific discussions and professional development focus on meeting the needs of ELL students. The CMO’s Director of Language and Literacy assists the campus with ensuring that professional development efforts are in place to support growth and achievement for English Language Learners, and



she works closely with the school’s leader to remedy any concerns presented by ELL data. Professional development on differentiated instruction, best practices and methodologies on teaching ELL students, and monitoring of ELL students is shared to ensure the school is working collaboratively to monitor and assist ELL’s in their overall growth. Professional development in regards to ELL students involves the assessments and resources available on our site to support our ELL students (Rosetta Stone, AZELLA, SIOP model, SEI strategies).

Because an average of 86%+ of Sun Valley High School’s whole student population qualify for FRL, all of the professional development offered addresses the needs of Free and Reduced Lunch (FRL) students and is approached in the same manner as the students who are in the bottom 25%/non-proficient criteria. Information, data, evidence, and artifacts are used to determine how to best effectively and properly support the FRL students. Professional development for FRL students involves creating plans/programs/interventions to support these students and provide as many opportunities as possible to ensure support and student overall growth.

Professional development that addresses the needs of students with disabilities is approached in a similar manner. The CMO’s Director of Exceptional Student Services assists the campus with ensuring that professional development efforts are in place to support growth and achievement for all students with IEPs or 504 plans, and she works closely with the school’s leader to remedy any concerns presented by this data. Information, data, evidence, and artifacts are used to determine how to best effectively and properly support students with disabilities and guide professional development topics. Additional expert supports may be involved in determining professional development for students with disabilities to clearly identify and support these students. Within these professional development efforts, the following should be developed: plans, programs, intervention, best practices, expected classroom modifications, opportunities for additional support and teacher support in the area of meeting the needs of students with disabilities.

**Documentation**

- PMP documentation
- TLG Professional Development Cycle
- Data meeting documentation

**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**

Professional development sessions are held to inform, support, enhance, and drive meaningful instruction to develop staff and student achievement growth. To ensure high quality implementation of the strategies learned, teachers will be observed to gain evidence on its effectiveness within their classrooms. Most importantly, all teachers receive job-embedded coaching to help them implement new strategies gleaned in professional development sessions. This may be composed of cognitive coaching, instructional coaching, or clinical supervision. Also, tools from professional development sessions are captured and incorporated into system-wide maps and internal instructional resource websites through Leona’s QSI Department. Additionally, walkthroughs and feedback sessions will support the goal of reaching a high caliber of implementation of professional development strategies. .



**Documentation**

- Cognitive Coaching documentation
- Walkthrough data
- Observation documentation
- QSI website resources
- Lesson Plan Feedback documentation

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

**Answer**

After the team determines the needs and develops the professional development plan, the school leader strategically earmarks both Title 1 and general fund resources to ensure that the necessary resources for implementation are available. Additionally, the school leader is able to collaborate with the CMO to participate in CMO-sponsored professional development opportunities for no additional cost. Between site and CMO resources, Sun Valley is able to ensure it can provide the implementation necessary to make the professional development plan a success. Resources which can and will be used to ensure high quality implementation is ongoing monitoring, constant feedback on status, corporate support in implementations, model teaching of the expectation, and conference sessions to determine where support is needed. If additional professional development is needed to extend the learning, it can be provided as well.

**Documentation**

- Budget allocations for professional development
- Professional Development Plan/Schedule

**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**

Professional development strategies are monitored through ongoing assessment of its effectiveness and implementation. Administrative review of lesson plans, live classroom walkthroughs, instructional coaching activity logs, and teacher goal completion tracking all culminate to help the school leader determine the implementation success of professional development activities. Through the methods mentioned above documentation is recorded on progression of implemented strategies learned in professional development sessions and included in evaluation tools. In December, teachers who are new to the campus receive their first formal evaluation from the school leader. May, all teachers and coaches on the campus participate in their formal evaluation from the school leader. The process begins with the teacher/coach conducting a self-evaluation that is aligned to the evaluation tool itself. Leadership then presents the formal evaluation and provides rich evidence and artifacts to substantiate the rating of each indicator. Additionally, leaders use an evaluation rubric so that the ratings are entirely concrete and clear to all parties. At the end of the evaluation, the coach/teacher uses the process to identify new areas of professional growth that are aligned to the



evaluation tool and address their lowest rated areas. In August, the goal review process will commence again and the cycle begins anew.

In July, the school leader receives an evaluation from the CEO and COO of The Leona Group. This evaluation also begins with the leader conducting a self-evaluation that is aligned to the evaluation tool itself. Leadership then presents the formal evaluation and provides rich evidence and artifacts to substantiate the rating of each indicator. At the end of the evaluation, the leader uses the process to identify new areas of professional growth that are aligned to the evaluation tool and address their lowest rated areas. In August, the goal review process will commence again and the cycle begins anew.

**Documentation**

- Walkthrough data
- Lesson Plan Feedback documentation
- Coach Activity Log
- Observation documentation
- Leona Teacher Evaluation Tool/Rubric

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

**Answer**

Follow-up to support and develop implementation of the strategies learned in professional development are supported through administrative lesson plan feedback, instructional coaching feedback, walkthrough data sharing, professional development sessions, staff meetings, and evaluation tools. Data collected will determine if the strategy is properly implemented and followed, and administration and teachers work collaboratively to analyze the data and determine next steps necessary to assist with effective implementation.

**Documentation**

- Lesson Plan Feedback documentation
- Coach Activity Log
- Cognitive Coaching documentation
- Walkthrough data
- Meeting agendas
- Leona Teacher Evaluation Tool

