

Carpe Diem Collegiate High School- Entity ID 80001

Schools: Desert View Middle & High School and Desert View Online School

Renewal Executive Summary

I. Performance Summary

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

During the five-year interval review of the charter, Carpe Diem Collegiate High School was required to submit a Performance Management Plan as an intervention because the schools operated by the Charter Holder, Desert View Middle & High School and Desert View Online School, did not meet the academic expectations set forth by the Board. At the time Carpe Diem Collegiate 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 and evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Desert View Middle & High School received an overall rating of "Does Not Meet" the Board's academic standard and Desert View Online School received "No Rating".

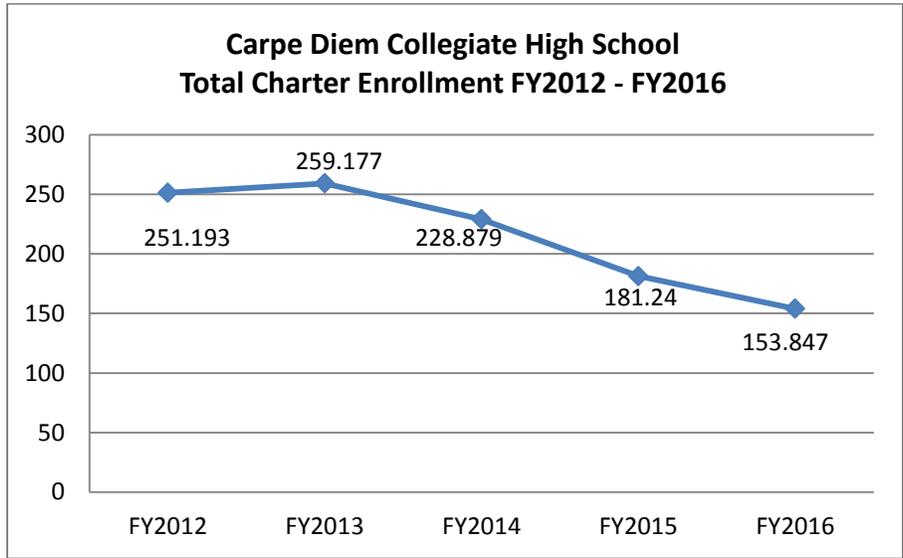
At the time the Board notified the Charter Holder of its eligibility to apply for renewal, the Charter Holder met the Board's Financial Performance Expectations based on the fiscal years 2013 and 2014 audits. Subsequent to the Charter Holder's notification date, the Board received the Charter Holder's fiscal year 2015 audit and now, based on the fiscal years 2014 and 2015 audits, the Charter Holder does not meet 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.

Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations except that the Charter Holder's officers and directors as identified in information publicly available through the Arizona Corporation Commission did not align with its officers and directors as identified in the charter contract. Charter Holder Governance Notifications to align the Charter Holder's officers and directors as identified in information publicly available through the Arizona Corporation Commission with those in the charter contract were submitted and approved.

II. Profile

Carpe Diem Collegiate High School operates two schools, Desert View Middle & High School and Desert View Online School, serving grades 6-12 in Yuma. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2012-2015 and Estimated 40th day counts for 2016.





The academic performance of Desert View Middle & High School and Desert View Online School is represented in the table below. The Academic Dashboards for each school can be seen in Appendix C. Academic Dashboards.

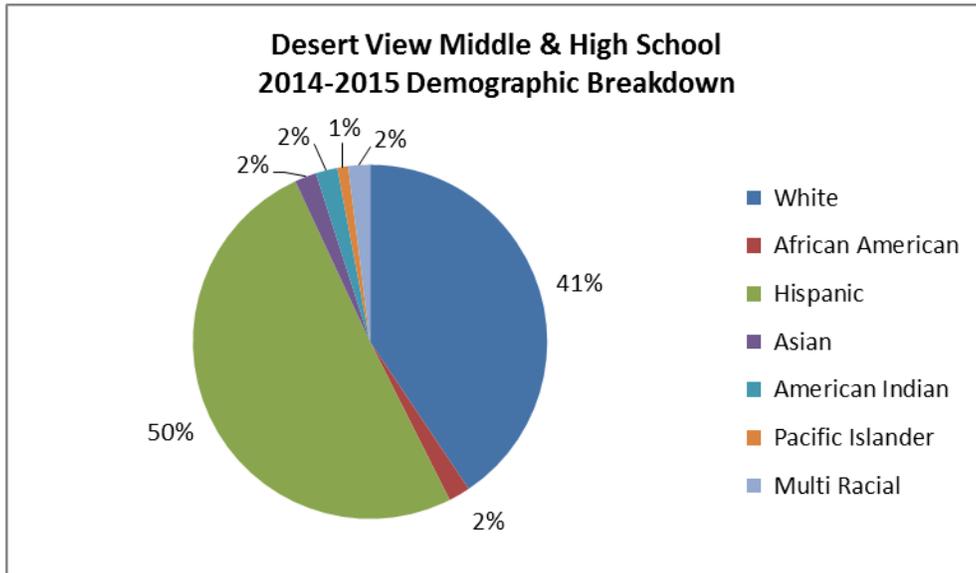
School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Desert View Middle & High School	08/13/2003	6-12	75.31 / B	70.62 / B	58.75 / B
Desert View Online School	11/15/2010	7-12	NR	NR	NR

On January 20, 2016 the Charter Holder submitted School Name Change Notification Requests for both school sites. The name changes were approved on February 1, 2016. Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community was changed to Desert View Middle & High School. iSchool2020 was changed to Desert View Online School. At the site visit the charter representative stated that the school names were changed to more clearly communicate the relationship between the two school sites.



The demographic data for Desert View Middle & High School from the 2014-2015 school year is represented in the chart below.¹

The demographic data for Desert View Online School for the 2014-2015 school year is not represented, as the data provided by the Research and Evaluation Division of the Arizona Department of Education did not report the demographic data for this school. In cases where reporting information could violate the requirements of the Family Educational Rights and Privacy Act, demographic data is not reported to ensure confidentiality of student identifiable information.



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	Desert View Middle & High School	Desert View Online School
Free and Reduced Lunch (FRL)	28%	*
English Language Learners (ELLs)	*	*
Special Education	10%	*

Carpe Diem Collegiate High School has not been brought before the Board for any items or actions in the past 12 months.

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.



III. Additional School Choices

Desert View Middle & High School and Desert View Online School are located in Yuma near Avenue C and 24th Street. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 29 schools serving grades K-12 within a five mile radius of Desert View Middle & High School and Desert View Online School. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMerit in English Language Arts and Math in FY 2015, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY14.

Desert View Middle & High School				Math 35%	ELA 45%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math ($\pm 5\%$)	Comparable ELA ($\pm 5\%$)	Charter Schools	Meets Board's Standard
A	3	3	3	0	2	1	0
B	11	3	8	5	2	2	1
C	8	0	0	1	0	2	1
D	1	0	0	0	0	0	N/A

The table below presents the number of schools serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.³

Desert View Middle & High School	*	28%	10%
Letter Grade	Comparable ELL ($\pm 5\%$)	Comparable FRL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
A		0	3
B		0	9
C		0	6
D		0	1

No AZMerit results or student demographic data are available for Desert View Online School. Because there is no data for Desert View Online School, no comparison with other distance learning schools is provided.

