American Charter Schools Foundation d.b.a. Apache Trail High School - Entity ID 79883
School: Apache Trail High School

Renewal Executive Summary

I. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	☐	☒
Financial Framework	☒	☐
Operational Framework	☒	☐

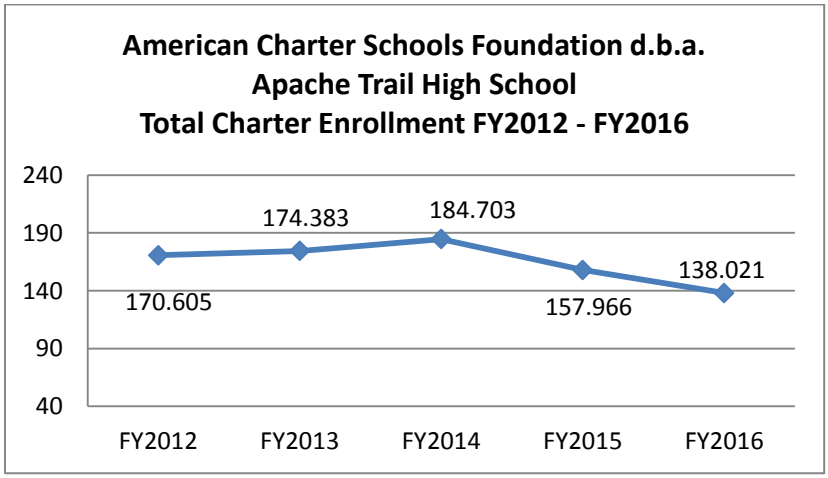
During the five-year interval review of the charter, American Charter Schools Foundation d.b.a. Apache Trail High School was not required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Apache Trail High School met the academic expectations set forth by the Board. At the time American Charter Schools Foundation d.b.a. Apache Trail 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 an academic dashboard is available, Apache Trail 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

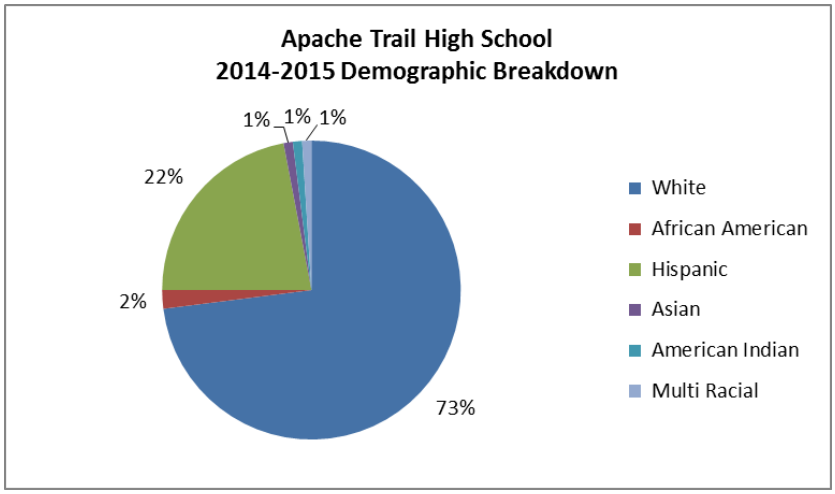
American Charter Schools Foundation d.b.a. Apache Trail High School operates 1 school, Apache Trail High School serving grades 9-12 in Apache Junction. Apache Trail High School is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership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



The academic performance of American Charter Schools Foundation d.b.a. Apache Trail High School is represented in the table below. The Academic Dashboard for the school can be seen in Appendix: C. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Apache Trail High School	07/01/2002	9-12	87.5 / A-ALT	74.38 / C-ALT	61.88 / C-ALT

The demographic data for Apache Trail High School from the 2014-2015 school year is represented in the chart below.[1]



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.[2]

Category	Apache Trail High School
Free and Reduced Lunch (FRL)	66%
English Language Learners (ELLs)	*
Special Education	11%

Apache Trail High School has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Apache Trail High School is located in Apache Junction near West Broadway Avenue and West Superstition Blvd.

There are 0 alternative schools serving grades 9-12 within a five-mile radius of Apache Trail High School, so there is no comparable performance or demographic information available.

[1] Information provided by the Research and Evaluation Division of the ADE.
[2] 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.

IV. Success of the Academic Program

In 2012 and 2013, Apache Trail High School met the Board's academic performance standards. The Overall Rating in FY2012 was 87.5, and in FY2013, it decreased 13.12 points to 74.38. From FY2013 to FY2014, the Overall Rating decreased another 12.5 points to 61.88, resulting in a rating of Does Not Meet. Additionally, the school's letter grade decreased from A-ALT in FY2012 to C-ALT in FY2013 and FY2014.

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

January, 2012: American Charter Schools Foundation d.b.a. Apache Trail High School completed a five-year interval review; the Charter Holder was not required to submit a Performance Management Plan because Apache Trail High School a school operated by the Charter Holder, met the academic expectations set forth by the Board.

February, 2013: The Board released FY2012 Academic Dashboards; Apache Trail High School received an overall rating of "Meets" the Board's academic standards. 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; Apache Trail High School received an overall rating of "Meets" the Board's academic standards. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October, 2014: The Board released FY2014 Academic Dashboards; Apache Trail High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, American Charter Schools Foundation d.b.a. Apache Trail 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. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

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. Apache Trail High School (appendix: f. Renewal DSP Submission) was timely submitted by the Charter Representative on January 8, 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. Apache Trail High School were present at the site visit:

Name	Role
Emily Britton	Director of QSI for Secondary Schools
Terra Kasapo	ATHS School Leader
Joe Procopio	Principal, Sun Valley High School
Heidi Sinkovic	Director of Exceptional Student Services
Darla Eddy	Director of Data Management
Mary Berg	Vice President, Academic Support

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: e. 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: d. 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	☒	☐	☐
Curriculum	☒	☐	☐
Assessment	☒	☐	☐
Monitoring Instruction	☒	☐	☐
Professional Development	☒	☐	☐
Graduation Rate	☒	☐	☐

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, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. Data and analysis provided at the site visit demonstrate 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 E. Renewal Site Visit Inventory Forms, 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: b. 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 Apache Trail 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 Apache Trail 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 B

RENEWAL SUMMARY REVIEW

Five-Year Interval Report

Back to reports list

Arizona State Board for Charter Schools

Renewal Summary Review

Interval Report Details

Hide Section

Report Date:	02/08/2016	**Report Type:**	Renewal

Charter Contract Information

Hide Section

Charter Corporate Name:	American Charter Schools Foundation d.b.a. Apache Trail High School		
Charter CTDS:	11-87-03-000	**Charter Entity ID:**	79883
Charter Status:	Open	**Contract Effective Date:**	04/10/2002
Number of Schools:	1	**Contractual Days:**	
Charter Grade Configuration:	9-12	• **Apache Trail High School**: 180	
FY Charter Opened:	2003	**Contract Expiration Date:**	04/09/2017
Charter Granted:	03/18/2002	**Charter Signed:**	04/10/2002
Corp. Type	Non Profit	**Charter Enrollment Cap**	99999

Charter Contact Information

Hide Section

Mailing Address:	7878 N. 16th St. Suite 150 Phoenix, AZ 85020	**Website:**	—
Phone:	602-953-2933	**Fax:**	602-277-4900
Mission Statement:	The mission of Apache Trail 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.		

Charter Representatives:

	Name:	Email:	FCC Expiration Date:
1.)	Mr. Theodore Frederick	ted.frederick @kaizenfoundation.org	—
2.)	Michele Kaye	michele.kaye@leonagroup.com	—

Academic Performance - Apache Trail High School

Hide Section

School Name:	Apache Trail High School	**School CTDS:**	11-87-03-001
School Entity ID:	6346	**Charter Entity ID:**	79883
School Status:	Open	**School Open Date:**	07/01/2002
Physical Address:	945 West Apache Trail Apache Junction, AZ 85220	**Website:**	—
Phone:	480-288-0337	**Fax:**	480-288-0340
Grade Levels Served:	9-12	**FY 2014 100th Day ADM:**	184.703

Academic Performance Per Fiscal Year

Hide Section

Apache Trail 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**	40	75	2.5	44	75	2.5	15	25	2.5
	Reading	47	75	2.5	16	25	2.5	36	50	2.5
1b. Improvement	**Math**	45	100	12.5	36	75	12.5	30.4	75	12.5
	Reading	61.5	100	12.5	40	50	12.5	31.2	50	12.5
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	42 / 19.7	75	10	26.1 / 19.8	75	10	26.4 / 20.6	75	10
	Reading	68 / 51.3	75	10	61.9 / 55.2	75	10	47.5 / 56	50	10
2b. Subgroup ELL	**Math**	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	**Math**	41 / 18.8	75	5	25 / 18.7	75	2.5	22.9 / 20.5	75	2.5
	Reading	50 / 48.9	75	5	60.4 / 53.5	75	2.5	49 / 54.9	50	2.5
2b. Subgroup SPED	**Math**	NR	0	0	5.9 / 5.8	75	2.5	6.7 / 5.1	75	2.5
	Reading	NR	0	0	33.3 / 23.2	75	2.5	35.7 / 27.4	75	2.5
3. State Accountability		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability		A-ALT	100	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	Not Met	50	15
4b. Academic Persistence		93	100	20	93	100	20	86	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		87.5		100	74.38		100	61.88		100

Save

Financial Performance

Hide Section

Charter Corporate Name: American Charter Schools Foundation d.b.a. Apache Trail High School

Charter CTDS: 11-87-03-000 **Charter Entity ID:** 79883

Charter Status: Open **Contract Effective Date:** 04/10/2002

Financial Performance

Hide Section

American Charter Schools Foundation d.b.a. Apache Trail 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

Hide Section

Charter Corporate Name: American Charter Schools Foundation d.b.a. Apache Trail High School

Charter CTDS: 11-87-03-000 **Charter Entity ID:** 79883

Charter Status: Open **Contract Effective Date:** 04/10/2002

Operational Performance

Hide Section

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**	--
OVERALL RATING	**Meets Operational Standard**	--

Last Updated: 2015-11-18 13:49:14

APPENDIX C

ACADEMIC DASHBOARD

Academic Performance

Edit this section.

Apache Trail 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**	40	75	2.5	44	75	2.5	15	25	2.5
	Reading	47	75	2.5	16	25	2.5	36	50	2.5
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	Reading	61.5	100	12.5	40	50	12.5	31.2	50	12.5
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	42 / 19.7	75	10	26.1 / 19.8	75	10	26.4 / 20.6	75	10
	Reading	68 / 51.3	75	10	61.9 / 55.2	75	10	47.5 / 56	50	10
2b. Subgroup ELL	**Math**	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	**Math**	41 / 18.8	75	5	25 / 18.7	75	2.5	22.9 / 20.5	75	2.5
	Reading	50 / 48.9	75	5	60.4 / 53.5	75	2.5	49 / 54.9	50	2.5
2b. Subgroup SPED	**Math**	NR	0	0	5.9 / 5.8	75	2.5	6.7 / 5.1	75	2.5
	Reading	NR	0	0	33.3 / 23.2	75	2.5	35.7 / 27.4	75	2.5
3. State Accountability		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability		A-ALT	100	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	Not Met	50	15
4b. Academic Persistence		93	100	20	98	100	20	86	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		87.5		100	74.38		100	61.88		100

APPENDIX D

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION			
Charter Holder Name	**American Charter Schools Foundation d.b.a. Apache Trail High School**	**Schools**	**Apache Trail High School**
Charter Holder Entity ID	**79883**	**Purpose of DSP Submission**	**Renewal**
Site Visit Date	**February 9, 2016**		

Evaluation Overview:

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

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

Data

In the area of Data, the Charter Holder's DSP is evaluated as Meets. As evidenced at the site visit, the data provided by the Charter Holder showed improvement year-over-year for the two most recent school years in all measure required by the Board. For more detailed analysis see Data Inventory (appendix: d. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	No	N/A	N/A	N/A	N/A
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, ELL – Math	Yes	No	N/A	Yes	Yes
2b. Subgroup, ELL – Reading	Yes	No	N/A	Yes	Yes
2b. Subgroup, FRL – Math	No	N/A	N/A	Yes	Yes
2b. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, students with disabilities – Math	No	N/A	N/A	Yes	Yes
2b. Subgroup, students with disabilities – Reading	No	N/A	N/A	Yes	Yes
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes
4b. Academic Persistence	No	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Rate*: The area of Graduation Rate is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements.

