Arizona Department of Education
Solution Teams Summary of Evidence Report

School Name: Allsport Academy
Site Visit Leader Rocco Sugameli

Date of Visit: 3/8/12 & 3/9/12
Team Member Jennifer Vemich

DETERMINATION RATINGS
3 Full Implementation
2 Initial Implementation / Program Installation
1 Exploration / Adoption
0 No Evidence of Development or Implementation

Quality Indicator: LEA Leadership

	Evidence:	Rating:
L1. The LEA has a shared philosophy, vision, and mission statement that focuses on high expectations of success for all students; and is communicated to key stakeholders.	LEA presentation demonstrates a clear vision, mission and school goals. The school Credo is aligned to the school's stated mission and is reviewed daily with students by the LEA and school administration.	L1- 3
L2. The LEA provides a clearly defined supervisory process that focuses directly on increasing student achievement.	LEA reports in their interviews that the instructional supervisory process is mostly the responsibility of their Title I consultant who is at the school intermittently (2 to 4 times per month). The LEA is currently revising their teacher evaluation system to meet the new state mandate to include student academic performance.	L2 -1
L3. The LEA aligns personnel evaluations to effective instructional performance.	All interviews reported to the Solutions Team that the school's Title I consultant conducts all teacher evaluations; however, teachers report that evaluations are not completed on a consistent schedule.	L3-1
L4. The LEA ensures appropriate distribution and retention of highly qualified staff in high need schools.	LEA leadership acknowledged the need for an instructional leader focused on teacher effectiveness and evaluation. LEA interviews indicate that Allsport Academy has had difficulty retaining highly qualified teachers.	L4-1
L5.The LEA provides stakeholders the opportunities to become involved in the decision making process.	LEA interviews revealed that efforts were made to involve parents in the decision making process but few parents take part. LEA administrators, teachers and parents reported to the Solutions Team that no active site council is in place at Allsport Academy.	L5-2

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Quality Indicator: Curriculum		
C1.The LEA has a core curriculum that is aligned with the Arizona Academic Standards. C2. The LEA ensures that instruction and assessment are aligned to the LEA's curriculum. C3. The LEA establishes and implements a consistent process for the selection, use and evaluation of instructional programs and materials.	Evidence: LEA interviews indicate that teachers are expected to align curriculum and instruction to the Arizona State Academic Standards. Teacher and other stakeholder interviews provide no evidence that there is a written core curriculum or that there are consistent curriculum maps, pacing guidelines or lesson plans utilized by the teaching staff. LEA administration reported that monitoring curriculum and instruction is largely the responsibility of the Title I consultant. The presentation and interviews provided evidence that the drop in enrollment at the school over past years has severely limited available funding to purchase instructional programs and materials. LEA presentation and interviews both indicated that funds were utilized to purchase a self-paced math instructional and assessment program. LEA leadership indicated that there is no process to review and evaluate instructional programs and materials.	Rating: C1-1 C2-1 C3-0

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Quality Indicator: Instruction		
I1. The LEA implements a comprehensive approach to support schools in meeting the instructional needs of diverse populations.	Evidence:	Rating:
	Teacher, Site Leadership and LEA interviews provide evidence that the LEA provides consultants in assisting teachers in meeting the needs of the school's diverse populations. (Title I, Special Education, etc.)	I1 – 1
I2. The LEA monitors the use of effective instructional strategies to advance the learning of all students.	The LEA provides support for tutoring for struggling students.	
	LEA interview and Site Leadership interviews indicate that the Title I consultant as well as the Assistant Director monitor instructional strategies.	I2-1
	Teacher interviews stated that the Title I consultant is present at the school twice monthly, in part to monitor curriculum and instruction.	
	Classroom observations provide no evidence of differentiated instruction in meeting needs of diverse student populations.	
	Teacher interviews indicate a desire for more frequent and more formal evaluation of instruction and feedback on teacher effectiveness.	
	Observation and teacher interviews indicate a lack of resources to support implementation of effective instruction that is research-based.	
	The LEA provided *a* bulleted plan to enhance instruction at the school.	