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted. ASBCS, February 8, 2016



IV. Success of the Academic Program

Desert View Middle & High School met the Board's academic performance standards for two of the last three years. However, the Overall Rating points have decreased by 16.56 points from FY2012 to FY2014 and the school has been evaluated as "Does Not Meet" the Board's academic performance standards for FY2014. Four measures decreased from "Meet" to either "Does Not Meet" or "Falls Far Below" from FY2013 to FY2014. In the same year, two measures increased from "Does Not Meet" to "Meets". The school decreased its A-F letter grade from A in FY2012 to B for FY2013 and FY2014.

Desert View Online School received an overall rating of "No Rating" for FY2012, FY2013, and FY2014. In FY2014 sufficient data was available for two measures: SGP Math and Graduation Rate. The school was evaluated as "Does Not Meet" for SGP Math and "Falls Far Below" for Graduation Rate.

The following is a timeline of activities that have occurred related to the academic performance of Carpe Diem Collegiate High School:

January, 2012: Carpe Diem Collegiate High School completed a five-year interval review; the Charter Holder was not required to submit a Performance Management Plan because Desert View Middle & High School and Desert View Online School, a school operated by the Charter Holder, met the academic expectations set forth by the Board.

October, 2014: The Board released FY2014 Academic Dashboards; Desert View Middle & High School received an overall rating of "Does Not Meet" the Board's academic standards and Carpe Diem Collegiate High School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a Performance Management Plan for Desert View Middle & High School and Desert View Online School as part of an annual reporting requirement (Appendix G: FY2014 PMP Submission).

August 27, 2015: Board staff provided the Charter Holder, through its authorized representative, Rick Ogston, 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 (August 27, 2015), the deadline date on which the renewal application package would be due to the Board (November 27, 2015), 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 Desert View Middle & High School and Desert View Online School (Appendix F: Renewal DSP Submission) was timely submitted by the Charter Representative on November 20, 2015. 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 Carpe Diem Collegiate High School were present at the site visit:

Name	Role
Jonathan Larson	Principal DVMHS
Ryan Hackmann	COO
Rick Ogston	Executive Director

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, 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 demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described below, staff determined that the Charter Holder demonstrated sufficient progress towards meeting the Board's Academic Performance Expectations.

VI. Viability of the Organization

At the time the Board notified the Charter Holder of its eligibility to apply for renewal, the Charter Holder met the Board's financial performance expectations based on the fiscal years 2013 and 2014 audits and was therefore not required to submit a financial performance response. Subsequent to the Charter Holder's notification date, the Board received the Charter Holder's fiscal year 2015 audit. On November 20, 2015, Board staff sent a letter to the charter representative. The letter included the following:

"On November 19, 2015, Carpe Diem's fiscal year 2015 audit was submitted. Based on the fiscal years 2014 and 2015 audits, Carpe Diem does not meet the Board's financial performance expectations. As indicated in the Renewal Application Instructions, 'At the time of consideration of renewal by the Board, the most current audit information will be provided.' This letter is being provided to you as a courtesy, so that you may be prepared should the Board have questions related to Carpe Diem's financial performance when it considers Carpe Diem's



renewal application package. If you would like to submit a written financial performance response for the Board’s review in consideration of Carpe Diem’s renewal application package, please let me know so that I may update Carpe Diem’s online renewal application to accommodate the submission, which would be due with the other renewal application components.”

The Charter Holder’s statutory deadline for submitting its renewal application package was November 27, 2015. In an email sent to staff on November 23, 2015, the charter representative stated, “Thanks for the notice regarding the financial framework. I understand the concern and will be prepared to answer any and all questions the board may have.”

The table below includes the Charter Holder’s financial data and financial performance for the last three audited fiscal years.

Financial Data				
Statement of Financial Position	2015	2014	2013	2012
Cash	\$282,563	\$444,838	\$745,894	\$739,622
Unrestricted Cash	\$150,105	\$341,193	\$623,493	
Other Liquidity	-	-	-	
Total Assets	\$3,450,991	\$3,685,081	\$4,063,771	
Total Liabilities	\$3,699,474	\$3,668,312	\$3,840,489	
Current Portion of Long-Term Debt & Capital Leases	\$60,000	\$60,000	\$55,000	
Net Assets	(\$248,483)	\$16,769	\$223,282	
Statement of Activities	2015	2014	2013	
Revenue	\$1,738,217	\$2,082,526	\$2,364,902	
Expenses	\$2,003,469	\$2,289,039	\$2,040,348	
Net Income	(\$265,252)	(\$206,513)	\$324,554	
Change in Net Assets	(\$265,252)	(\$206,513)	\$324,554	
Financial Statements or Notes	2015	2014	2013	
Depreciation & Amortization Expense	\$102,861	\$113,072	\$80,391	
Interest Expense	\$237,498	\$241,742	\$266,287	
Lease Expense	-	-	-	
Financial Performance				
	2015	2014	2013	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity	27.35	54.41	111.54	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	(\$265,252)	(\$206,513)	\$324,554	N/A
Cash Flow	(\$162,275)	(\$301,056)	\$6,272	(\$457,059)
Fixed Charge Coverage Ratio	0.25	0.49	2.09	N/A



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 for consideration: Renewal is based on consideration of academic, fiscal, and contractual compliance of the Charter Holder. With that taken into consideration, as well as having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Carpe Diem Collegiate 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 Carpe Diem Collegiate 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



Arizona State
Board for
Charter Schools



Dashboard Alerts Bulletin Board Charter Holders DMS Email Tasks Search **Reports** Help Other

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

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Report Date: 02/01/2016 Report Type: Renewal

Charter Contract Information

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Charter Corporate Name:	Carpe Diem Collegiate High School		
Charter CTDS:	14-87-61-000	Charter Entity ID:	80001
Charter Status:	Open	Contract Effective Date:	02/28/2002
Number of Schools:	2	Contractual Days:	<ul style="list-style-type: none"> Desert View Middle & High School: 180 Desert View Online School: 365
Charter Grade Configuration:	6-12	Contract Expiration Date:	02/27/2017
FY Charter Opened:	2003	Charter Signed:	02/28/2002
Charter Granted:	03/19/2001	Charter Enrollment Cap	400
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	P.O. Box 6502 Yuma, AZ 85366	Website:	http://www.carpediemaz.com
Phone:	928-317-3113	Fax:	928-317-0828
Mission Statement:	Using technology and the Best Practices of individual and direct instruction, Educate our students with knowledge, Empower our students with character, and Equip our students for life.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Rick Ogston	rogston@cdayuma.com	11/30/2016

Academic Performance - Desert View Online School

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School Name:	Desert View Online School	School CTDS:	14-87-61-202
School Entity ID:	89656	Charter Entity ID:	80001
School Status:	Open	School Open Date:	11/15/2010
Physical Address:	3777 W 22nd Lane Yuma, AZ 85364	Website:	—
Phone:	928-317-3113	Fax:	928-783-3473
Grade Levels Served:	7-12	FY 2014 100 th Day ADM:	13.382

Academic Performance Per Fiscal Year

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Desert View Online School

		2012 Small K-12 School (7-12)			2013 Small K-12 School (7 to 12)			2014 Small K-12 School (7 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	NR	0	0	NR	0	0	34	50	40
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2. Proficiency										
2a. Percent Passing	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability										
3a. State Accountability		NR	0	0	NR	0	0	NR	0	0
4. Graduation										
4a. Graduation		0	25	15	12	25	15	22	25	15
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		NR			NR			NR		
		15			15			55		