For more detailed analysis see Graduation Rate Inventory (appendix: e. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Progress Toward Timely Graduation		
What is the Charter Holder's ongoing process to create academic and career plans?	**YES**	G.A.1
What is the Charter Holder's ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?	**YES**	G.A.2
B. Addressing Barriers to Timely Graduation		
What is the Charter Holder's ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	**YES**	G.B.1
What is the Charter Holder's ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	**YES**	G.B.2

APPENDIX E

RENEWAL DSP SITE VISIT

INVENTORY FORMS

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Apache Trail High School
School Name: Apache Trail High School

Site Visit Date: February 9, 2016
Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] SGP Math Combo 2013-2014 (1-2) SGP Math Combo 2013-2014 (1-3) SGP Math Combo 2014-2015 (1-2) SGP Algebra I 2014-2015 (1-2) SGP Algebra I 2014-2015 (1-3) SGP Geometry 2014-2015 (1-2) SGP Geometry 2014-2015 (1-3) SGP Algebra I 2015-2016 (1-2) SGP Geometry 2015-2016 (1-2)	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided demonstrate evidence of maintained academic performance in Student Median Growth Percentile (SGP) – Math.** • Comparison of percent of students above typical growth for FY15 and FY16 in Algebra 1 and Geometry indicates that the school has maintained performance. In FY15 8 out of 20 students, and in FY16 10 out of 25 students demonstrated above typical growth. **Final Evaluation:**	
	☒ Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] SGP English 10th 2014-2015 (1-2) SGP English 10th 2014-2015 (1-3) SGP English 10th 2015-2016 (1-2) ATHS ELA 10	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided demonstrate evidence of maintained academic performance in Student Median Growth Percentile (SGP) – Reading.** • Comparison of percent of students above typical growth for FY15 and FY16 in English Language Arts indicates that the school has maintained performance. In FY15 11 out of 23 students, and in FY16 8 out of 17 students demonstrated above typical growth. **Final Evaluation:**	
	☒Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Math Not Applicable	

[D.4] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Reading Not Applicable
[D.5] **N/A**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math Not Applicable
[D.6] FAME Data 2013-2014 FAME Data 2014-2015 FAME Data 2015-2016	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.** • Comparison of proficiency data demonstrated improvement of one percentage point. Beginning of year benchmark assessment results for FY16 were 8.64 percentage points lower than in FY15. In FY15, beginning of year proficiency was 36.58 and increased to 37.19 by the end of course assessment. In FY16, beginning of year proficiency was 27.94 and increased to 38.63 by the end of course assessment. Year over year comparative data demonstrates an increase of 1.44 percentage points. **Final Evaluation:** ☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. ☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.7]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math Not Applicable- Due to course based assessments, comparable data is not available. **Final Evaluation:**
[D.8]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading Not Applicable- Due to course based assessments, comparable data is not available.
[D.9] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Math Not Applicable

[D.10] FAME Data 2013-2014 FAME Data 2014-2015 FAME Data 2015-2016	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.** • Comparison of proficiency data demonstrated improvement of one percentage point. Beginning of year benchmark assessment results for FY16 were 8.64 percentage points lower than in FY15. In FY15, beginning of year proficiency was 36.58 and increased to 37.19 by the end of course assessment. In FY16, beginning of year proficiency was 27.94 and increased to 38.63 by the end of course assessment. Year over year comparative data demonstrates an increase of 1.44 percentage points. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.11] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math Not Applicable	
[D.12] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading Not Applicable	
[D.13] 2013, 2014, 2015 Graduate Rate ADE 4th, 5th, 6th 2016 Projected Graduate Rate 4th, 5th, 6th 2016 Graduation Summary Report 6th	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved performance in High School Graduation Rate **The documents provided demonstrate evidence of improved performance in High School Graduation Rate.** • Comparison of the 5 year graduation rate data demonstrated graduation rate improvement of two percentage points. Credit completion indicates 5 year graduation rate data for cohort of 2014 was 46% and the projected 5 year graduation rate for cohort of 2015 at 48%. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.14] N/A	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved performance in Academic Persistence Not Applicable

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Apache Trail High School
School Name: Apache Trail High School

Site Visit Date: February 9, 2016
Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.A.1] **AIMS Testing Results** **Galileo Pre Test Scores** **AZMerit Results** **Workgroup slide show PDF** **PLC exemplars** **Curriculum tallies** **Block 2 data meeting** **June School Leader and Coach** **PMP planning session**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum. **The documents provided demonstrate evidence of the following:** • 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. • District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.2] **Curriculum and Instruction Cycle** **Lesson Plan Feedback** **Lesson Plans** **Curriculum Maps** **Data Review Documentation** **Block 2 Data meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating how effectively the curriculum enables students to meet all standards. **The documents provided demonstrate evidence of the following:** • ATI/Galileo benchmark testing, Pre- and Post- testing in all classes, AIMS testing results, AZMERIT, and AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.A.3] **Lesson Plan Feedback log** **Rubric that adheres to state standards** **Curriculum Coach weekly review** **Galileo Pre/post test data** **Block 2 data meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies curricular gaps. **The documents provided demonstrate evidence of the following:** • The Curriculum Coach/admin keeps 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. At the end of the term, CMO-designed post/tests are given to assess standards mastery of each class. • That data is used by the coach and classroom teachers to inform their pacing and re-focus on particular • **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.B.1] **EOY Data for AZMerit and Galileo** **PLC Exemplars** **BLG Product Selection Evidence** **June School Leader and Coach** **PMP planning session**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • 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. • School leadership and teachers meet to go over curriculum maps, conduct tallies to determine standards alignment, and make revisions if necessary. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.B.2] **Curriculum Monitoring, Review, development and adoption process** **QSI Subject Specific alignment** **Lesson plan feedback logs** **Lesson plan rubrics** **BLG Product Selection Evidence** **PLC Exemplars** **Block 2 data meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating new and/or supplemental curriculum options. **The documents provided demonstrate evidence of the following:** • ATHS uses the following criteria to evaluate curriculum options to determine what to adopt: Alignment to AZCCRS, Compatibility to the school's technology, Addresses school areas of improvement (based on assessment data, Research-base, and Cost-effectiveness. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.C.1] **Site PD's Meeting Agenda's** **Workgroup Agenda's** **PLC Exemplars**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • All content workgroups are composed of master-level content teachers who continuously work to refine their curriculum maps using benchmark data, state testing data, pre/post test data, teacher feedback, and input from external experts in the contents and standards. Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/post test blueprints. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.C.2] **Lesson plan submission and feedback log** **Curriculum maps** **Sign in sheet/meeting agenda** **PLC Exemplars** **BLG Product Selection Evidence** **Block 2 data meeting** **June School Leader and Coach** **PMP planning session**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for revising the curriculum. **The documents provided demonstrate evidence of the following:** • Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/post test blueprints. • Administration and teachers work collaboratively to determine the best way to incorporate and realize curriculum changes. This would include exploring new, site-specific instructional tools and programs for intervention, enrichment, and curriculum delivery that best serve the needs of the students at ATHS. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.D.1] **Lesson plan submission and feedback log** **Walk through tools** **TLG Teacher Eval Instrument**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff. **The documents provided demonstrate evidence of the following:** • 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 walk through, formal and informal, by administration validate that the written plans are being executed with fidelity in the classrooms. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.D.2] **Curriculum maps/pacing guide** **Lesson plan feedback log** **Galileo pre/post data** **Walkthroughs** **Lesson plan feedback**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff. **The documents provided demonstrate evidence of the following:** • 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. • Lesson plans are aligned to curriculum maps to ensure standards are properly being covered. The instructional coach/admin review the lesson plans to ensure that they contain the necessary elements described above and provides feedback on the lessons. • The curriculum coach/admin conducts regular classroom walk-through and provides feedback to ensure that live instruction matches the written lesson plan for the day. • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.D.3] **Curriculum maps** **Walk through tool** **Lesson plan feedback** **Course tallies examples**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to ensure that all grade-level standards are taught to mastery within the academic year. **The documents provided demonstrate evidence of the following:** • The course standards pacing tallies that have been created along with the curriculum maps for all core content classes document how often and when particular standards are covered within a single course. When entire course sequences are looked at across the year with these standards tallies, it is easy to see not only that all standards are taught but also how much each standard is emphasized during the instructional sequence. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.E.1] **PD calendar** **PLC workgroup agendas** **Curriculum maps** **Lesson plan** **PLC Exemplars**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for verifying that the curriculum is aligned to Arizona's College and Career Ready Standards. **The documents provided demonstrate evidence of the following:** • 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. • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.E.2] **QSI website** **PLC workgroups by subject** **ATI Galileo** **PLC Exemplars** **Lesson plan feedback** **Lesson plan feedback log** **June School Leader and Coach** **PMP planning session**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards when adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • The instructional coach/admin collects and reviews lesson plans and provides feedback and provides instructional coaching support. • 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. **Final Evaluation:**	
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.F.1] **Curriculum maps** **Walkthrough tool** **Lesson plan feedback** **Sped progress reports** **Flex Friday sheets** **Block 2 data meetings** **Tutoring tracker**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups. **The documents provided demonstrate evidence of the following:** • Students are placed in tutoring. • Students also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention. • Students in special education are provided additional services in push in/pull out programs, and progress is tracked via progress reports. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Apache Trail High School
School Name: Apache Trail High School

Site Visit Date: February 9, 2016
Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.A.1] TLG Secondary Assessment Flowchart Detailed School Assessment Cycle Galileo Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating assessment tools. **The documents provided demonstrate evidence of the following:** ○ Galileo is a valid and reliable assessment ○ Galileo produces standards-based reporting by teacher, class, and student through a comprehensive database ○ Benchmarks provide normed-growth data that evidences how students are improving **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.A.2] Lesson Plans Curriculum Maps Galileo Reports Curriculum Map Standards Tallies Blueprint Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating how assessments are aligned to the curriculum. **The documents provided demonstrate evidence of the following:** • Content workgroups look for standards coverage along with rigor alignment compared to the state test • For all tests within Galileo, administrators are able to run blueprint reports to quickly evaluate the standards coverage within each exam • The assessment system is aligned to the curriculum based on the correlation of state standards **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.A.3] Lesson Plans Curriculum Maps Meeting Agendas Curriculum Map Standards Tallies	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating how the assessment system is aligned to the instructional methodology. **The documents provided demonstrate evidence of the following:** • Correlation of state standards, CCRS standards, and objectives	

Lesson Plan Feedback logs Post-Cognitive Conference Post-Conference Sample	• Curriculum coach reviews lessons and meets with individual teachers to improve and ensure alignment **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.B.1] Galileo Reports Flex Study Time ELL Roster Secondary Assessment Flow Chart Tutoring Tracker	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum. **The documents provided demonstrate evidence of the following:** • Galileo data provides the team with intervention reports, individualized reports, and school-wide reports on students in the four subgroups • The instructional team can determine best practices, interventions, standards, and curriculum to focus on with identified students • Reports are used to identify students in the subgroups who would benefit from Friday workshops • Students are able to receive additional intervention to assist with academic goals, retention of curriculum, and identified learning gaps **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.C.1] TLG Secondary Assessment Flowchart Documentation of Data Meeting Post-Cognitive Conference Post-Conference Sample	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for collecting and analyzing assessment data. **The documents provided demonstrate evidence of the following:** • 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 • 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 • Data is analyzed during staff meetings and instructional coaching sessions **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.C.2] TLG Assessment Cycle HS Assessment Cycle Coaching Activity Log ELA Workgroup Agenda May 2015 Data Feedback Meeting Notes	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the data analysis is used to make adjustments to curriculum. **The documents provided demonstrate evidence of the following:** • 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 determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.C.3] TLG Assessment Cycle HS Assessment Cycle Post-Cognitive Conference Post-Conference Sample Data Feedback Meeting Notes	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the data analysis is used to make adjustments to instruction. **The documents provided demonstrate evidence of the following:** • Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery • The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: ACSF dba Apache Trail High School
School Name: Apache Trail High School

Site Visit Date: February 9, 2016
Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
[M.MI.1] Pre/Post Conference Documentation for Cognitive Coaching Session Walkthrough Tool PD Agendas Lesson Plan Submission Form Lesson Plan Rubric Classroom Tally	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups. **The documents provided demonstrate evidence of the following:** • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.MI.2] Galileo Data AIMS Data AZMerit Data TLG Teacher Evaluation PLC Exemplars	**Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards. **The documents provided demonstrate evidence of the following:** • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.B.1] SMART Goals Cognitive Coaching	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating instructional practices of all staff. **The documents provided demonstrate evidence of the following:**	

Lesson Plan Feedback Student Survey Results TLG Evaluation Tool Classroom tally Classroom effectiveness	• 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. • Student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluate. • Leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice ions and provide evidence. • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.B.2] SMART Goals Cognitive Coaching Lesson Plan Feedback Student Survey Results TLG Evaluation Tool June School Leader and Coach PMP planning session Classroom Tally Classroom effectiveness	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to identify the quality of instruction. **The documents provided demonstrate evidence of the following:** • 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. • Leadership collects data about instruction from pre/post tests, benchmarks, student surveys, classroom walkthroughs, lesson plan rubrics, the lesson plan submission and feedback log, and the coach activity log. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.B.3] Cognitive coaching SMART GOALS Teacher Evaluation Tool Classroom Tally **Classroom effectiveness**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs of instructional staff. **The documents provided demonstrate evidence of the following:** • 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. • 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 **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.C.1] **Lesson Plan Focused on RTI**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups. **The documents provided demonstrate evidence of the following:** • The school tracks the completion and implementation of the RtI 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.D.1] **TLG Teacher Evaluation Tool** **Coaching Log Documentation** **Data Review Meeting** **Feedback logs** **Classroom effectiveness**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff. **The documents provided demonstrate evidence of the following:** • 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. Because of Apache Trail's small size, staffed by only five full-time teachers, the school leader is able to completely personalize the professional growth needs and support for every instructor on an individual level. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.D.2] **Cognitive Coaching** **Lesson Plan Feedback** **Individual Conferences** **SMART Goals** **June School Leader and Coach** **PMP planning session** **Classroom effectiveness**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided demonstrate evidence of the following:** • Each block, teachers are provided with individualized feedback about their written lesson plan quality, walkthrough data, pre/post test growth and achievement, and student feedback. • Goal setting and goal accomplishments are tracked each block on the Coach Activity Logs and feed into the formal evaluation process. • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Charter Schools Foundation dba Apache Trail High School
School Name: Apache Trail High School

Site Visit Date: February 9, 2016
Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	

[P.A.1]
TLG Professional Development Cycle
ATHS-Based PLC Meeting Agendas
PD/Sign-in Sheets
NTA Documentation
PLC Workgroup Agendas
PLC Workgroup Guides
Using Pre-test Data to Drive Instruction PowerPoint
ELA Workgroup
Math Workgroup
Post Cognitive Conference
	Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.
	