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Quality Indicator: Professional Development		
	Evidence:	Rating:
PD1. The LEA supports and provides for the establishment of professional learning communities.	The LEA indicates that the Title I consultant is scheduled to be on campus once per week for the purpose of facilitating professional development and monitoring implementation.	PD1-0
PD2. The LEA supports and provides job-embedded, continuous professional development.	LEA presentation provided evidence that the Title I consultant has provided training in Title I compliance, Needs Assessment and Title I services.	PD2-1
PD3. The LEA provides ongoing professional development that is content focused and research-based.	Teachers, LEA and Site Leadership all reported that a consultant for special education has provided professional development in the area of special education.	PD3-0
PD4. The LEA provides professional development in the analysis, interpretation, and use of disaggregated data.	Teacher interviews indicate that the LEA does not have an induction program to support new teachers. LEA, Teachers and Site Leadership report that the school's high student mobility rate hinders the analysis and disaggregation of cohort data.	PD4-1
PD5. The LEA provides professional development in using effective instructional practices to meet the needs of all students.	LEA and Site Leadership interviews indicate that the assistant director meets with teachers weekly to discuss a variety of topics but there is no formal professional development plan currently in place.	PD5-1
PD6. The LEA evaluates the effectiveness of its professional development program.	All groups interviewed reported that there is no formal system in place to evaluate the effectiveness of the school's professional development program. LEA presentation provided the Solutions Team with a number of professional development areas that the school has identified as areas of need.	PD6-0

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Quality Indicator: Assessment		
A1. The LEA has a district-wide assessment system, aligned with the Arizona Academic Standards. A2. The LEA systematically uses disaggregated data to drive instruction for the purpose of increasing achievement for all students. A3. The LEA will ensure multiple and varied assessments and evaluation strategies are used appropriately and effectively. A4. The LEA will ensure teachers assess learning, formulate classroom benchmarks based on standards, and communicate the results to students and families with respect to students' abilities to meet Arizona Academic Standards	Evidence: LEA has adopted a research-based math program which provides on-going assessment aligned to the Arizona State Standards. All groups interviewed indicated that most assessment is done individually by the classroom teachers. All interviews and classroom observations provide evidence that no system of formative and summative assessments is in place. LEA leadership and teachers reported that monitoring instruction and assessment is largely the responsibility of the Title I consultant. All interviews and classroom observations provide no evidence that a formal benchmark assessment program is in place in all content areas.	Rating: A1-0 A2-1 A3-0 A4-1

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Quality Indicator: Culture, Climate, & Communication

	Evidence:	Rating:
CCC1. The LEA provides stakeholders with the opportunities to participate in achieving the LEA's goals, outcomes and improvements.	Parent interviews provided *some* evidence that the school is safe, students' social and emotional needs are a priority, and the LEA communicates effectively with parents.	CCC1 -1
CCC2. The LEA promotes and takes responsibility for all students learning to high standards.	The Solutions Team observed life skills classes to start each day of the visit where expectations for behavior and learning were discussed.	CCC2-1
CCC3. The LEA uses a system for communication among students, staff, parents, community, and employee groups.	Students reported that they feel safe at school and believe strongly in the Allsport Credo.	CCC3-1
CCC4. The LEA has established research-based discipline policies and procedures.	All interviews and the LEA presentation indicated a strong belief in the school's vision and mission as well as the very powerful Credo.	CCC4-1
CCC5. The LEA develops and implements parental involvement policies and programs.	Teacher interviews discussed the desire for a more consistently applied school-wide discipline plan.	CCC5-1
CCC6. The LEA gathers data regarding the perceptions of students, families and community members, relative to climate and culture.	Parent, teacher and LEA interviews all stated that the use of survey data to measure climate and culture has been sporadic.	CCC6-1
CCC7. The LEA provides all students and staff with a safe environment that is conducive to teaching and learning.	LEA, teacher, and site leadership interviews reported that there is currently no active Site Council or decision making group at the school beyond the LEA.	CCC7-1
	All interview groups and observations provided strong evidence that the LEA and staff care about the well being of all students.	
	All groups interviewed expressed concern that the current building space is not conducive to teaching and learning, nor are there fiscal resources to address these concerns.	