Academic Performance - Desert View Middle & High School

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School Name:	Desert View Middle & High School	School CTDS:	14-87-61-201
School Entity ID:	80002	Charter Entity ID:	80001
School Status:	Open	School Open Date:	08/13/2003
Physical Address:	3777 W. 22nd Lane Yuma, AZ 85364	Website:	http://www.carpediemaz.com
Phone:	928-317-3113	Fax:	928-317-0828
Grade Levels Served:	6-12	FY 2014 100 th Day ADM:	215.498

Academic Performance Per Fiscal Year

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Desert View Middle & High School

		2012 Traditional K-12 School (6 to 12)			2013 Traditional K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	45	50	10	54	75	10	29	25	10
	Reading	56.5	75	10	46.5	50	10	47.5	50	10
1b. SGP Bottom 25%	Math	56	75	10	54.5	75	10	26	25	10
	Reading	50	75	10	39	50	10	46	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	71 / 59.8	75	7.5	69.1 / 60.1	75	7.5	58.2 / 59.7	50	7.5
	Reading	87 / 78.3	75	7.5	78.4 / 80	50	7.5	86.2 / 80.3	75	7.5
2b. Composite School Comparison	Math	9.1	75	5	5.2	75	5	-3.9	50	5
	Reading	6.8	75	5	-5.7	50	5	2.7	75	5
2c. Subgroup ELL	Math	38 / 44.7	50	3.75	NR	0	0	30.8 / 43.7	50	3.75
	Reading	77 / 61.5	75	3.75	NR	0	0	54.5 / 63.3	50	3.75
2c. Subgroup FRL	Math	59 / 48	75	3.75	70.2 / 49.9	75	7.5	51.7 / 49.6	75	3.75
	Reading	84 / 69.1	75	3.75	74.5 / 73	75	7.5	85.5 / 73.9	75	3.75
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	B	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		91	100	15	91	100	15	85	100	15
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		75.31			70.62			58.75		

Academic Performance - Carpe Diem e-Learning Community

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School Name:	Carpe Diem e-Learning Community	School CTDS:	00-00-00-000
School Entity ID:	0	Charter Entity ID:	80001
School Status:	Never Opened	School Open Date:	—
Physical Address:	21170 N. 83rd Ave Peoria, AZ 85382	Website:	—
Phone:	000-000-0000	Fax:	—
Grade Levels Served:	6-12	FY ??? 100 th Day ADM:	—

Academic Performance Per Fiscal Year

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There are no Academic Performance Frameworks for this school.

Financial Performance

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Charter Corporate Name:	Carpe Diem Collegiate High School		
Charter CTDS:	14-87-61-000	Charter Entity ID:	80001
Charter Status:	Open	Contract Effective Date:	02/28/2002

Financial Performance

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Carpe Diem Collegiate High School

Near-Term Measures

	Fiscal Year 2014		Fiscal Year 2015	
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	54.41	Meets	27.35	Does Not Meet
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	(\$206,513)	Does Not Meet	(\$265,252)	Does Not Meet
Fixed Charge Coverage Ratio	0.49	Does Not Meet	0.25	Does Not Meet
Cash Flow (3-Year Cumulative)	(\$342,202)	Does Not Meet	(\$457,059)	Does Not Meet

Cash Flow Detail by Fiscal Year

	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	(\$301,056)	\$6,272	(\$47,418)	(\$162,275)	(\$301,056)	\$6,272

Does Not Meet Board's Financial Performance Expectations

Operational Performance

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Charter Corporate Name:	Carpe Diem Collegiate High School
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Charter CTDS: 14-87-61-000

Charter Entity ID: 80001

Charter Status: Open

Contract Effective Date: 02/28/2002

Operational Performance

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	No
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	--
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	Charter Governance Notification
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--

Five-Year Interval Report

Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2016-02-01 12:49:45

APPENDIX C
ACADEMIC DASHBOARDS

Desert View Middle & High School CTDS: 14-87-61-201 | Entity ID: 80002

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

Academic Performance

Academic Performance

[Edit this section.](#)

Desert View Middle & High School

		2012 Traditional K-12 School (6 to 12)			2013 Traditional K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	45	50	10	54	75	10	29	25	10
	Reading	56.5	75	10	46.5	50	10	47.5	50	10
1b. SGP Bottom 25%	Math	56	75	10	54.5	75	10	26	25	10
	Reading	50	75	10	39	50	10	46	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	71 / 59.8	75	7.5	69.1 / 60.1	75	7.5	58.2 / 59.7	50	7.5
	Reading	87 / 78.3	75	7.5	78.4 / 80	50	7.5	86.2 / 80.3	75	7.5
2b. Composite School Comparison	Math	9.1	75	5	5.2	75	5	-3.9	50	5
	Reading	6.8	75	5	-5.7	50	5	2.7	75	5
2c. Subgroup ELL	Math	38 / 44.7	50	3.75	NR	0	0	30.8 / 43.7	50	3.75
	Reading	77 / 61.5	75	3.75	NR	0	0	54.5 / 63.3	50	3.75
2c. Subgroup FRL	Math	59 / 48	75	3.75	70.2 / 49.9	75	7.5	51.7 / 49.6	75	3.75
	Reading	84 / 69.1	75	3.75	74.5 / 73	75	7.5	85.5 / 73.9	75	3.75
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	B	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		91	100	15	91	100	15	85	100	15
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

75.31

100

70.62

100

58.75

100

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

Academic Performance

Academic Performance

[Edit this section.](#)

Desert View Online School

		2012 Small K-12 School (7-12)			2013 Small K-12 School (7 to 12)			2014 Small K-12 School (7 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	34	50	40
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		0	25	15	12	25	15	22	25	15
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		NR			NR			NR		
		15			15			55		



APPENDIX D

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Carpe Diem Collegiate High School	Schools	Desert View Middle & High School, Desert View Online School
Charter Holder Entity ID	80001	Purpose of DSP Submission	Renewal
Site Visit Date	January 29, 2016	Evaluation Date	January 29, 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 Curriculum, Monitoring Instruction, Professional Development, Assessment, Data, 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 (portfolio: d. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Question					Evaluation
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, FRL – Math	No	Yes	Yes	Yes	Yes
2b/c. Subgroup, FRL – Reading	No	Yes	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes

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

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

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

A. Evaluating Curriculum		
Question	Sufficient Evidence	Site Visit Inventory Item
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	C1
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	C2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	YES	C3
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	C4
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	C5
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	C6
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C7
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	C8
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	C9
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	YES	C10
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	C11
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	C12
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	C13

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 (portfolio: e. Renewal DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

A. Developing the Assessment System		
Question	Sufficient Evidence	Site Visit Inventory Item
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	YES	
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	
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	
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	
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	
What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?	YES	
What is the Charter Holder’s ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?	YES	

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 (portfolio: e. Renewal DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

A. Monitoring Instruction		
Question	Sufficient Evidence	Site Visit Inventory Item
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> Aligned with ACCRS standards, Implemented with fidelity, Effective throughout the year, and Addressing the identified needs of students in all four subgroups? 	YES	MI1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	YES	MI2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	YES	MI3
What is the Charter Holder’s ongoing process to identify the quality of instruction?	YES	MI4
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	YES	MI5
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	MI6
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	MI7
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	MI8