	The documents provided demonstrate evidence of the following:
	• 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
	• Meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students
	• Professional development sessions align to each area of the teacher evaluation tools, including:
	  ○ New Teacher Academy
	  ○ Instructional Coach PLCs
	  ○ School Leader PLCs
	  ○ Content PLCs
	• ATHS adheres to the Leona Professional Development Cycle in its delivery of meaningful professional development
	
	Final Evaluation:	

	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.A.2] ATHS-SMART Goals Post Cognitive Conference TLG Professional Development Cycle	**Charter holder indicated the intended purpose of the document was to demonstrate:** that Charter Holder's process to ensure the professional development plan is aligned with instructional staff learning needs. **The documents provided demonstrate evidence of the following:** • Customized learning plans for every teacher • PD plan aligns with the learning needs of instructional staff by prioritizing meeting topics based on the staff professional development needs survey and results **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.A.3] TLG Cycle of Development Survey Documentation Lesson Plan Submissions Walkthrough data Walkthrough Tool without Technology Assessment Data	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process to determine and address the areas of high importance in the professional development plan. **The documents provided demonstrate evidence of the following:** • Specific PD plans were determined after instructional staff completed a "needs survey" to determine areas they felt they needed the most support • In a staff meeting, data/results were shared and as a group, the ranking of importance was discussed to guide professional development **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.B.1] PMP Documentation TLG Professional Development Chart PD Calendar Data Feedback Meeting Notes September NTA Guide Peer-to-Peer Engagement DI & RTI ATHS ATHS Reteaching Strategies ESS Training PDF Mods and Accom Training Kickoff	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups. **The documents provided demonstrate evidence of the following:** • The leadership team meets to review the disaggregated results of the state assessment • Data drives the annual revision of the PMP • The collection of formative and summative assessments provides data which guides professional development on creating plans/programs/interventions to support non-proficient students. • The CMO's Director of Language and Literacy assists the campus with ensuring PD efforts are in place to support the growth and achievement of ELL students. • Professional development on differentiated instruction, best practices and methodologies on teaching ELL students, and monitoring of ELL students • Information, data, evidence, and artifacts are used to determine how to best effectively and properly support students with disabilities and guide professional development topics. • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.C.1] Post Cognitive Conference Classroom Tally Walkthrough Data Walkthrough Tool without Technology QSI Website Resources	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development. **The documents provided demonstrate evidence of the following:** • Teachers will be observed to gain evidence on the effectiveness of professional development within their classrooms • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.C.2] Budget Allocation for Professional Development Professional Development Plans QSI Website Resources • "Coach" ELA Resources • Curriculum Maps "Tier 3 Support" and "Resources" columns	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies the resources that are necessary for high quality implementation. **The documents provided demonstrate evidence of the following:** • The school earmarks both Title 1 and general fund resources to ensure that the necessary resources for implementation are available. • Needed resources are identified based on feedback from school leaders and coaches. PLC workgroups collaborated to design needed resources. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.D.1] Post Cognitive Conference Walkthrough data Walkthrough Tool without Technology Lesson Plan Feedback Teacher HS Evaluation TLG Teacher Evaluation Form ME	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions. **The documents provided demonstrate evidence of the following:** • 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. • The goal review process is used to identify areas of professional growth. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.D.2] Post Cognitive Conference Walkthrough Data Observation Documentation QSI Website Resources Lesson Plan Feedback Meeting Agendas Teacher HS Evaluation	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development. **The documents provided demonstrate evidence of the following:** • Administrative lesson plan feedback • Instructional coaching feedback • Walkthrough data sharing • Professional development sessions • Staff meetings • 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. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: ACSF dba Apache Trails High School
School Name: Apache Trails High School

Site Visit Date: February 9, 2016
Required for: Renewal
Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
[G.A.1] **Credit Analysis** **Dropout Prevention Job Description** **Paraprofessional** **Scholarship application**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder creates academic and career plans. **The documents provided demonstrate evidence of the following:** • Upon enrollment, a credit analysis is created for each student. • Students meet with our Success Advisor to review their Credit Analysis and discuss their graduation plan. Each graduate has a meeting with administration throughout the year to review progress and discuss any supports needed. • The Success Advisor/admin discusses post-graduation options and share possibilities with students. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[G.A.2] **Master Schedules** **Credit Analysis** **Dropout Prevention Parent Meeting** **Flex Friday** **Tutoring Tracker**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to monitor and follow-up on student progress toward completing goals in academic and career plans. **The documents provided demonstrate evidence of the following:** • Each student's credit analysis is updated throughout the school year as students earn credits. Students see and are informed of the consequences of not passing classes and the benefits of taking additional classes. • As students approach completion of graduation requirements, an administrator meets with them to review any deficiencies (required courses, AZMerit, etc.) and provide relevant post-graduation information. • Pass rate is reviewed for each grade level, students who fail all classes or 2 out of 3 classes are reviewed for placement in an Academic Success class that provides additional academic support. In addition, our drop-out Prevention specialist meets with struggling students to discuss options and possibly agree upon a contract, if necessary. • The Success Advisor schedules follow-up meetings with students to check in with students regarding progress towards their career goals and provide additional support if needed.	

	• In addition, the administration team, along with the Success Advisor, meet in the summer to discuss the process and credit analysis form to determine if modifications are needed. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[G.B.1] **Credit Analysis** **Schoolmaster Credit Report and Grade Report** **School Calendar** **Lesson plan for transitional course (Block3TG and 3TA)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time. **The documents provided demonstrate evidence of the following:** • A Drop Out prevention coordinator bridges the gap when social issues occur. They connect with the student and their families to communicate with staff the need of the family. • To assist in academic recovery we had added to math classes Transitional Algebra and Informal Geometry; The teacher pairs low achieving students with high to build their skills and complete the standards. Additional reinforcement is provided by a Paraprofessional for individualized help both after school and on flex Friday. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[G.B.2] **Credit Analysis** **A+ computer based education** **Flex Friday Sign in** **Graduation Rates 4,5,6,7** **Projected Graduates for 2016** **June school leader and coach pmp planning session** **Student survey** **1/28/16 meeting (focus group)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that Charter Holder's process to evaluate the effectiveness of the process for providing timely supports **The documents provided demonstrate evidence of the following:** • Data regarding pass rate, attendance rates, student surveys, growth data and graduation rates are reviewed at the end of each block and over the summer to determine if systems (identification process, support systems, meeting structure, etc.) are in need of modification. • School leadership team meets to discuss the supports offered to students. • New systems are being implemented to determine effectiveness of current intervention supports. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

APPENDIX F

RENEWAL DSP SUBMISSION

DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION

Charter Holder Name	**American Charter School Foundation**	Schools	**Apache Trail High School**
Charter Holder Entity ID	79883	Dashboard Year	2014-2015
Submission Date	**January 8th, 2016**	Purpose of DSP Submission	Charter Renewal

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: Kaizen Education Foundation dba Summit High School			
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	**Meets**	**Falls Far Below**	**Yes**
Student Median Growth Percentile (SGP)—Reading	**Falls Far Below**	**Does Not Meet**	**Yes**
Student Median Growth Percentile (SGP), Bottom 25%—Math (*Traditional and Small Schools Only*)	**Not Applicable**	**Not Applicable**	**Not Applicable**
Student Median Growth Percentile (SGP), Bottom 25%—Reading (*Traditional and Small Schools Only*)	**Not Applicable**	**Not Applicable**	**Not Applicable**
Improvement—Math (*Alternative High Schools Only*)	**Meets**	**Meets**	**No**
Improvement—Reading (*Alternative High Schools Only*)	**Does Not Meet**	**Does Not Meet**	**Yes**
Percent Passing—Math	**Meets**	**Meets**	**No**
Percent Passing—Reading	**Meets**	**Does Not Meet**	**Yes**
Subgroup, ELL—Math	**No Rating**	**No Rating**	**Yes**
Subgroup, ELL—Reading	**No Rating**	**No Rating**	**Yes**
Subgroup, FRL—Math	**Meets**	**Meets**	**No**
Subgroup, FRL—Reading	**Meets**	**Does Not Meet**	**Yes**
Subgroup, students with disabilities—Math	**Meets**	**Meets**	**No**

Subgroup, students with disabilities—Reading	**Meets**	**Meets**	**No**
High School Graduation Rate *(High Schools Only)*	**Meets**	**Does Not Meet**	**Yes**
Academic Persistence (*Alternative Schools Only*)	**Exceeds**	**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
Internal Benchmarking data has been disaggregated for **READING** from:	**Galileo Benchmark Pre/Post Test**	**Benchmark is given three times a year. Pre/Post is given every block at the beginning and end of each block**
Internal Benchmarking data has been disaggregated for **MATH** from:	**Galileo Benchmark Pre/Post Test**	**Benchmark is given three times a year. Pre/Post is given every block at the beginning and end of each block**
High School Graduation Rate	**ADE 4th ,5th , and 6th Rates**	**4th, 5th, and 6th year graduation rates for ATHS in 2013, 2014, and 2015 are:**
Academic Persistence	**N/A**	**N/A**

	4th	5th	6th
15	25%		
14	33%	42%	
13	33%	46%	43%

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.

All data follows a series of steps in order to use it with fidelity: **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/Galileo, Pearson, and ADE. **Thirdly**, ATI/Galileo, Pearson, and ADE have provided evidence of validity and reliability as third-party assessment vendors. ATI/Galileo 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 test 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.

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

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

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

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—**Math**	**Galileo Benchmark Testing** **2013-2014** • **#1 SGP Math Combo 1#-#2** • **#2 SGP Math Combo 1#-#3** **2014-2015** • **#3 SGP Algebra 1#-#2** • **#4 SGP Algebra 1#-#3**	**Analysis:** Our analysis of 2013-14 and 2014-15 math data from ATI Galileo's Math Combo and Algebra tests shows a 9% decline in December SGP between the two years (from 49% to 40%) and a 5% decline in March SGP between the two years (from 49% to 44%). Within the 2013-14 school year, this shows stability holding at 49%. Within the 2014-15 school year, this shows a 4% improvement from 40% to 44%. **Conclusion:** Making a growth comparison between these two years is difficult because of the changes in benchmarking blueprint driven by AZMERIT.

Additionally, far fewer students took the Algebra test than the prior year's cumulative exam, making the sample size of the 2014-15 year nearly 15% of 2013-14.

And so…: ATHS continues to track Galileo benchmark testing administered online to ensure a more comprehensive data analysis. This data is then used to provide extra tutoring through Para professional for Algebra1, Algebra 2, and Geometry sequence of classes.

We have create a new credit recovery Algebra 1A class to better serve the learning needs of students who have taken but not passed Algebra 1A at ATHS or on a transfer grade. These students take the course with a much smaller cohort under the leadership of a teacher who incorporates differentiated instruction through blended learning and leads small-group tutorials instead of large-class lectures. We believe that this approach will lead to more students passing and increased standards mastery for the gateway Algebra 1 class.

After losing our two math teachers from last year, one of whom was a highly-effective veteran teacher, we have an entirely new math department this year. One of our new teachers just finished her student teaching and is completely new to the profession; the other transferred from out of state, and although she has teaching experience, she is new to our community, school, and organization. To support these teachers professionally and expedite their ramp-up, they have been partnered with two content math coaches from sister schools at the CMO to provide them with mentorship for curriculum, instruction, and assessment. They also participate in all CMO-led PD throughout the year so they can collaborate with the 60 other secondary math teachers within Leona, many of whom are highly-skilled, experienced, and effective.