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Quality Indicator: Resource Allocation		
RA1. The LEA appropriately allocates sufficient resources to support the LEA's instructional goals of high student achievement. RA2. The LEA has an effective process to review the budget and allocation of resources to ensure support for achievement of all student populations. RA3. The LEA provides sufficient funds to ensure that highly qualified personnel are employed.	Evidence: All groups provide evidence of the LEA commitment to transporting students to and from the school as well as to and from their physical activity period. Observations and interviews provide evidence that the LEA has partnered with the community in providing facilities for physical activities. LEA and Site Leadership Interviews indicate that low student enrollment has been a critical factor in the insufficient funds available to support all instructional programs. LEA leadership reported that they are currently exploring a move to a different facility which will enable the school to maximize the learning environment and meet their mission of successfully integrating sports and academics into the lives of active students. LEA, Site Leadership and teacher interviews all reported high staff turnover partially as a result of limited funds to retain highly qualified teachers. Student interviews and teacher interviews provide evidence that staff is active in recruiting students for the school to build the student population and thus the LEA budget. Teacher interviews indicated that it is their belief that disruptive behavior has increased as more at risk students have enrolled at Allsport Academy	Rating: RA1-2 RA2-2 RA3-2

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Quality Indicator: Data Based Decision Making		
DBDM1. The LEA has a systematic improvement planning process, involving stakeholders. DBDM2. The LEA demonstrates commitment to continuous improvement to increase student achievement. DBDM3. The LEA reviews evidence of student achievement within and across school years. DBDM4. The LEA uses disaggregated data to evaluate the effectiveness of programs. DBDM5. The LEA evaluates its organization and performance in a comprehensive manner.	Evidence: Teacher and parent interviews indicated that those groups were not involved in the school improvement planning process. LEA, Site Leadership, and Teacher interviews provided evidence that the LEA and staff are concerned about student achievement. All groups interviewed sited lack of available funding as a challenge in the school improvement process. The high rate of student and teacher mobility as stated by LEA leadership makes it very difficult to analyze longitudinal data. LEA presentation and interviews provide evidence that some student data is reviewed in providing tutoring in math and language arts. There is no evidence that the LEA conducts a comprehensive, internal, data-based evaluation of the organization, performance and programs.	Rating: DBDM1-1 DBDM2-1 DBDM3-1 DBDM4-0 DBDM5-1

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Summary of Evidence

	Provide a detailed summary identifying 2-4 Areas of **Strength**	Provide a detailed summary identifying 2-4 Areas of **Weakness**	Provide a detailed summary identifying priority **Areas of Focus**
LEA Leadership	• Clear vision, mission and school goals. • Aligning teacher evaluation system to reflect student performance.		
Curriculum		• No written core curriculum, curriculum maps or pacing maps. • No process for selection and evaluation of instructional programs and materials.	LEA will establish a team under the supervision of an instructional leader to: • Develop curriculum maps, pacing guidelines, formative/ summative assessments aligned to State Standards and inclusive of the Common Core Standards. • Establish a process for selection of research-based instructional materials.

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Instruction Classroom and School		◦ Minimal requirement to use effective instruction and monitoring of instructional practice. ◦ Meeting the instructional needs of diverse student populations is limited to those in special education.	LEA will provide an instructional leader to: ◦ Provide PD on effective instructional strategies to meet the needs of the school's diverse population. ◦ Effectively monitor and evaluate teaching and instructional practices on an on-going basis. ◦ Provide PD in classroom management strategies to support effective instructional practices.
Professional Development		◦ No formal professional development plan in place. ◦ Minimal professional development in data analysis.	model implement
LEA Assessment Systems		◦ No system of formative/summative benchmark assessment. ◦ Minimal use of data to drive instruction.	

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Culture, Climate, and Communication		• Consistent implementation of discipline policies is a staff concern despite the powerful school Credo. • No formal climate survey is utilized on a consistent basis. • No site council in place to assist with decision-making processes.	
Resource Allocation	• LEA is currently exploring an alternative school facility to maximize the learning environment. • Use of community sports facilities to meet the school's mission. • Commitment to transport students increases student attendance.		
Data Based Decision Making		• Minimal input from all stakeholders in the school improvement process. • No comprehensive, internal, data-based evaluation of the organization, performance and programs.	