Professional Development: *The area of Professional Development assessment 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 (portfolio: e. Renewal DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

A. Development of the Professional Development Plan		
Question	Sufficient Evidence	Site Visit Inventory Item
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	PD1
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	PD2
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	PD3
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	PD4
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	PD5
What is the Charter Holder’s ongoing process to identify concrete resources , necessary for high quality implementation, for instructional staff?	YES	PD6
D. Monitoring Implementation		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	PD7
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	PD8

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 (portfolio: e. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

A. Monitoring Progress Toward Timely Graduation		
Question	Sufficient Evidence	Site Visit Inventory Item
What is the Charter Holder’s ongoing process to create academic and career plans?	YES	GR1
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	GR2
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	GR3
What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	YES	GR4

APPENDIX E

RENEWAL DSP SITE VISIT

INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Carpe Diem Collegiate High School
 School Name: Carpe Diem Collegiate High School dba Carpe Diem
 e-Learning Community, iSchool2020

Site Visit Date: January 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[D.1] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf • Online School Data Update.xlsx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in median student growth percentiles in Math as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 50 in FY15 to 76 in FY16. iSchool2020 demonstrated an increase from 20 in FY15 to 70 in FY16.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.2] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading. NWEA Map data for DVMHS and iSchool2020 show an increase in median student growth percentiles in Reading as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 54 in FY15 to 12.5 in FY16. iSchool2020 demonstrated an increase from 34 in FY15 to 43 in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.3] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in median student growth percentiles in Math as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 51 in FY15 to 90 in FY16. iSchool2020 demonstrated a median student growth percentile of 92 in FY16.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.4] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in median student growth percentiles in Reading as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 42 in FY15 to 81 in FY16. iSchool2020 demonstrated a median student growth percentile of 88 in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.5] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 44% in FY15 to 52% in FY16. iSchool2020 demonstrated an increase from 38% in FY15 to 75% in FY16.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.6] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading. NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math as compared to the prior year.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Reading as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 70% in FY15 to 77% in FY16. iSchool2020 demonstrated an increase from 75% in FY15 to 100% in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.7] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math. NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math for ELL students as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 57.5% in FY15 to 99% in FY16. iSchool2020 had no enrolled ELL students in FY15 and FY16.</p> <p>Final Evaluation:</p>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.8] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Reading for ELL students as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 50% in FY15 to 99% in FY16. iSchool2020 had no enrolled ELL students in FY15 and FY16</p> <p>Final Evaluation:</p>	
<p>[D.9] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math for FRL students as compared to the prior year.</p> <p>DVMHS was evaluated as Meets for FRL Proficiency Math for FY12, FY13, and FY14 and was not required to report data for this measure. iSchool2020 demonstrated an increase from 33% in FY15 to 100% in FY16.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.10] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math for FRL students as compared to the prior year.</p> <p>DVMHS was evaluated as Meets for FRL Proficiency Reading for FY12, FY13, and FY14 and was not required to report data for this measure. iSchool2020 demonstrated an increase from 100% in FY15 to 100% in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.11] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math for FRL students as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 13% in FY15 to 67% in FY16. iSchool2020 had no enrolled ELL students in FY15 and FY16.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.12] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading. NWEA Map data for DVMHS and iSchool2020 show an increase in student proficiency in Math for FRL students as compared to the prior year.</p> <p>DVMHS demonstrated an increase from 25% in FY15 to 100% in FY16. iSchool2020 had no enrolled ELL students in FY15 and FY16.</p> <p>Final Evaluation:</p>	
<p>[D.13] Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community</p> <ul style="list-style-type: none"> • CDCHS Academic Performance Framework.pdf • Comparative Data.xlsx • DVMHS Data Update Data.xlsx <p>iSchool2020</p> <ul style="list-style-type: none"> • 2015 Winter MAP DVOS.pdf • iSchool2020 Academic Performance Framework.pdf <p>Online School Data Update.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>DVMHS was evaluated as Meets for Graduation Rate for FY12, FY13, and FY14 and was not required to report data for this measure. iSchool2020 demonstrated an increase in graduation rate from 33% in FY15 to 50% in FY16.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Carpe Diem Collegiate High School
 School Name: Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community, iSchool2020

Site Visit Date: January 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[C.E.1] ACT QualityCore Link.docx AZCCRS Document Link.docx Formative Assessment.docx MAP & MyPath Placement.xlsx Monday Meetings.zip</p> <ul style="list-style-type: none"> • Monday Meeting 1.docx • Monday Meeting 2.docx • Monday Meeting 3.docx <p>OpenEd Final Skills Assessment.docx Parent meeting agenda Title 1.docx Progress Tracker.xlsx Quizzes and Tests.zip</p> <ul style="list-style-type: none"> • Sample Cumulative Exam.pdf • Sample Quiz.pdf • Sample Test.pdf <p>Training Agenda.zip</p> <ul style="list-style-type: none"> • Friday PD Schedule.docx • Summer PD Calendar.docx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curriculum review and evaluation is annual and ongoing • The evaluation process includes a daily and weekly review of student performance data, input from students through teacher conferences as well as staff and parent meetings to discuss student achievement. • Curriculum is evaluated on the basis of the data for effectiveness, engagement, and standards alignment. • The evaluation process is ongoing and happens in real time (progress tracker). • Leadership team meets weekly to analyze and discuss program and curriculum effectiveness. • Effectiveness is measured through: <ul style="list-style-type: none"> ○ Student curricular results ○ Standards-aligned assessments ○ NWEA Map ○ State assessment results 			
	<p>Final Evaluation:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.			