Because of the challenging teacher shortage in Arizona, we recognize the importance of developing and investing in our math teachers. Even metro Phoenix is struggling with a math teacher shortage this year. Mesa Unified Schools opened 80 teachers short of what they

		needed to fully staff their science and math departments this year. The geographic isolation of Apache Junction makes it exponentially difficult to attract and retain effective math teachers.
Student Median Growth Percentile (SGP)—**Reading**	**Galileo Benchmark Testing** **2013-2014** • **#5 SGP 10th Grade English 1#-#2** • **#8 SGP 10th Grade English 1#-#4** **2014-2015** • **#7 SGP 10th Grade English 1#-#2** • **#8 SGP 10th Grade English 1#-#3**	**Analysis:**, The SGP for Reading on ATI Galileo's Reading 10 Benchmark grew significantly between the 2013-14 and 2014-15 school years. We look at the data across years for like months/administrations because it is most reflective of our progress with the scope and sequence progress of our credit-recovery population. In December of 2013-14, only 42% of ATHS students demonstrated above-typical growth; but the December test in 2014-15 evidenced 48% of students at above-typical growth, which is a 6% improvement over that time in 2013-14. In March of 2013-14, only 35% of ATHS students demonstrated above-typical growth; but the March test in 2014-15 evidenced 57% of students at above-typical growth, which is a 22% improvement over that time in 2013-14. **Conclusion:** The school has demonstrated comparative, year-over-year SGP reading improvement from 2013-2014 and 2014-15 through ATI-Galileo Reading 10 Benchmark testing. **And so…:** To continue with this growth trend ATHS will continue to track Galileo benchmark testing administered online to ensure a more comprehensive data analysis. This data is then used to provide extra tutoring through State tutorial program
Improvement—**Reading**	**Galileo Benchmark Testing** **2013-2014** • **#5 SGP 10th Grade English 1#-#2** • **#8 SGP 10th Grade English 1#-#4** **2014-2015** • **#7 SGP 10th Grade English 1#-#2** • **#8 SGP 10th Grade English 1#-#3**	**Analysis:** Improvement in reading on ATI Galileo's Reading 10 Benchmark was evident across the 2013-14 and 2014-15 school years. The proficiency tab of the data spreadsheet for both years shows that August proficiency was 25% higher in 2014-15 than 2013-14, rising from 51% to 76%. In December, we saw a 17% increase across the years from 51% to 68%. In March, that increase hit its highest level of 29% improving from 49% to 78%. **Conclusion:** Although our Excels students are not maintaining, 17%-29% of students are

		becoming more proficient year-to-year. This demonstrates comparative, year-over-year reading improvement across 2013-14 and 2014-15. **And so…:** To maintain this improvement trend, ATHS will continue to track Galileo benchmark testing administered online to ensure a more comprehensive data analysis. This data is then used to provide extra tutoring through State tutorial program. We will continue to schedule students into our ELA 10 sequenced courses in a continuous fashion to systemically move them forward in their proficiency across the year and give them the best chance at demonstrating mastery on AZMERIT in the spring. Our ELA teachers will continue to use the CMO's curriculum maps as a guide for their lesson plans, as they will continue to use the curriculum map and AZMERIT aligned post assessments for their classes to drive proficiency of standards and rigor.
Percent Passing—**Reading**	**Galileo Benchmark Testing** **<u>2013-2014</u>** • **#5 SGP 10th Grade English 1#-#2** • **#8 SGP 10th Grade English 1#-#4** **<u>2014-2015</u>** • **#7 SGP 10th Grade English 1#-#2** **#8 SGP 10th Grade English 1#-#3**	**Analysis:** The % passing for reading on ATI Galileo's Reading 10 Benchmark grew significantly between the 2013-14 and 2014-15 school years. At the start of 2013-14, only 51% of ATHS students tested proficient; but by the August test in 2014-15, that number increased 25% to 76% passing. This pattern of improvement was also evident at the end of both years, with only 49% of ATHS students testing proficient in March 2013-14; but 78% testing proficient in March 2014-15. This is a 29% increase for the 2014-15 school year. **Conclusion:** The school has demonstrated comparative, year-over-year percent passing reading improvement from 2013-2014 and 2014-15 through ATI-Galileo Reading 10 Benchmark testing. **And so…** To continue with this growth trend ATHS will continue to track Galileo benchmark testing administered online to ensure a more comprehensive data analysis. This data is then used to provide extra help from a Para Professional to ensure individual needs of the

		student is being addressed
ELL - **Math**	**N/A**	**Analysis:** Our ASBCS dashboards for 2013-14 and 2014-15 have a rating of 'NR' for math because Apache Trail did not have a statistically valid number of ELL students enrolled in and testing for either year. ATHS had only one ELL student enrolled (for a short time) in 2013-14 between August 7th and December 18th, and he did not continuously attend Geometry, so he did not take the benchmark. In 2014-15, ATHS did not have a single ELL student. **Conclusion:** We do not have ELL data to analyze for either year due to not having ELL students enrolled. **And so we…** Should we have an ELL student enroll in our school, we will be prepared to serve their needs with our ILLP system. Also, we have the support of our CMO's Director of English Language Acquisition Services should we need assistance in serving an ELL student.
ELL - **Reading**	**N/A**	**Analysis:** Our ASBCS dashboards for 2013-14 and 2014-15 have a rating of 'NR' for math because Apache Trail did not have a statistically valid number of ELL students enrolled in and testing for either year. ATHS had only one ELL student enrolled (for a short time) in 2013-14 between August 7th and December 18th, who was not enrolled in ELA 10 to take the benchmark. In 2014-15, ATHS did not have a single ELL student. **Conclusion:** We do not have ELL data to analyze for either year due to not having ELL students enrolled. **And so we…** Should we have an ELL student enroll in our school, we will be prepared to serve their needs with our ILLP system. Also, we have the support of our CMO's Director of English Language Acquisition Services should we need assistance in serving an ELL student.

Each year, ATHS has an incredibly high FRL population (ranging between 75%-82%) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical.

Subgroup, FRL—**Reading**

2013-2014

- **#5 SGP 10th Grade English 1#-#2**
- **#8 SGP 10th Grade English 1#-#4**

2014-2015

- **#11 FRL English 1#-#2**
- **#11 FRL English 1#-#3**

We run our growth and achievement charts from Galileo in December and March and use this data to remediate and enrich curriculum as need to benefit students on our Title 1 campus.

Conclusion: These scores mirror our overall school scores reported in percent passing.

And so we…… To continue with this growth trend ATHS will continue to track Galileo benchmark testing administered online to ensure a more comprehensive data analysis. This data is then used to provide extra help from a Para Professional to ensure individual needs of the student is being addressed

High School Graduation Rate (Schools serving 12th grade only)

4th, 5th, and 6th year graduation rates for ATHS in 2013, 2014, and 2015 are:

	4th	5th	6th
15	25%		
14	33%	42%	
13	33%	46%	43%

Click Analysis: Our **graduation rate** results reflect that ATHS serves an alternative student population that enrolls with critical deficiencies in skills and credits. Apache Trail High School is a school of choice and has been since it opened in 1998, for students The only alternative school choice for student and parents in that community. Students come from area of school where they were not provided with the support or remediation necessary in order to be successful in an academic setting. ATHS is an alternative high school that offers credit recovery. Apache Trail High School is very senior and junior class heavy. With very few freshman and sophomore. We have no barriers to enrollment and embrace its mission to provide the rigorous and relevant instruction for students at all academic levels and ensure that each has the tools and support to achieve success. And of course, earn a high school diploma.

Analysis: ATHS student body is constructed of 8 freshmen, 30 sophomores, 43 juniors, and 62 seniors. There are no minimum credits to enroll; Apache Trail High School serves a population that will require an extended period of time to graduate. When enrolling students, the school performs a credit analysis and reviews other pertinent information for all students to determine academic standing. Currently, 90% of the students enrolled are in poor academic standing. This determination centers on credit deficiency (what a typical high school student should be acquiring in order to graduate in four years). Our graduation rates evidence several things:

- Our students are able to graduate and remain in school past their senior year to do so. These students come to ATHS from local systems where they have fallen significantly behind in credits and academic skill. ATHS is providing a critical service to these students, providing the extra time and instruction they need to master grade level standards and earn a high school diploma.

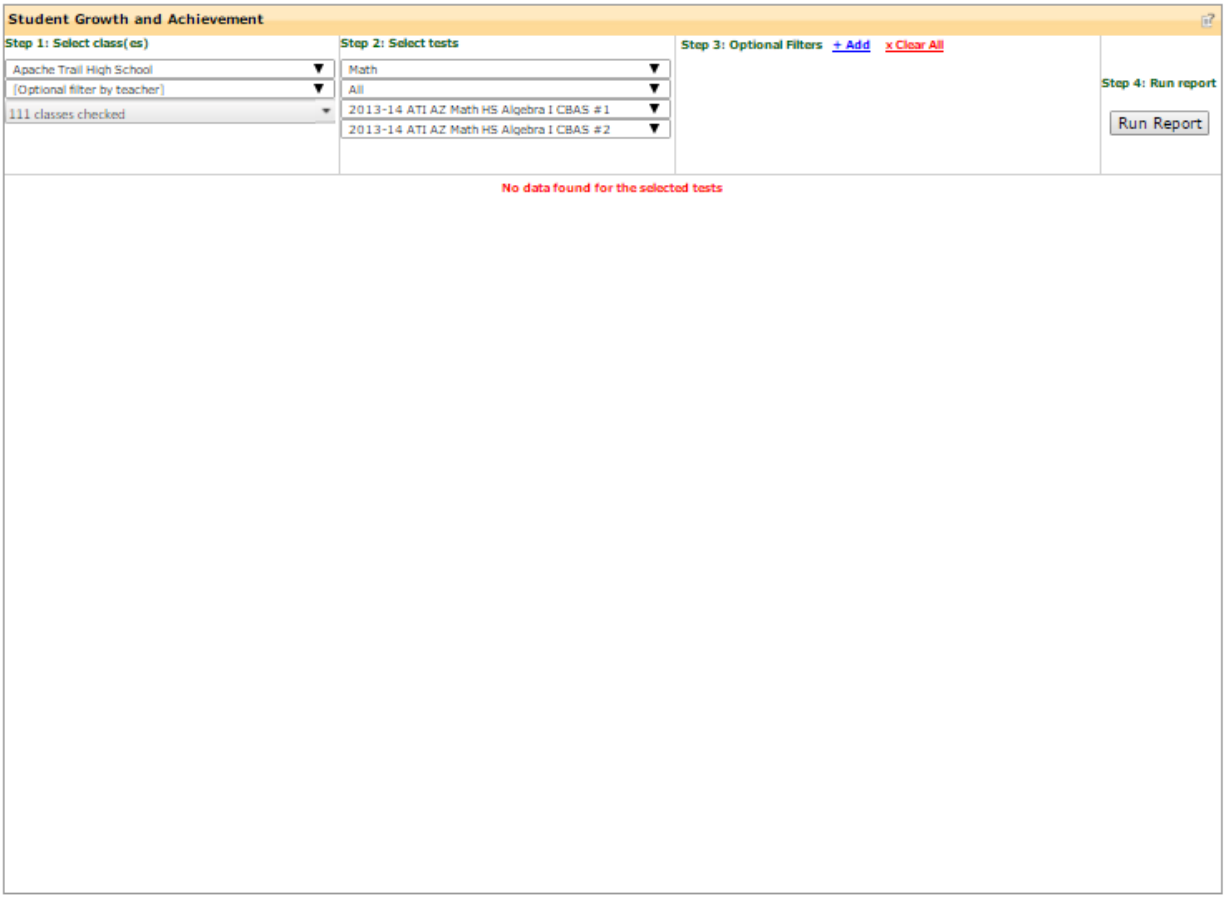
- Over the last two years, several large shifts have occurred at the secondary level that impact the rate of graduation. First, a 4th year of math was added as a graduation requirement. For credit-deficient students already a year or more behind in math, this addition impacted the graduation rate of our students. Also, the transition to AZCCRS added increased rigor in all courses and additional course time for Algebra and Geometry.

Data Charts 2013-2014

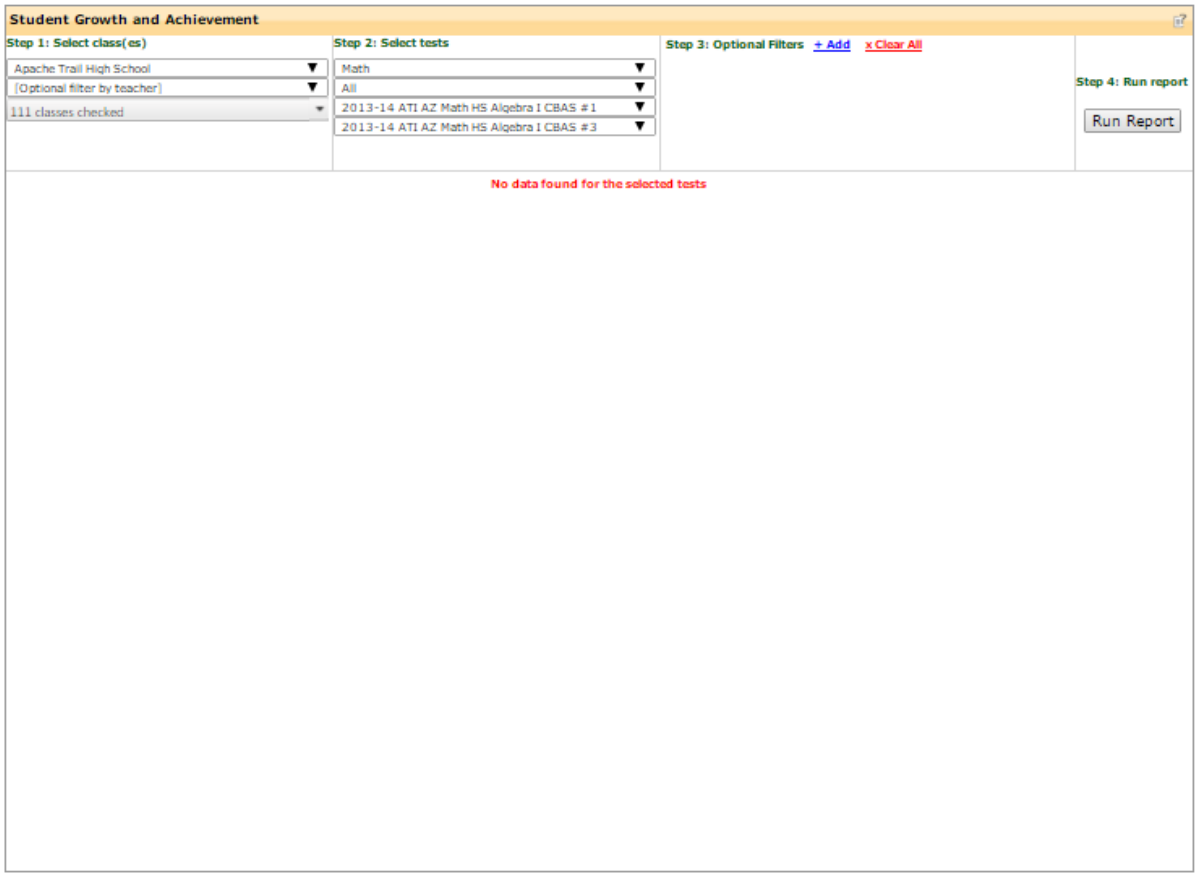
#1 SGP Math Combo 1#-#2 2013-2014

#2 SGP Math Combo 1#-#3 2013-2014

#3 SGP Algebra 1#-#2 2013-2014



#4 SGP Algebra 1#-#3 2013-2014



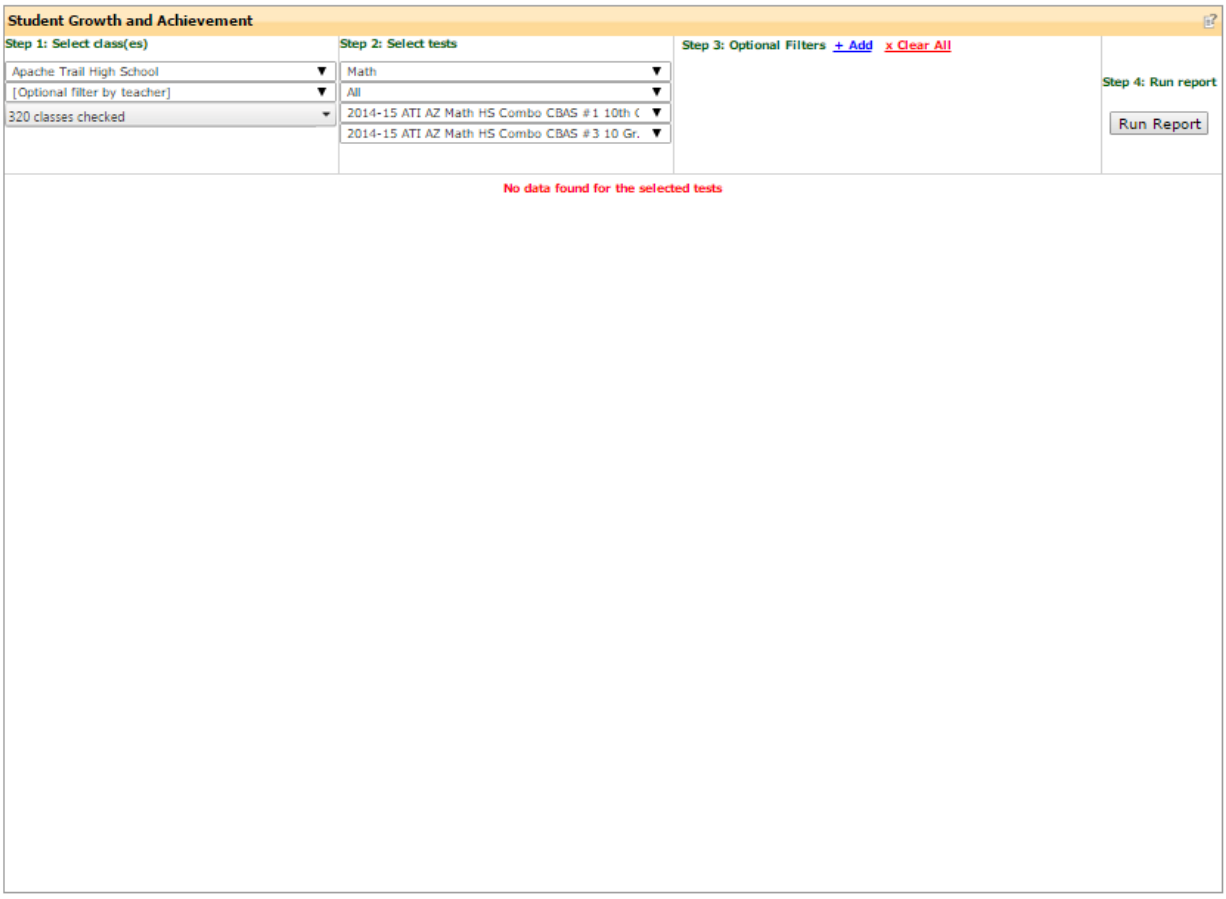
#5 SGP 10th Grade English 1#-#2 2013-2014

#6 SGP 10th Grade English 1#-#4 2013-2014

Data Charts 2014-2015

#1 SGP Math Combo 1#-#2 2014-2015

#1 SGP Math Combo 1#-#2 2014-2015



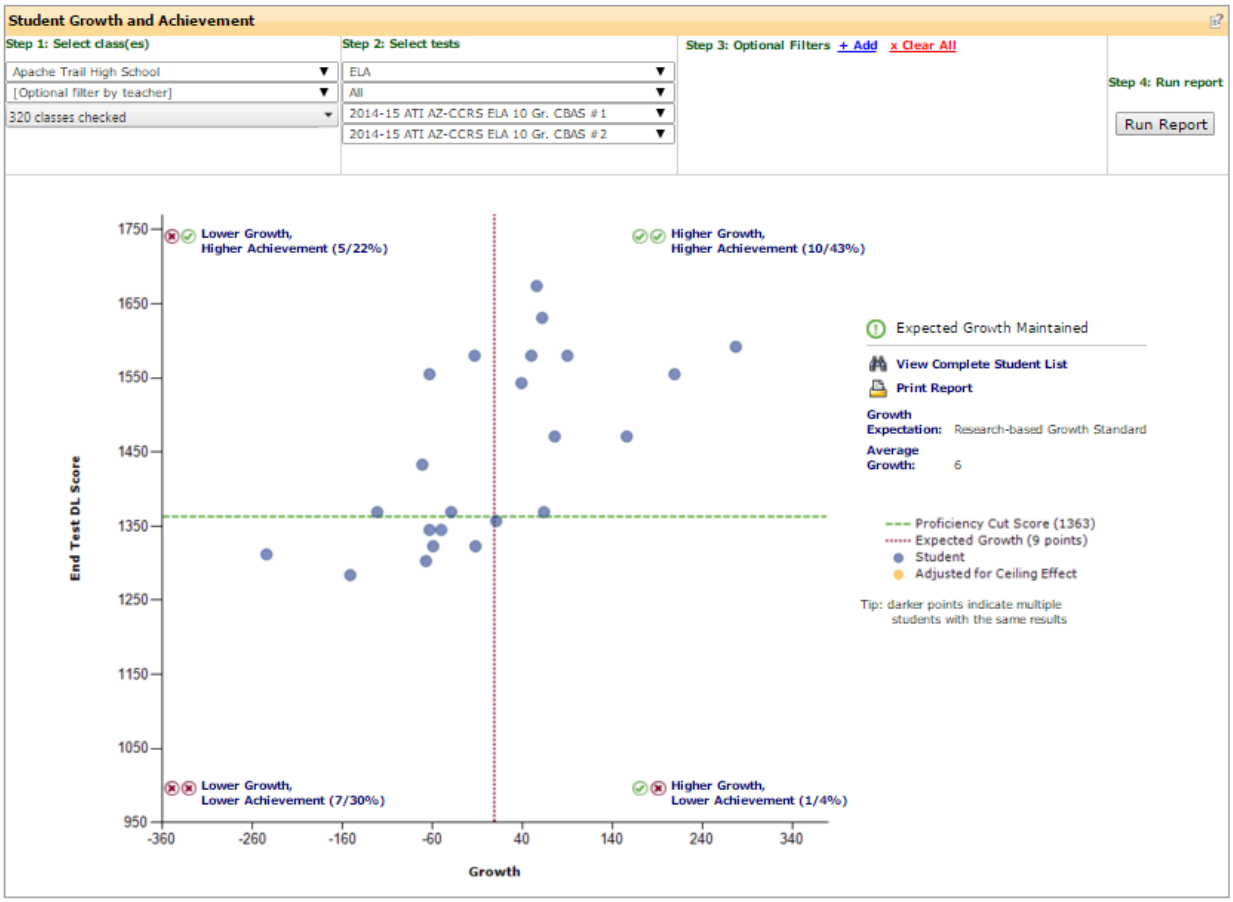
#3 SGP Algebra 1#-#2 2014-2015

#4 SGP Algebra 1#-#3 2014-2015

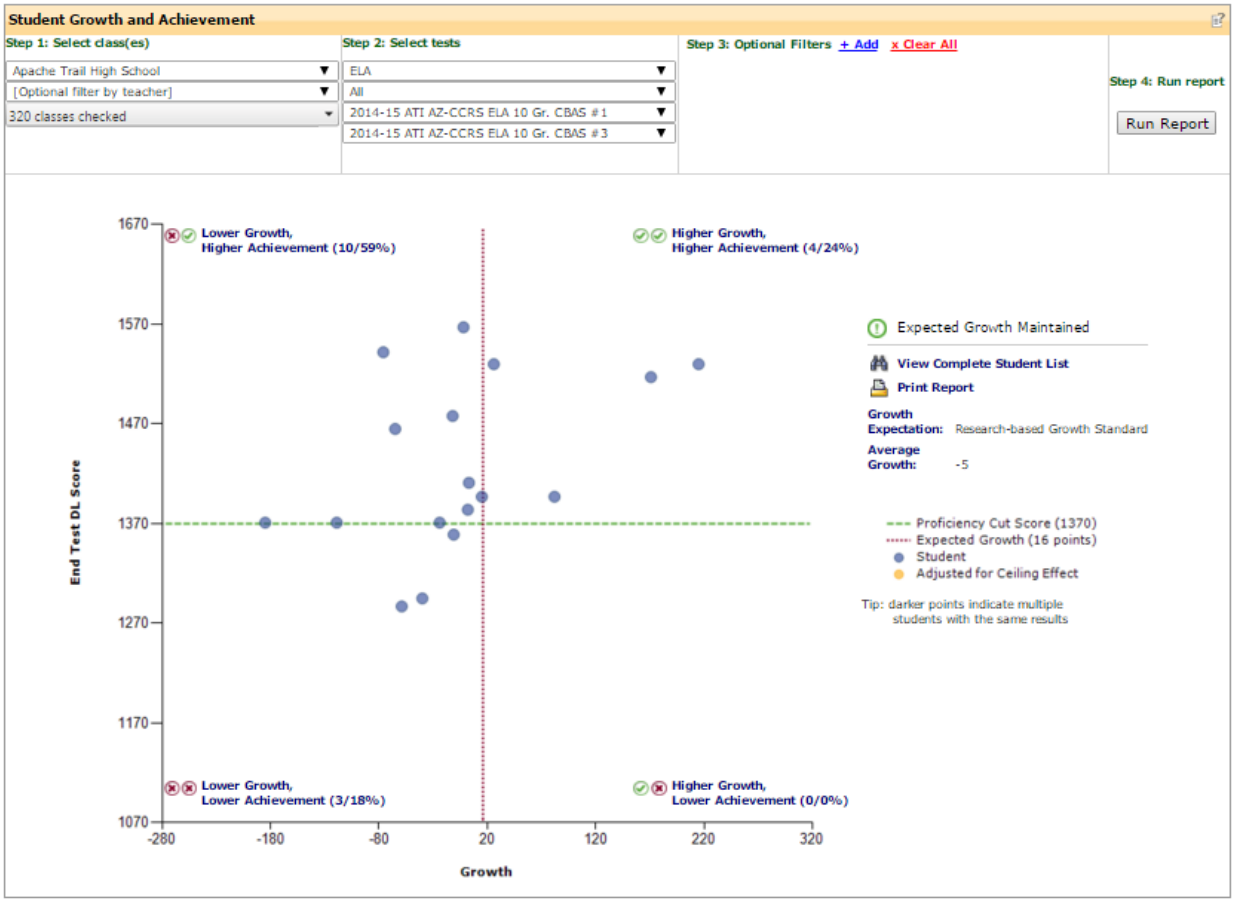
#5 SGP Geometry 1#-#2 2014-2015

#6 SGP Geometry 1#-#3 2014-2015

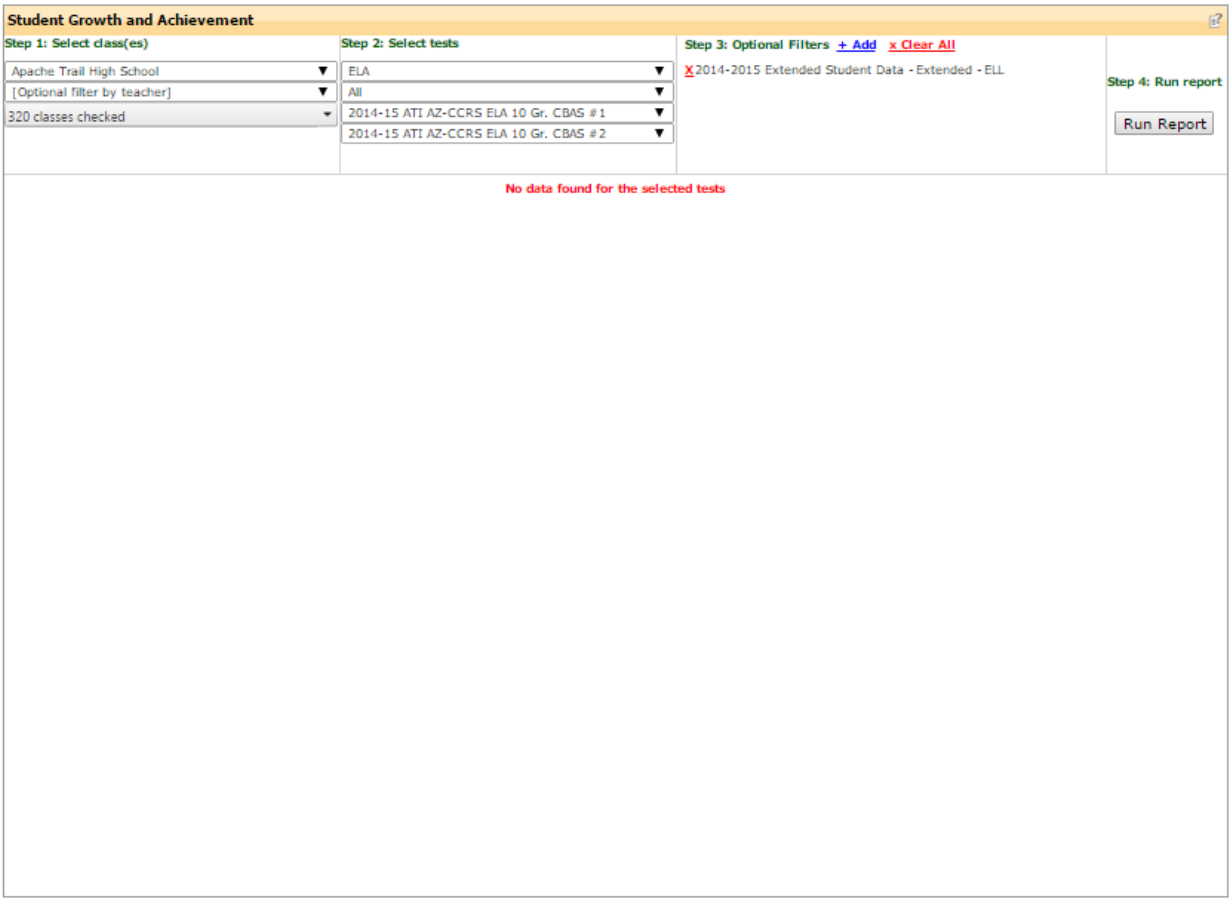
#7 SGP 10th Grade English 1#-#2 2014-2015