<p>[C.E.2] Alignment Documents.zip</p> <ul style="list-style-type: none"> • Edgenuity Alignment by Course.pdf • Edgenuity Alignment by Document.pdf <p>Crosswalk.docx GAP Analysis Process.docx July 29 Curriculum Meeting.docx Summer PD Calendar.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies gaps in the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Use of a standards-alignment document for each course in the digital curriculum • Each course alignment document is reviewed by the core content teacher to confirm that all standards are adequately covered. • Teachers read through the standards, notate what is new, notate anything that is confusing, view alignment documents, compare standards documents to curriculum alignment documents, and notate any differences. <p>Final Evaluation:</p>	
<p>[C.A.3] AZCCRS 9-12 ELA Standards.pdf CAREG 1.pdf CAREG 2.pdf QC US History Course Standards.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting or revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • If revisions are needed, school leadership notifies the digital curriculum provider and revisions are made • If revisions are not possible, school leadership recommends to LEA leadership that supplemental resources be considered or a new curriculum be adopted • Use Curriculum and Assessment Evaluation Rubric <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.A.4] CAREG 1.pdf CAREG 2.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: who is involved in the process for adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students • Instructional Staff • Building Leaders • Business Manager • Executive Director <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[C.A.5] CAREG 1.pdf CAREG 2.pdf Lesson Based Edgenuity BETA.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • A rubric is used and includes: state standards alignment, level of engagement, platform, capacity for data capture and analysis, timing and quality of student feedback, technology requirement, and modality of instruction • Curriculum “Look Fors”: <ul style="list-style-type: none"> ○ Analysis of Content ○ Analysis of activities and tasks ○ Differentiation, equity, and access • Upon recommendation, access and/or samples are requested • Multiple “cuts” are used to eliminate or move evaluation on to the next level • We evaluate and discuss, the evaluation is qualitative, not quantitative • Beta testing with teachers and a small group of students <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.I.6] ACRIP.pdf Digital Curriculum Controls.pdf English 9 A lesson plan.docx Scope & Sequence.zip</p> <ul style="list-style-type: none"> Edgenuity Course Doc - Scope & Sequence.pdf US History Scope.xlsx <p>Teacher Observation Plan.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Changes to system settings are made only by the learning administrator and must have documented authorization from the Principal. Building leader meets with instructional team prior to the beginning of the year and develops a plan for the year’s instruction to ensure standards are covered. Teachers develop a plan that identifies required standards and the scope sequence that will cover them. The principal reviews lesson plans weekly to confirm that teachers are using the plan and standards are thoroughly covered. The principal visits classrooms performing formal and informal observations and feedback to ensure consistent implementation throughout the school. <p>Final Evaluation:</p>	
<p>[C.I.7] AZCCRS Link.docx ECAP.zip</p> <ul style="list-style-type: none"> ECAP 1 ECAP 2 <p>Edgenuity Alignment Document.pdf Edgenuity Course Doc.pdf FSA.docx Master Skills List.xlsx Progress Tracker.xlsx Teacher Created Skills List.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Digital curriculum is scoped and sequenced per current Arizona standards for grades 6-12. Building leader and instructional staff review the student pacing and performance reports twice daily to ensure that students are on pace to cover all grade-level standards or receive the additional support they need to be successful. Teachers create a master skills list through a scope and sequence document and through the use of Final Skills Assessments, monitor student progress and mastery through the standards. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.I.8] Daily Tasks.docx Job Descriptions.zip</p> <ul style="list-style-type: none"> • Job Description-Learning Coach.docx • Teacher Job Description.docx <p>Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>PD Agendas.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Staff PD Agenda 080715.docx • Staff PD Agenda 081415.docx • Staff PD Agenda 091715.docx • Staff PD Agenda 101615.docx • Summer PD Calendar.docx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the expectation for consistent use of these tools and how these expectations are communicated.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Instructional leader communicates directly with our teachers exactly what is expected as it relates to ensuring that that classroom instruction follows the plans developed at the beginning of the year. • The principal communicates with teachers throughout the year during meetings, professional development training, emails, post observation conversations and formal staff evaluations. • The expectation is that the plans are to be followed on a daily basis unless otherwise approved by the leader. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="663 521 1312 1370"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1312 521 1896 1370"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	

<p>[C.I.9] Classroom Visits.docx Edgenuity Permissions.pdf English 9 A lesson plan.docx FSA Performance Summary.xlsx Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>Progress Tracker.xlsx Summer PD Calendar.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: evidence to demonstrate usage of these tools in the classroom and alignment with instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • All students are enrolled and a Progress Tracker demonstrates usage by every student. • The School leader monitors classroom implementation fidelity and effectiveness through frequent classroom observations and weekly instructional plans submitted by teachers. The digital curriculum, once aligned and set, cannot be altered without authorization by the school leader. 	
	<p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.E.10] AZCCRS Link.docx Edgenuity Alignment by Course.pdf English 9 A lesson plan.docx Standards-based plan.xlsx Teacher Observation Plan.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder knows the curriculum is aligned to standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Every course offered through our digital curriculum has a standards-alignment document that shows how each lesson is tied to each specific standard. • For classroom instruction, the plan to cover, reinforce and/or remediate grade level standards is collaboratively developed at the beginning of the year. • The school leader approves and then reviews weekly lesson plans and visits classrooms to ensure that the plan is being followed and that instruction is aligned to the standards as planned. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.S.11] ASBCS APF Data.zip</p> <ul style="list-style-type: none"> • CDCHS APF.pdf • iSchool2020 APF.pdf <p>Comparative Data.xlsx</p> <p>CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>Monday Meetings.zip</p> <ul style="list-style-type: none"> • Monday Meeting 1.docx • Monday Meeting 2.docx • Monday Meeting 3.docx <p>Staff PD Agenda 091715.docx</p> <p>Summer PD Calendar.docx</p> <p>Survey Data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Identify struggling students and discuss them at the Monday Morning Meetings • Child Study Team (MTSS) process looks at additional supports needed • Screeners and Progress Trackers are used to monitor what is going on with the students • Digital curriculum allows for setting of pacing and threshold of standards 	
	<p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.S.12] ASBCS APF Data.zip</p> <ul style="list-style-type: none"> • CDCHS APF.pdf • iSchool2020 APF.pdf <p>AZELLA Meeting Notes.docx AZELLA Progress Results.zip</p> <ul style="list-style-type: none"> • AZELLA1.pdf • AZELLA2.pdf <p>CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>ELL Support.docx MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs).</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Thus we have implemented supplemental instructional programs to help provide ELL students with additional instructional support. • Identify struggling students and discuss them at the Monday Morning Meetings • Child Study Team (MTSS) process looks at additional supports needed • Screeners and Progress Trackers are used to monitor what is going on with the students • Digital curriculum allows for setting of pacing and threshold of standards 	
	<p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.S.13] ASBCS APF Data.zip</p> <ul style="list-style-type: none"> • CDCHS APF.pdf • iSchool2020 APF.pdf <p>CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>FRL Data.xlsx</p> <p>MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>Monday Meetings.zip</p> <ul style="list-style-type: none"> • Monday Meeting 1.docx • Monday Meeting 2.docx • Monday Meeting 3.docx <p>Staff PD Agenda 101615.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Identify struggling students and discuss them at the Monday Morning Meetings • Child Study Team (MTSS) process looks at additional supports needed • Screeners and Progress Trackers are used to monitor what is going on with the students • Digital curriculum allows for setting of pacing and threshold of standards 	
	<p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.S.14] CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>Edgenuity Special Ed System.pdf</p> <p>MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>Progress Monitoring.zip</p> <ul style="list-style-type: none"> • Cycle 2 Data.xlsx • LevelSummaryReport_AV.pdf • LevelSummaryReport_IZ.pdf <p>Resource Course Option Example.pdf</p> <p>Screeners.zip</p> <ul style="list-style-type: none"> • E.B. MTSS screener_201601191540.pdf • M.C MTSS screener_201601191541.pdf • MTSS fractions placement test_201601191549.pdf • MTSS pre-algebra placement test_201601191549.pdf • MTSS reading placement_201601191548.pdf <p>State Data.zip</p> <ul style="list-style-type: none"> • SPED Exit Report.pdf • SPED State Data.pdf 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Internal data indicates that these students are being successful due to the accommodations and modifications embedded within our digital curriculum and additional supports provided. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="663 370 1310 1375"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1310 370 1896 1375"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Carpe Diem Collegiate High School
 School Name: Carpe Diem Collegiate High School dba Carpe Diem
 e-Learning Community