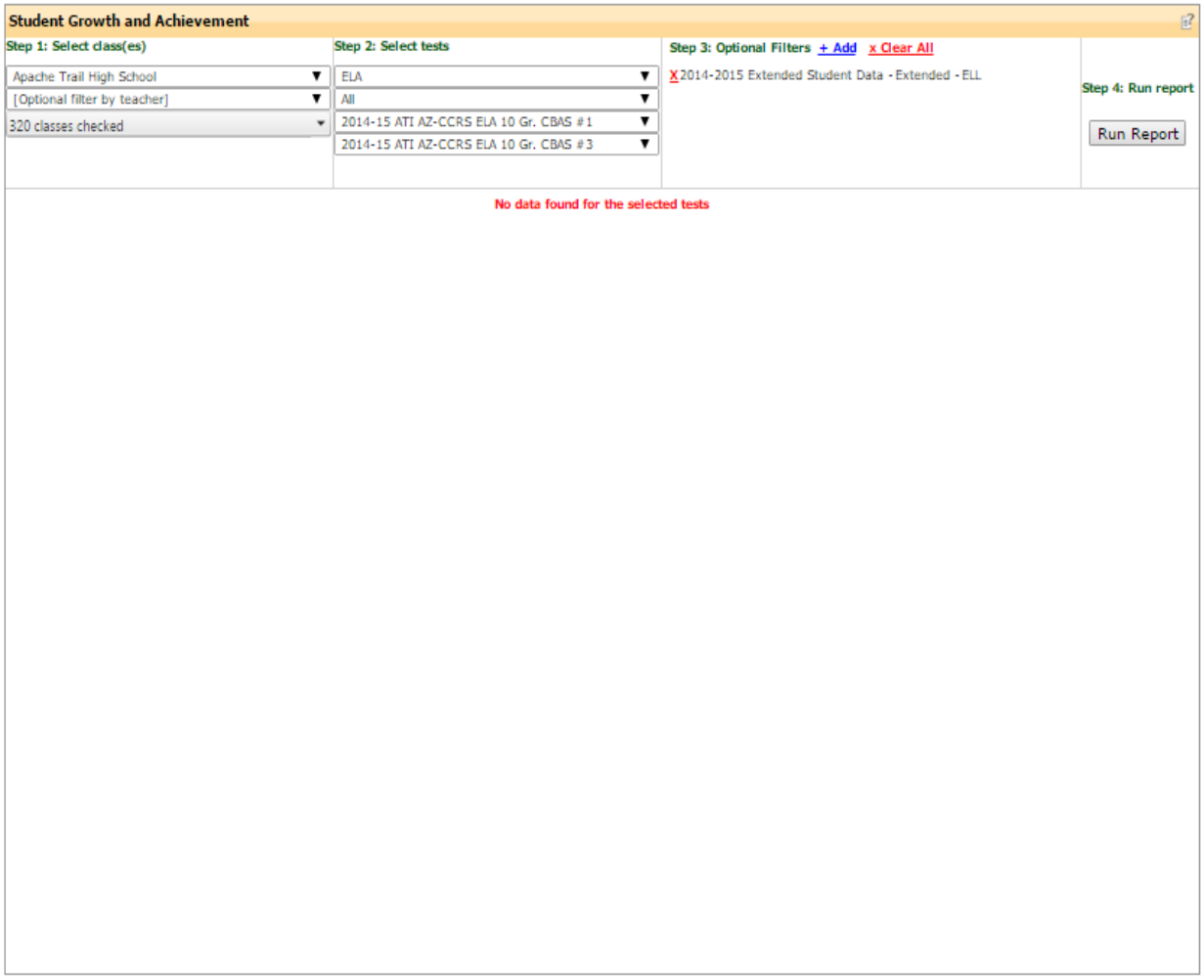
#8 SGP 10th Grade English 1#-#3 2014-2015



#9 ELL English 1#-#2 2014-2015

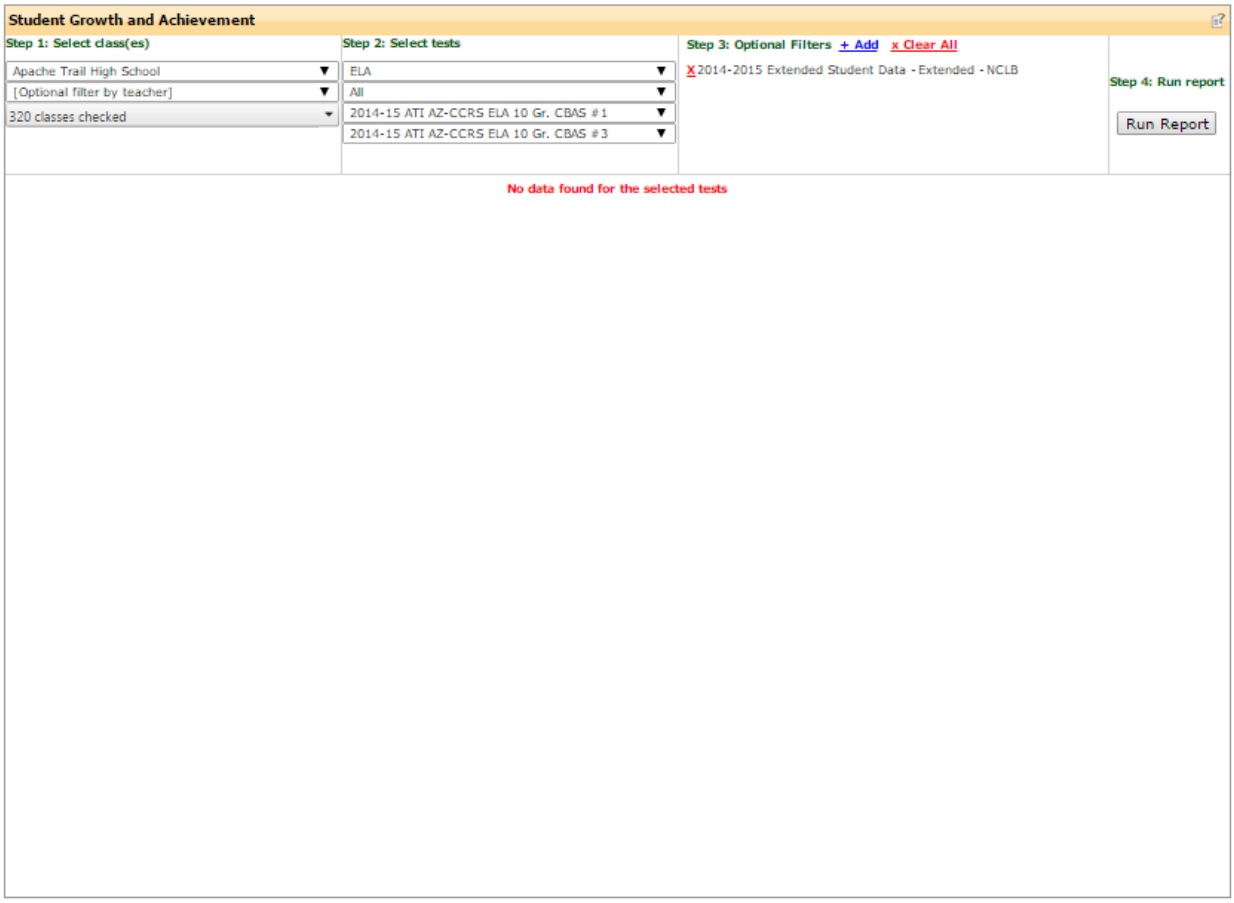


#10 ELL English 1#-#3 2014-2015

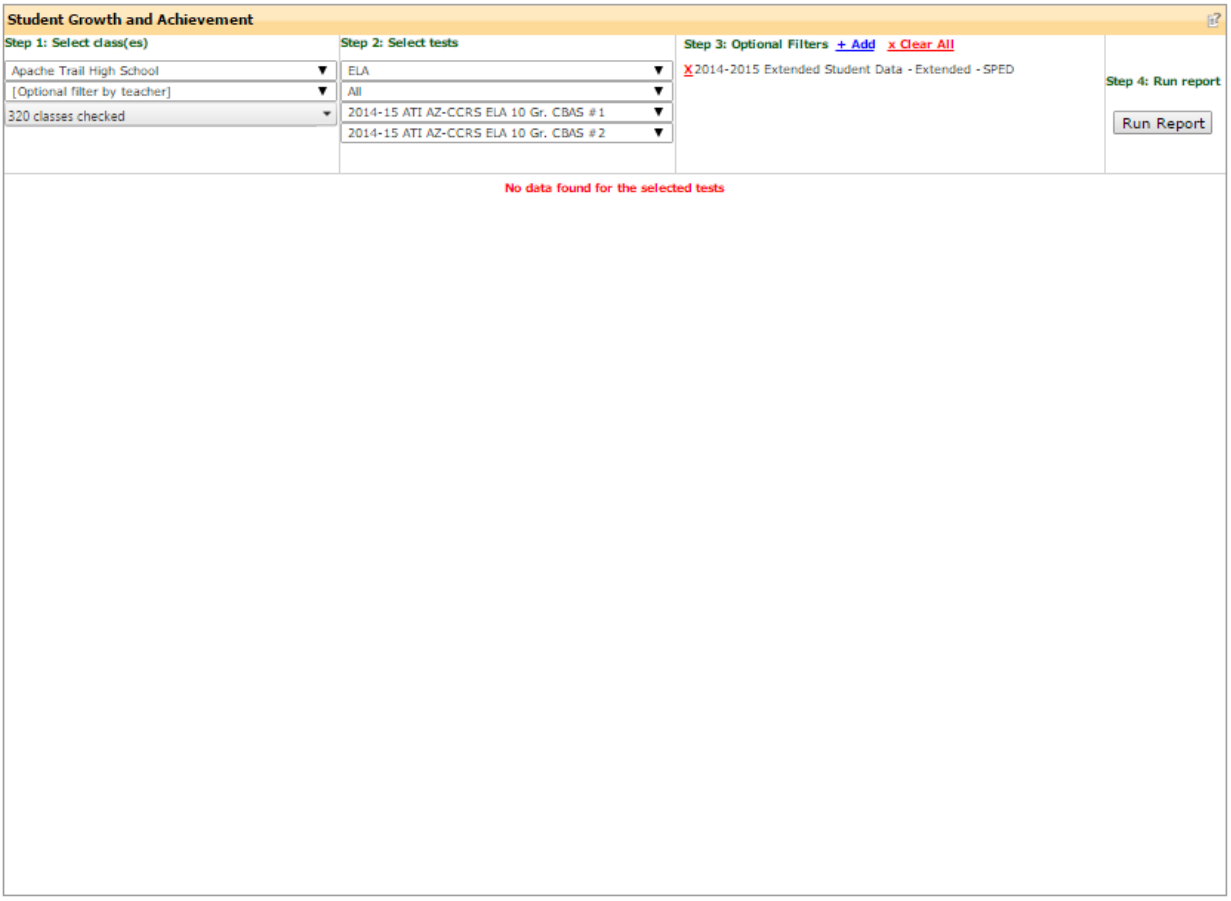


#11 FRL English 1#-#2 2014-2015

#11 FRL English 1#-#3 2014-2015



#12 SpEd English 1#-#2 2014-2015



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?

Apache Trail 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, 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:
AIMS testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.

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

At the end of the term, the teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth within each class. Using an analysis of this data, the teacher makes necessary adjustments to pacing and instruction for subsequent terms. School leadership uses this growth and achievement data on all teacher evaluations as one data indicator of instructional quality. Additionally, we evaluate how effectively the curriculum enables students to meet the

standards by utilizing the following tools: ATI/Galileo benchmark testing, ~~Pre- and Post- testing in all classes,~~ AIMS testing results, AZMERIT, and AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.