Site Visit Date: January 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[A.AS.1] ACT Sample Assessment.pdf FSA.docx MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>MTSS Assessment.pdf MTSS Screener.pdf</p> <p>Quizzes and Tests.zip</p> <ul style="list-style-type: none"> • Sample Cumulative Exam.pdf • Sample Quiz.pdf • Sample Test.pdf 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the types of assessments the Charter Holder uses</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Final Skills Assessments (FSAs) • Quizzes (each lesson); tests (each unit); and Cumulative Exams (each course) • NWEA Maps • Formative and summative standards-based curricular and classroom assessments • Multi Tiered Systems (MTSS) for struggling students 	
	<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[A.AS.2] CAREG 1.pdf CAREG 2.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for designing or selecting the assessment system</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Board and school leadership meet at the beginning of the year to review the assessment system • Individual assessment components are selected <p>Final Evaluation:</p>	
	<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.AS.3] AZ_Linking Study.pdf Edgenuity Alignment by Document.pdf FSA.docx MyPath Educator Training Guide.pdf Survey Data.xlsx US History Course Objectives Booklet.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system is aligned to the curriculum and instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • FSAs • ACT QC (Quality Core) • MAP and MAP Survey <p>Final Evaluation:</p>	
<p>[A.AS.4] Biology Benchmark Assessments-ACT QC.pdf Formative Assessment.docx FSA.docx MAP Data.zip <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf MTSS Assessment.pdf MTSS Screener.pdf Quizzes and Tests.zip <ul style="list-style-type: none"> • Sample Cumulative Exam.pdf • Sample Quiz.pdf • Sample Test.pdf </p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Digital curriculum assessments • ACT QC (at end of course) • NWEA-MAP (upon enrollment) • Classroom formative (weekly) and summative assessments (biweekly) • Universal screeners for students struggling with Tier 1 content <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.AN.5] Grouping Spreadsheet.xlsx MAP Analysis Guide.pdf MTSS Placement Process.docx MTSS Screener.pdf MyPath Data.xlsx Teacher Re-teach procedures.docx Testing Schedule.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curriculum-based assessments are reviewed and analyzed every day. • MAP results, three times a year • Analysis is ongoing and embedded throughout MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSAs and Progress Tracker. All assessment data is analyzed and acted upon within one week of administering the assessment. • Universal Screeners immediately upon completion • FSAs are analyzed by the teacher on a weekly/biweekly basis <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.AN.6] FSA.docx Grouping Spreadsheet.xlsx MAP Survey Data.xlsx NWEA MAP Full Assessment.pdf NWEA MAP Growth Summary Report.pdf Progress Monitoring.zip</p> <ul style="list-style-type: none"> • LevelSummaryReport_AV.pdf • LevelSummaryReport_IZ.pdf <p>Progress Tracker.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the analysis is used to evaluate instructional and curricular effectiveness</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • To determine the instructional, curricular and/or engagement factors • Each assessment has specific proficiency standards and growth metric charts to guide decisions. <p>Final Evaluation:</p>	
<p>[A.ADJ.7] FSA.docx Grouping Spreadsheet.xlsx MyPath Data.xlsx Progress Tracker.xlsx Testing Schedule.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • NWEA MAP Benchmark Assessments immediately adjust student coursework and placement • FSAs (Final Skills Assessments) weekly/biweekly • Digital curriculum in real-time • Teacher assessments in real-time • NWEA-MAP assessments at the end of each semester <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.S.8] FSA Performance Summary.xlsx MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>Progress Monitoring.zip</p> <ul style="list-style-type: none"> • LevelSummaryReport_AV.pdf • LevelSummaryReport_IZ.pdf <p>Progress Tracker.xlsx Survey Data.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system is adapted to meet the assessment needs of students with proficiency in the bottom 25%.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSAs, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. <p>Final Evaluation:</p>	
<p>[A.S.9] AZELLA Progress Results.zip</p> <ul style="list-style-type: none"> • AZELLA 1.pdf • AZELLA 2.pdf <p>AZELLA Progress Results.zip MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>Progress Monitoring.zip</p> <ul style="list-style-type: none"> • LevelSummaryReport_AV.pdf • LevelSummaryReport_IZ.pdf <p>Progress Tracker.xlsx Survey Data.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs)</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSAs, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. <p>Final Evaluation:</p>	
	<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
		<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.S.10] FSA Performance Summary.xlsx MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>MyPath Data.xlsx Progress Monitoring.zip</p> <ul style="list-style-type: none"> • LevelSummaryReport_AV.pdf • LevelSummaryReport_IJ.pdf <p>Progress Tracker.xlsx Survey Data.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSAs, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. <p>Final Evaluation:</p>	
<p>[A.S.11] FSA Performance Summary.xlsx MAP Data.zip</p> <ul style="list-style-type: none"> • NWEA MAP Class Report.pdf • NWEA MAP Growth Summary Report.pdf <p>MyPath Data.xlsx Progress Monitoring.zip</p> <ul style="list-style-type: none"> • LevelSummaryReport_AV.pdf • LevelSummaryReport_IJ.pdf <p>Progress Tracker.xlsx Survey Data.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system is adapted to meet the assessment needs of students with disabilities</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSAs, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. <p>Final Evaluation:</p>	
	<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Carpe Diem Collegiate High School
 School Name: Carpe Diem Collegiate High School dba Carpe Diem
 e-Learning Community, iSchool2020

Site Visit Date: January 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[M.M.1] English 9 A lesson plan.docx FSA.docx Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>Scope & Sequence.zip</p> <ul style="list-style-type: none"> • Edgenuity Course Doc - Scope & Sequence.pdf • US History Scope.xlsx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Carpe Diem uses a continuous observation model that operates on the iObservation platform and is built on the Charlotte Danielson framework to evaluate teacher effectiveness. • Integration of standards is one of many domains covered through the weekly informal observations and monthly formal observations of every teacher. • Through the review of weekly lesson plans and the observation of classroom practice, the school leader verifies that ACCRS-aligned instruction and assessment is taking place in the classroom. The curriculum is already aligned and the implementation is controlled as noted in the curriculum section. <p>Final Evaluation:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p> </div> </div>	



<p>[M.M.2] FSA.docx Progress Tracker.xlsx Teacher Observation Plan.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Through our continuous observation model built on the Charlotte Danielson framework, effective instruction of standards is one of many domains monitored by the school leader through the weekly informal observations and monthly formal observations of every teacher.• Through the review of lesson plans weekly and the observation of classroom practice, the school leader verifies that effective ACCRS-aligned instruction and assessment is taking place in the classroom. The digital curriculum is already aligned and the implementation is controlled as noted in the curriculum section.• The combination of weekly and monthly observations with our ongoing data analysis provides multiple opportunities to monitor instructional effectiveness. School leadership reviews student performance in the digital curriculum and on other standards-based assessments (FSA's) throughout the year to ensure instruction is effectively helping students learn. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[M.E.3] Danielson Domains.pdf Observations.zip</p> <ul style="list-style-type: none">• Cordell post-observation notes.docx• Crabtree post-observation notes.docx• Curiel post-observation notes.docx• Hackmann post-observation notes.docx• Observation Results for Chauncey Crabtree.pdf• Observation Results for Gabriela Curiel.pdf• Observation Results for Jayleen Hackmann.pdf• Observation Results for Roxanne Cordell.pdf	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices and how this process evaluates the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• We use iObservation for evaluating instructional practices. iObservation is built around the Charlotte Danielson model framework and includes an entire domain focused on instructional practices. The full framework review process evaluates all aspects of instruction to ensure quality instruction.• Informal observations occur weekly while formal observations are scheduled monthly.	
	<p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[M.E.4] Danielson Domains.pdf Observations.zip</p> <ul style="list-style-type: none">• Cordell post-observation notes.docx• Crabtree post-observation notes.docx• Curiel post-observation notes.docx• Hackmann post-observation notes.docx• Observation Results for Chauncey Crabtree.pdf• Observation Results for Gabriela Curiel.pdf• Observation Results for Jayleen Hackmann.pdf• Observation Results for Roxanne Cordell.pdf <p>Teacher Observation Plan.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Teachers are rated as Distinguished, Proficient, Basic, or Unsatisfactory in each category of each domain in the Danielson framework. Through regular review, areas of relative strength and weakness are identified for each teacher.• Through a circular follow-up discussion, needs are identified and plans for improvement may be created. The evaluation considers teacher effectiveness in the following areas: 1) Planning and preparation 2) Classroom environment 3) Instruction 4) Professional responsibilities. <p>Final Evaluation:</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[M.F.5] Danielson Domains.pdf Observations.zip</p> <ul style="list-style-type: none">• Cordell post-observation notes.docx• Crabtree post-observation notes.docx• Curiel post-observation notes.docx• Hackmann post-observation notes.docx• Observation Results for Chauncey Crabtree.pdf• Observation Results for Gabriela Curiel.pdf• Observation Results for Jayleen Hackmann.pdf• Observation Results for Roxanne Cordell.pdf <p>Teacher Observation Plan.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Informal observations occur weekly and include verbal feedback regarding strengths and weaknesses on the same day as the observation.• Each formal observation is sent to the staff member automatically through the iObservation system. Staff members can see exactly what was observed in each area and the corresponding rating.• A feedback dialog is then started between the instructional leader and the staff member observed to discuss the outcome and ensure proper understanding of each area of strength or weakness or need.• Formal observations include a full class observation and then a 30-minute post-observation meeting where the teacher has the ability to discuss and both parties can modify ratings based on supplemental information provided. <p>Final Evaluation:</p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>



<p>[M.F.6] Danielson Domains.pdf Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>Teacher Observation Plan.docx</p> <p>Monday Morning Meetings</p> <p>DVMHS Teacher Observation Summary</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes this information, what the data about quality of instruction tells the Charter Holder, and what the Charter Holder has done in response.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The School Leader analyzes formal observations for trends through comparison of ratings in specific educational components/domains, both through individual analysis (same teacher) and overall school (all teachers). • Results of classroom Final Skills Assessments (FSA's) are compared with formal observation data to draw correlations or identify areas of anomaly. • Areas of concern are addressed through professional development, modeling, and changes in operational areas (i.e. schedule, class sizes, supplemental, etc.) • School leadership regularly reviews (Monday Morning Meetings) all academic and observation data to track teacher performance and growth. Data is compared over time and correlated to other points of data in areas of student achievement and growth. The data is also reviewed and submitted formally to the state as required. <p>Final Evaluation:</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[M.S.7] CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>Cycle 2 Data.xlsx FSA Performance Summary.xlsx Grades.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our MTSS team conducts progress monitoring on students in the program on a monthly basis and adjusts content or frequency based on monitoring data. • Our Child Study Team evaluates student grades, FSAs, performance in digital resources, and progress monitoring data on a daily/weekly basis to make instructional recommendations to teachers and staff. • Instruction for the bottom 25% is data driven per our instructional model but includes one additional instructional element. These students receive additional supports and instruction through RTI (Response to Intervention)/MTSS (Multi-Tiered System of Supports). This level of additional support includes the use of Universal Screeners, more frequent and intensive intervention as well as the involvement of our Child Study Team that meets weekly and reviews all students in the MTSS program on a monthly basis. <p>Final Evaluation:</p>		
<p>[M.S.8] AZELLA Meeting Notes.docx AZELLA Progress Results.zip</p> <ul style="list-style-type: none"> • AZELLA 1.pdf • AZELLA 2.pdf <p>Cycle 2 Data.xlsx FSA Performance Summary.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors instruction to ensure it is meeting the needs of English Language Learners (ELLs).</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The same evaluation system is used for our ELA teacher regardless of whether he/she is teaching general education students or ELL students. <i>The school leader makes sure to monitor and evaluate sessions where the ELA teacher is working with ELL students.</i> Additional ELL specific instructional review/evaluation elements include: <ul style="list-style-type: none"> ○ ELL Coordinator meets with School Leader and reviews all students in ELL program on a monthly basis. ○ ELL Coordinator conducts progress monitoring on students in program on a monthly basis. ○ ELL Coordinator evaluates student grades, FSAs, performance in digital resources, and progress monitoring data to make recommendations to teachers and staff. <p>Final Evaluation:</p>		
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="571 1310 1245 1408"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 1310 1913 1408"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		



<p>[M.S.9] CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>Cycle 2 Data.xlsx FSA Performance Summary.xlsx Grades.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • MTSS team conducts progress monitoring on students in the program on a monthly basis and adjusts content or frequency based on monitoring data. • Child Study Team evaluates student grades, FSAs, performance in digital resources, and progress monitoring data on a daily/weekly basis to make instructional recommendations to teachers and staff. • Instruction for the FRL students is data driven per our instructional model but includes one additional instructional element. These students receive additional supports and instruction through RTI (Response to Intervention)/MTSS (Multi-Tiered System of Supports). This level of additional support includes the use of Universal Screeners, more frequent and intensive intervention as well as the involvement of our Child Study Team that meets weekly and reviews all students in the MTSS program on a monthly basis. <p>Final Evaluation:</p>	
<p>[M.S.10] CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>Cycle 2 Data.xlsx FSA Performance Summary.xlsx Grades.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Special Education teacher is evaluated using the same model and tools to ensure that instruction for students with disabilities is appropriate and effective. Additional monitoring and evaluation includes: <ul style="list-style-type: none"> ○ Child Study Team meets weekly and reviews all students in MTSS program on a monthly basis. ○ MTSS Team conducts progress monitoring on students in program on a monthly basis and adjusts content or frequency based on monitoring data. ○ Child Study Team (CST) evaluates student grades, FSAs, performance in digital resources, and progress monitoring data to make recommendations to teachers and staff. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Carpe Diem Collegiate High School
 School Name: Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community

Site Visit Date: January 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[P.P.1] DataSystem.zip</p> <ul style="list-style-type: none"> • Comparative Data.xlsx • Curriel Observation Results.pdf • Cycle 2 Data.xlsx • FRL Data.xlsx • FSA Performance Summary.xlsx • MTSS Assessment.pdf • MTSS reading placement_201601191548.pdf • MyPath Data.xlsx • Progress Tracker.xlsx <p>Training Agenda.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Summer PD Calendar.docx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's professional development plan</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Staff has two to three weeks of professional development prior to the beginning of each year and then one day per month scheduled professional development throughout the year. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		
<p>[P.P.2] Data System.zip</p> <ul style="list-style-type: none"> • Comparative Data.xlsx • Curriel Observation Results.pdf • Cycle 2 Data.xlsx • FRL Data.xlsx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan was developed</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Data is analyzed and needs are identified. • Training is researched, developed, and/or planned. <p>Final Evaluation:</p>		

<ul style="list-style-type: none"> • FSA Performance Summary.xlsx • MTSS Assessment.pdf • MTSS reading placement_201601191548.pdf • MyPath Data.xlsx • Progress Tracker.xlsx <p>July 15 Professional Development Meeting Agenda.docx Training Agenda.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Summer PD Calendar.docx • Comparative Data • 	<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[P.P.3] Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan is aligned with instructional staff learning needs</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The PD plan is aligned to staff learning needs by analyzing data. <p>Final Evaluation:</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	