Documentation

- CMO's 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, which have course standards tallies and post-test blueprints to evidence their alignment to the standards. The Curriculum Coach keeps 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. At the end of the term, CMO-designed post/tests are given to assess standards mastery of each class. That data is used by the coach and classroom teachers to inform their pacing and re-focus on particular standards.

Documentation

- Lesson plan feedback logs
- Rubric that adheres to state standards
- Curriculum coach weekly review
- Course standards tallies
- Galileo Pre/Post Test blueprints
- Galileo Pre/Post Test data

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 needs assessment
- EOY data for both AZMerit and Galileo
- Committee notes/emails

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?

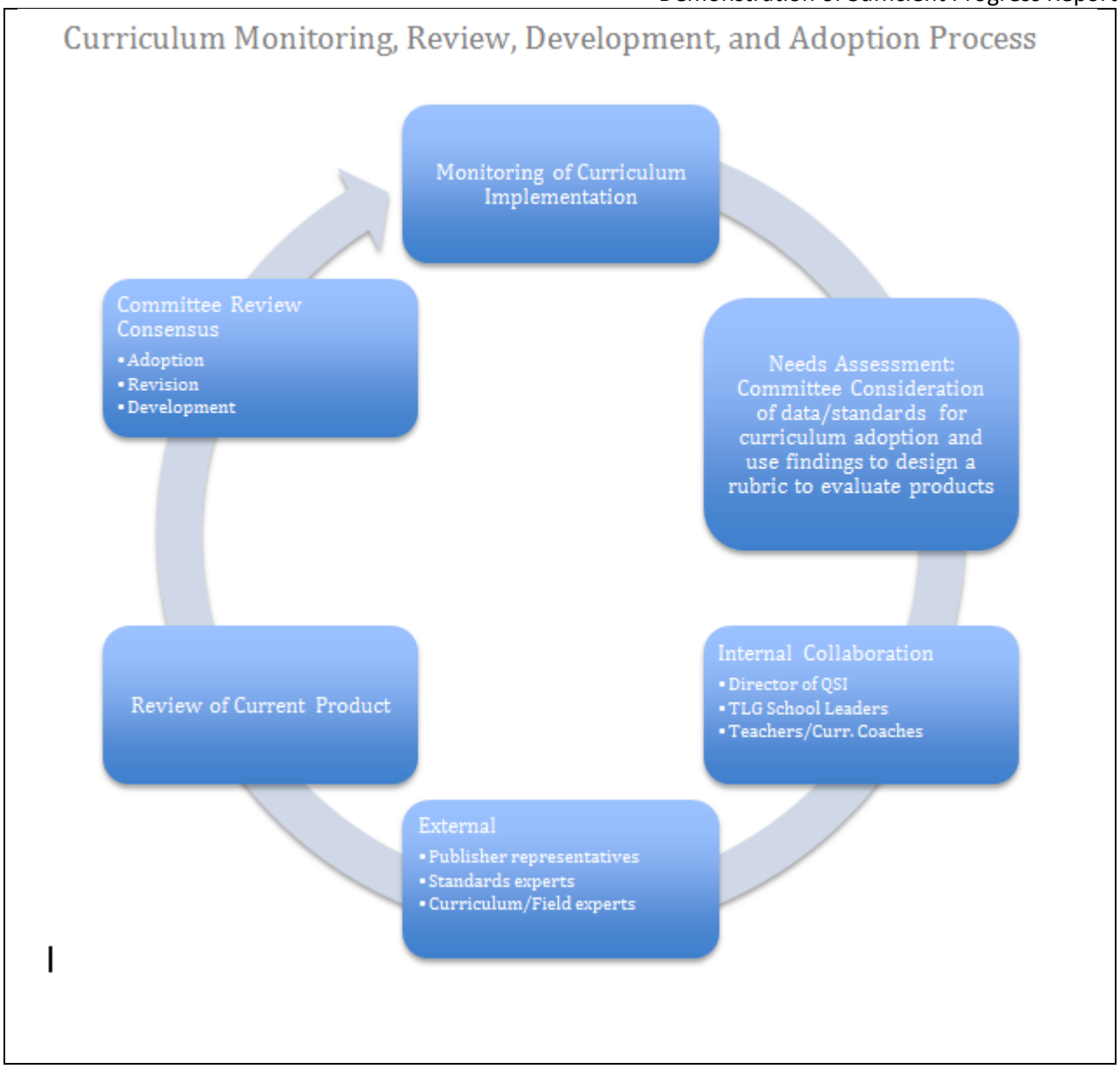
Answer

Using needs criteria, the stakeholders 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.
ATHS uses the following criteria to evaluate curriculum options to determine what to adopt:

- Alignment to AZCCRS
- Compatibility to the school's technology
- Addresses school areas of improvement (based on assessment data)
- Research-base

- Cost-effectiveness

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

- QSI subject specific alignment
- Lesson plan feedback logs
- Rubric that adheres to state standards
- Curriculum coach weekly review
- CMO's curriculum adoption cycle

C. Revising Curriculum

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

Answer

The process for revising curriculum has always included a wide variety of stakeholders across the CMO. All content workgroups are composed of master-level content teachers who continuously work to refine their curriculum maps using benchmark data, state testing data, pre/post test data, teacher feedback, and input from external experts in the contents and standards. Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/post test blueprints.

Curriculum adoption efforts include 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
- CMO content workgroup 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

Write answer here. Suggested word count is 400 words.

To keep written curriculum as responsive as possible to student learning needs, it is reviewed annually at the CMO level where large groups of content experts can analyze data and make key changes to curriculum maps and course standards tallies. All content workgroups are composed of master-level content teachers who continuously work to refine their curriculum maps. Content workgroups use a wide variety of criteria to guide their curriculum work, including (but not limited to) benchmark data, state testing data, pre/post test data, teacher feedback, and input from external experts in the contents and standards. Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/post test blueprints.

Once the curriculum map is in the hands of the administration and teachers of ATHS, they work collaboratively to determine the best way to incorporate and realize curriculum changes. This would include exploring new, site-specific instructional tools and programs for intervention, enrichment, and curriculum delivery that best serve the needs of the students at ATHS.

Documentation

- Lesson Plan Submission and Feedback Log
- Curriculum Maps
- Sign in sheets
- Meeting Agendas
- Course standards tallies
- Content workgroup agendas/sign in sheets

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 walk through, 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-through 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
- Walk through Observation Data
- Curriculum maps/Pacing tallies
- Galileo pre/post test data

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

Write answer here. Suggested word count is 400 words.

The course standards pacing tallies that have been created along with the curriculum maps for all core content classes document how often and when particular standards are covered within a single course. When entire course sequences are looked at across the year with these standards tallies, it is easy to see not only that all standards are taught but also how much each standard is emphasized during the instructional sequence. These tallies provide useful data to workgroup members and teachers when they analyze student achievement data, as it allows them to determine if a standard needs to be more frequently emphasized OR if the quantity of coverage was appropriate and entirely new ways of helping students master the standard need to be incorporated.

On a weekly basis, site administration reviews all teachers' lesson plans to ensure that they are aligned to the curriculum map. If they are not, administration provides that feedback to the teacher and works with them to reconcile plans to the maps. This is evidenced by the lesson plan rubric and the lesson plan submission and feedback log. Additionally, administration conducts weekly walkthroughs to ensure that written instructional plans match live classroom instruction.

Documentation

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

- Standards Course Tallies
- Curriculum Maps
- Walkthroughs
- Lesson plan rubric
- Lesson plan submission and feedback log

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

Apache Trail 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, AZMerit testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.

Documentation

- QSI website
- PLC workgroups for each subject.
- ATI Galileo
- AZELLA

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	☐	To ensure the bottom 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 State tutoring 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.	• Lesson Plan Submission and Feedback Log • Cognitive Coaching documentation • Galileo data • State Tutoring Grant tutoring logs • Flex reports in Schoolmaster • Read 180 data
ELL students	☐	To ensure that ELL students' needs are being met, the ELL team (curriculum coach 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.	• Meeting notes • Reports • Lesson Plan Submission and Feedback Log • Walkthrough Observation Data • Cognitive Coaching documentation • State tutor grant tutoring logs • Flex reports in Schoolmaster
Students eligible for FRL	☐	Apache Trail High School High School serves an overall population that is composed of 98%+ 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	• Lesson Plan Submission and Feedback Log • Walkthrough Observation Data • Cognitive Coaching

		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.	documentation • State tutor grant tutoring logs • Flex reports in Schoolmaster
Students with disabilities	☐	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 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. 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	• 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 • State tutor grant tutoring logs

		comprehension. Students with disabilities also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention.	

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 performance measures are assessed?	What assessment data is generated?	When/how often is it administered?
Galileo	9-12	benchmark	Growth and achievement	Growth and achievement reports, standard mastery reports	3 times per year in the fall, winter, and spring
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. Content workgroups and CMO directors evaluate these tools each summer using state testing results.

Documentation

- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle
- Content workgroup agendas

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 content workgroups collaborate to ensure that pre and post assessments in ATI/Galileo are aligned to the standards for the course. Content workgroups look for standards coverage along with rigor alignment compared to the state test. As state testing has been in transition the past year, the workgroups have been working diligently, as new blueprint information and practice tests are released, to refine the system's pre and post assessments. For all tests within Galileo, including benchmarks, workgroups and administrators are able to run blueprint reports from the database to quickly evaluate the standards coverage within each exam. All workgroups consider blueprints and incorporate test item numbers and tallies into their curriculum maps.

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. Apache Trail teachers use the QSI site to drive lesson that are derived from the Arizona State Standards. The curriculum coach then reviews and meets with individual teachers to improve and ensure alignment.

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	☐	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 ATHS are academically deficient, these assessment results are used to provide services to over 54%. Because so many students at ATHS 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 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 State tutoring-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.	• Galileo reports • Tutoring schedule • State tutor grant tutoring logs • Flex reports in Schoolmaster • State Tutoring • Credit and grade level reports in Schoolmaster
ELL students	☐	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 paraprofessional assists in conducting	• ELL Census report • Descriptions for SEI courses • Tutoring sign in sheets • State tutor grant tutoring logs • Flex reports in Schoolmaster

		targeted, leveled instruction its ELAS and intervention programming for ELL students.	
Students eligible for FRL	☐	Apache Trail High School serves an overall population that is composed of 98%+ 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 98%+ 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. 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.	• Galileo reports • State tutor grant tutoring logs • Flex reports in Schoolmaster
Students with disabilities	☐	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. 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 gaps.	• Galileo reports • State tutor grant tutoring logs • Flex reports in Schoolmaster

C. Analyzing Assessment Data

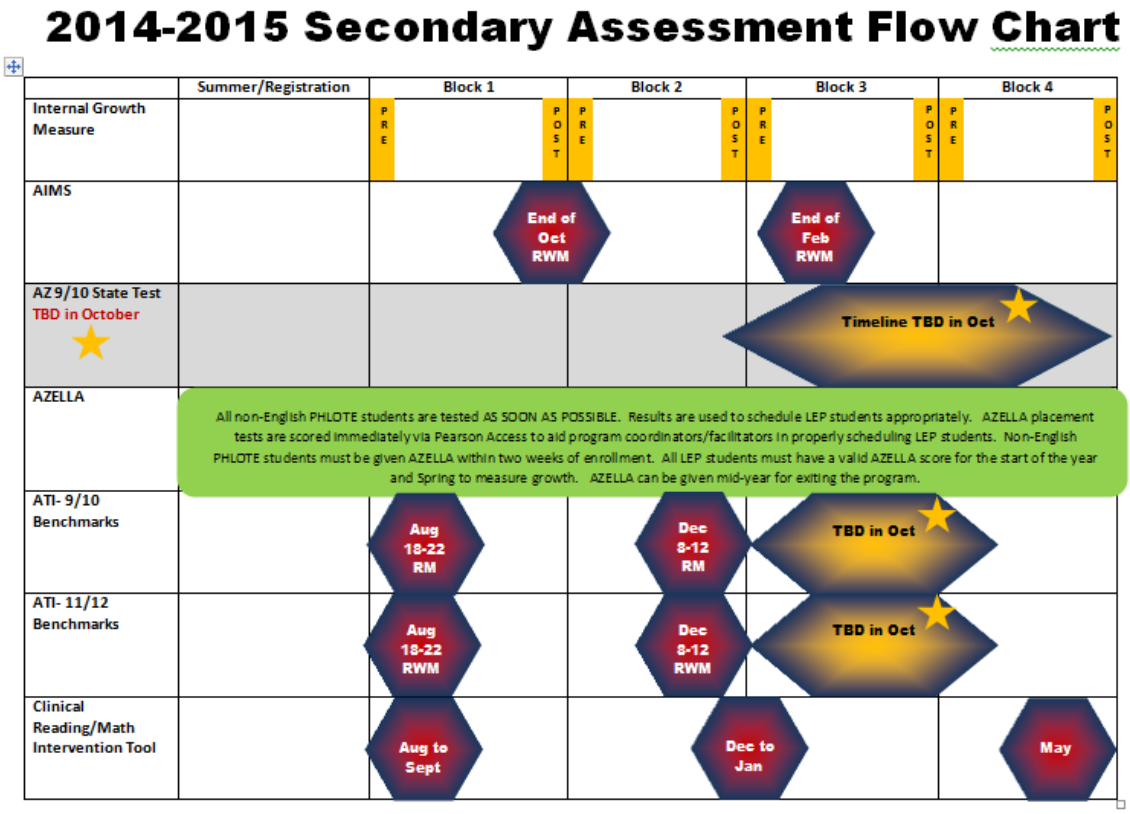
Question #1: What is the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

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 teacher dashboard 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. These tools are aligned to InTASCC, Marzano, Danielson, and AdvancED standards of quality 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. Leadership collects data about instruction from pre/post tests, benchmarks, student surveys, classroom walkthroughs, lesson plan rubrics, the lesson plan submission and feedback log, and the coach activity log. This wide variety of tools helps leadership provide concrete artifacts and evidence that substantiate performance ratings.

Documentation

- Individual teacher goals
- Cognitive Coaching documentation
- Coach Activity Log
- Walkthrough data
- Lesson plan rubric data
- Student survey results
- Lesson Plan Submission and Feedback documentation
- Leona Teacher Evaluation Tool/Rubric with standards alignment
- Leona Teacher Evaluation Tool supplemental data collection tools

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 or a highly significant impact size. 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	☐	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 RtI 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	• Lesson Plan feedback • Professional Development Plan • Galileo reports • Lesson plan template (with RtI instruction pre-planned) • Walkthroughs

		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. 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.	
ELL Students	☐	To evaluate the instruction targeted to address the needs of English Language Learners, ATHS monitors and tracks the completion and implementation of lesson plans including the RtI portion of the lesson plan template that specifically outlines the instructional plan for intervention and enrichment. In addition, the school tracks the completion and implementation of the RtI 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.	• Lesson Plan Template • Lesson Feedback • Professional Development Plan/Meeting Agenda • Galileo reports
Students eligible for FRL	☐	To evaluate the instruction targeted to address the needs of students with qualify as FRL ATHS tracks the completion and implementation of the RtI 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	• Lesson Plan Feedback • Galileo reports • PD survey results • Site PD calendar • TLG PD calendar

		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.	
Students with disabilities	☐	To evaluate the instruction targeted to address the needs of students with disabilities, Apache Trail tracks the completion and implementation of the RtI 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 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.	• SPED Census and related documentation • PD survey results • Site PD calendar • TLG PD calendar • Galileo reports

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. Because of Apache Trail's small size, staffed by only five full-time teachers, the school leader is able to completely personalize the professional growth needs and support for every instructor on an individual level.

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

Again, because of the small size of the school, a large-scale analysis is not necessary. Rather, the school leader is able to clearly track the professional performance and improvement of each and every teacher on an individual level. Each block, teachers are provided with individualized feedback about their written lesson plan quality, walkthrough data, pre/post test growth and achievement, and student feedback. On a more formal level, 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 and feed into the formal evaluation process. 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

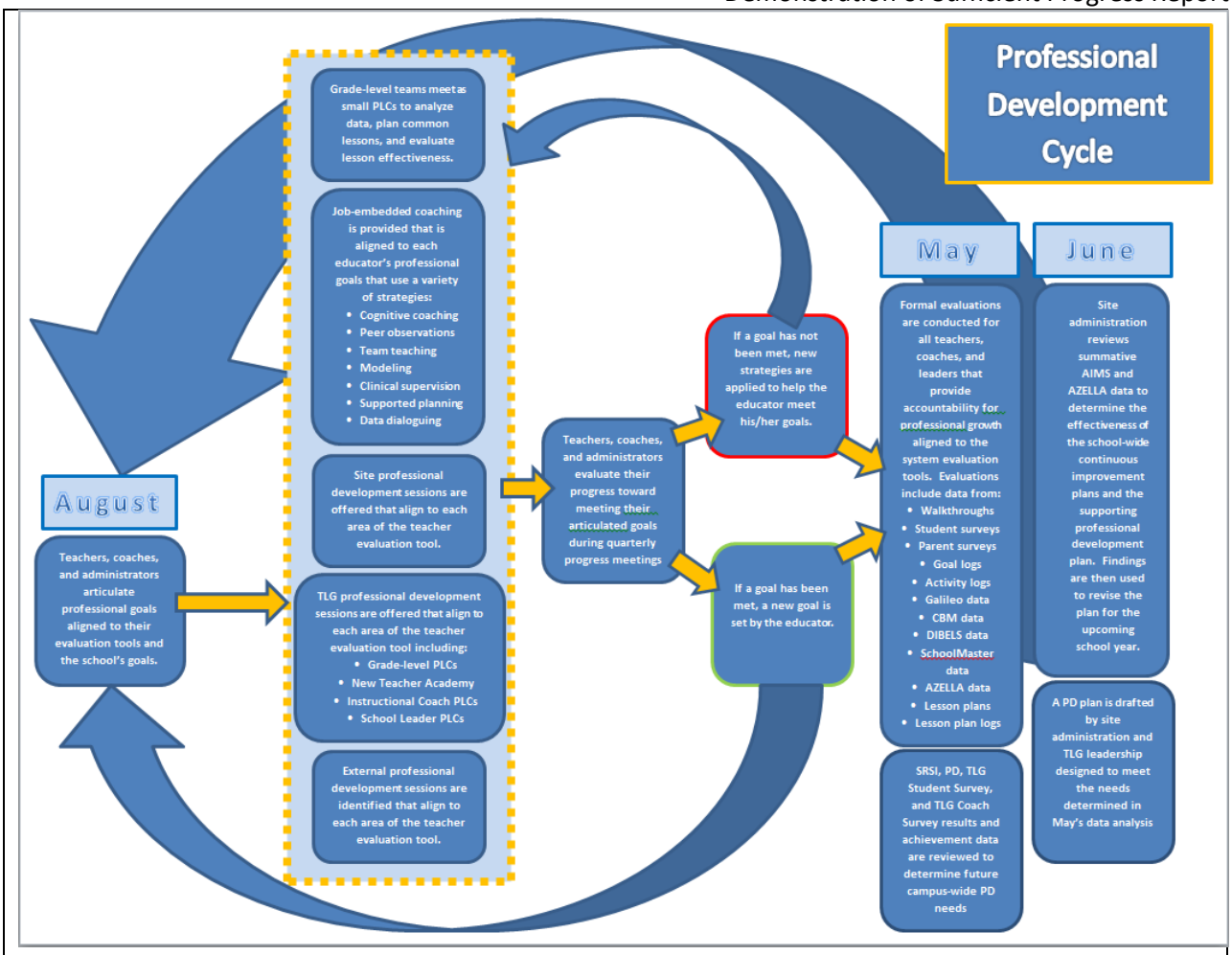
Question #1: What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Answer

There are different levels of professional development offered to Apache Trail 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 ATHS is ongoing through the year. 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. Apache Trail High School 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

Again, because of the small size of the school, Apache Trail is able to provide customized learning plans for every single teacher in addition to school-wide training initiatives. This provides for the development of a strong, common instructional culture while attending to each teacher's unique opportunities for development.

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.

All teachers are held accountable for setting and reaching their professional growth goals as part of the formal evaluation process. At the end of the evaluation, based upon the scores in each area of evaluation, the teacher and leader collaboratively design new professional goals to strengthen areas of opportunity.

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. This strategy helps set goals in fostering a common, consistent instructional culture across classrooms. That said, each teacher has individual growth goals that are specific to his/her content and developmental level. These personalized needs are tackled aggressively to help each and every educator become more effective.

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 ATHS 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 subroups. 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 (AZELLA and SEI strategies).

Because an average of 98+ of Apache Trail 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, team teaching 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

- Coach Activity Log
- Walkthrough data
- Observation documentation
- QSI website resources
- Lesson Plan Feedback documentation
- Team Teaching

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, Apache Trail 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

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

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

AREA VI: GRADUATION RATE (if applicable)

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

A. Monitoring Progress Toward Timely Graduation

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

Answer

Upon enrollment, a credit analysis is created for each student and shared with the administration team, the front office staff and our Success Advisor. The Credit Analysis is emailed to the student as a PDF attachment after review with administration or the Success Advisor. The Credit Analysis includes a math plan and yearly plan for all courses, as well as a communication log. Students meet with our Success Advisor to review their Credit Analysis and discuss their graduation plan. Each graduate has a meeting with administration throughout the year to review progress and discuss any supports needed.

When students meet with our Success Advisor, they first review their graduation plan. Next, they discuss options for post-graduation based on the desires, strengths and skills of the student. The Success Advisor shares possibilities with the student, such as college (University or Community), trade school, or immediately joining the workforce through internship or other connections. The Success Advisor discusses all the steps necessary for the student to follow each option, using resources such as AZCIS, and reviews financial requirements and support options, such as FASFA and scholarship options as well as sets up college tours.

As a school, we host individual workshops for specific colleges, careers or schools, such as Grand Canyon University, the Army or Phoenix College. We host a College & Career Event in which 15 or more representatives from various locations come and discuss options with students. We host FASFA, resume writing and interview workshops for students that periodically include managers from local businesses. We also arrange group college tours to the local colleges.

Finally, our Success Advisor does class presentations to discuss the role of the Success Advisor, promote any and all upcoming events and review the basics of College and Career options.

Documentation

- Credit Analysis Google Doc
- Success Advisor job description
- Success Advisor student sign-in
- College and Career Day sign-in
- Workshop descriptions and sign-ins

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

Answer

For the course of each year, all members of the administrative team have access to the credit analysis documents for all students; all meetings with the student are noted and summarized on the Google Document. Each student's credit analysis is updated throughout the school year as students earn credits. Students see and are informed of the consequences of not passing classes and the benefits of taking additional classes. Credit analyses, and all information included, are utilized in scheduling students for classes each block to keep students on course for graduation and offer the opportunity for success. As students approach completion of graduation requirements, an administrator meets with them to review any deficiencies (required courses, AZMerit, etc.) and provide relevant post-graduation information.

After each block, pass rate is reviewed for each grade level, students who fail all classes or 2 out of 3 classes are reviewed for placement in an Academic Success class that provides additional academic support. In addition, our drop-out Prevention specialist meets with struggling students to discuss options and possibly agree upon a contract, if necessary.

The Success Advisor schedules follow-up meetings with students to check in with students regarding progress towards their career goals and provide additional support if needed. As the administrative team has access to the Communication Log, progress towards career goals are also discussed when discussing graduation progress.

In addition, the administration team, along with the Success Advisor, meet in the summer to discuss the process and credit analysis form to determine if modifications are needed.

Students who are withdrawn are tracked by the administrative team, and they send out letters and make phone calls to students who have not yet graduated to invite them back to school and encourage them to complete their diplomas.

Documentation

- Master Schedules
- Credit analyses in Google Drive
- Drop out letter invitation

B. Addressing Barriers to Timely Graduation

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

Answer

The barriers that hinder ATHS grads are deficient in credits; have experienced low achievement at district schools; some are financial contributors to their home; are parents; some have significant gaps in their enrollment history; some live in non-traditional housing. Often times living with extended family and friends. The average house hold members are 6+; our students also tend to move from year to year so residential issues are always a looming. When this occurs students often disappear from school and reappear after being away for weeks at a time. In addition to these issues over the last two years, several large shifts have occurred at the secondary level that impact the rate of graduation. First, a 4th year of math was added as a graduation requirement. For credit-deficient students already a year or more behind in math, this addition impacted the graduation rate of our students. Also, the transition to AZCCRS added increased rigor in all courses and additional course time for Algebra and Geometry.

At Apache Trail we allow the students to be excused to when they are in between housing and connect with local agencies to help to provide food, shelter, and transportation. We have also added a Drop Out prevention coordinator to bridge the gap when social issues occur. They connect with the student and their families to communicate with staff the need of the family. The bonuses of having a smaller school other social issues on campus we pair particular students that may be isolated or withdrawn with students that participate in StuCo. Also the staff member personally staff members build relationships with the students which allows an avenue of trust, which allows the school to have a window in the feeling of the students. Because this is outside of the academic window the students are more comfortable with sharing their. Because relationships are formed in this pattern students feel invested in the relationship and continue towards getting their high school diploma.

To assist in academic recovery we had added to math classes Transitional Algebra and Informal Geometry; The teacher pairs low achieving students with high to build their skills and complete the standards. Additional reinforcement is provided by a Paraprofessional for individualized help both after school and on flex Friday. By providing this support our student will have the ability to take a more traditional math class and be successful. We also offer work experience credit thus allowing the student to gain elective credit from their jobs. They have to complete 120 hours to earn 0.5 credit hours for work credit and, have their manager attach an evaluation of their skills along with write a 5 paragraph essay on their learning experience in the workplace.

Documentation

- Credit analysis
- Schoolmaster credit reports and grade reports
- Master schedule
- School calendar
- Drop out Prevention Coordinator

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

Answer

Apache Trail High School is an alternative high school that offers credit recovery. With no minimum credits to enroll, Maya services a population that will require an extended period of time to graduate. Maya also experiences a high mobility rate and attendance challenges despite efforts to accommodate student and parent needs with flexible scheduling (two start options, CBE courses), a four-day schedule, and Flex Friday days designed to make-up absences and missing assignments as well as to receive additional instructional support. Data regarding pass rate, attendance rates, student surveys, growth data and graduation rates are reviewed at the end of each block and over the summer to determine if systems (identification process, support systems, meeting structure, etc.) are in need of modification. Additionally, focus groups are created to analyze and work to improve systems of support for students.

Documentation

- Summer school registration
- A+ Computer Based Education
- Master schedule
- Credits earned SchoolMaster report
- Focus Friday sign-ins
- Graduation rates (4, 5, 6, and 7 year)