<p>Roxanne Cordell.pdf</p> <p>PD Plan.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • July 15 Professional Development Meeting Agenda.docx • Summer PD Calendar.docx <p>SAI Survey.pdf</p> <p>Student Data.zip</p> <ul style="list-style-type: none"> • Comparative Data.xlsx • Cycle 2 Data.xlsx • FRL Data.xlsx • FSA Performance Summary.xlsx • MTSS Assessment.pdf • MTSS reading placement_201601191548.pdf • MyPath Data.xlsx • Progress Tracker.xlsx 		
<p>[P.P.4]</p> <p>Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the plan addresses areas of high importance</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Data is analyzed and needs are identified • Training is researched, developed and/or planned <p>Final Evaluation:</p>	

<ul style="list-style-type: none"> • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>PD Plan.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • July 15 Professional Development Meeting Agenda.docx • Summer PD Calendar.docx <p>SAI Survey.pdf</p> <p>Student Data.zip</p> <ul style="list-style-type: none"> • Comparative Data.xlsx • Cycle 2 Data.xlsx • FRL Data.xlsx • FSA Performance Summary.xlsx • MTSS Assessment.pdf • MTSS reading placement_201601191548.pdf • MyPath Data.xlsx • Progress Tracker.xlsx 	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p>[P.I.5] Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>PD Plan.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • July 15 Professional Development Meeting Agenda.docx • Summer PD Calendar.docx • DVMHS Teacher Observations 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Classroom observations • Modeling and scaffolding strategies <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.I.6] Blank CDCHS Requisition.xls CAREG.pdf Cordell Training Requests</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder provides the resources that are necessary for high quality implementation</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The teacher need only fill out a requisition explaining how the resource will directly address or enrich a data-driven concern and confirm that it meets Curriculum and Assessment Evaluation Rubric standards. <p>Final Evaluation:</p>	
<p>[P.M.7] Danielson Domains.pdf Lesson Plan Weekly Review.pdf PD Agendas.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Staff PD Agenda 080715.docx • Staff PD Agenda 081415.docx • Staff PD Agenda 091715.docx • Staff PD Agenda 101615.docx • Summer PD Calendar.docx <p>Teacher Observation Plan.docx</p>	<p>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</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Review of lesson plans weekly • Weekly informal teacher observations • Monthly formal teacher observations <p>Final Evaluation:</p>	
<p>X Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>	

<p>[P.M.8]</p> <p>Observations.zip</p> <ul style="list-style-type: none"> • Cordell post-observation notes.docx • Crabtree post-observation notes.docx • Curiel post-observation notes.docx • Hackmann post-observation notes.docx • Observation Results for Chauncey Crabtree.pdf • Observation Results for Gabriela Curiel.pdf • Observation Results for Jayleen Hackmann.pdf • Observation Results for Roxanne Cordell.pdf <p>PD Agendas.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Staff PD Agenda 080715.docx • Staff PD Agenda 081415.docx • Staff PD Agenda 091715.docx • Staff PD Agenda 101615.docx • Summer PD Calendar.docx <p>Teacher Observation Plan.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Professional conversations regarding professional development strategies • A dialog between the instructional leader and the staff member • 30-minute post-observation meeting <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.S.9] CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>PD Agendas.zip</p> <ol style="list-style-type: none"> 1. Friday PD schedule.docx 2. Staff PD Agenda 080715.docx 3. Staff PD Agenda 081415.docx 4. Staff PD Agenda 091715.docx 5. Staff PD Agenda 101615.docx 6. Summer PD Calendar.docx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Data is analyzed and needs are identified. • Training is researched and developed. <p>Final Evaluation:</p>	
<p>[P.S.10] AZELLA Meeting Notes.docx ELL Training 1.pdf ELL Training 2.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Data is collected and ELL training needs are determined based upon the data. • ELL staff attends training on ELL strategies and processes. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.S.11] CST Files.zip</p> <ul style="list-style-type: none"> • ES120715.pdf • HM 102215.pdf • JV110515.pdf • SV102215.pdf • SV120315.pdf • WR09172015.pdf <p>PD Agendas.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Staff PD Agenda 080715.docx • Staff PD Agenda 081415.docx • Staff PD Agenda 091715.docx • Staff PD Agenda 101615.docx • Summer PD Calendar.docx 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school leader, upon review of the data, determines the appropriate training necessary to meet needs of the teacher and the FRL students. <p>Final Evaluation:</p>	
<p>[P.S.12] Cordell Training.pdf Eleutheria Support Emails.zip</p> <ul style="list-style-type: none"> • Carpe Diem Schools Mail - CST process.pdf • Carpe Diem Schools Mail - SPED training.pdf <p>SPED training request.pdf</p> <p>Summer PD Calendar.docx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Data is collected and training is based upon the data. • Resource staff is able to request trainings. • Various sources of data are used to identify staff areas of weakness and needs, and the data is used to create individual PD plans for the staff. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Carpe Diem Collegiate High School
 School Name: Carpe Diem Collegiate High School dba Carpe Diem
 e-Learning Community, iSchool2020

Site Visit Date: January 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[G.I.1] ECAP.zip</p> <ul style="list-style-type: none"> • ECAP 1 • ECAP 2 <p>PD Agendas.zip</p> <ul style="list-style-type: none"> • Friday PD schedule.docx • Staff PD Agenda 080715.docx • Staff PD Agenda 081415.docx • Staff PD Agenda 091715.docx • Staff PD Agenda 101615.docx • Summer PD Calendar.docx <p>Progress Tracker.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows up on student progress toward completing courses to meet graduation requirements.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Every student has a plan for academic and career success on file • Each plan is reviewed at least <i>annually</i> for all students while Juniors and Seniors are reviewed <i>semi-annually</i> • Each plan is reviewed every time a course is completed <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.			



<p>[G.I.2] Data System.zip</p> <ul style="list-style-type: none"> • Comparative Data.xlsx • Curiel Observation Results.pdf • Cycle 2 Data.xlsx • FRL Data.xlsx • FSA Performance Summary.xlsx • MTSS Assessment.pdf • MTSS reading placement_201601191548.pdf • MyPath Data.xlsx • Progress Tracker.xlsx <p>Progress Tracker.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies students that are not successfully progressing through required courses.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students falling behind the established pace and students who are not demonstrating proficiency in their work are identified through system reports. • The reports are reviewed by school leadership <i>daily and weekly</i> to identify students who are at-risk. <p>Final Evaluation:</p>	
<p>[G.S.3] Friday School.zip</p> <ul style="list-style-type: none"> • Friday School Procedures.docx • Friday School Staffing.docx <p>New Student Program.docx</p> <p>Student schedule.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder provides additional academic supports to remediate academic problems for struggling students.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school offers increased instructional support through Learning Coaches, interventions, and small group support. • Students also have the opportunity to attend extra sessions to receive support outside normal school hours. There are also peer support programs such as the Ambassador program where students are paired with a successful student with similar demographics for additional support. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[G.S.4] ECAP.zip</p> <ul style="list-style-type: none">• ECAP 1• ECAP 2 <p>FSA Performance Summary.xlsx</p> <p>Graduation Rate Data.xlsx</p> <p>MAP Data.zip</p> <ul style="list-style-type: none">• NWEA MAP Class Report.pdf• NWEA MAP Growth Summary Report.pdf <p>Progress Tracker.xlsx</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: what data demonstrates that these strategies are effective.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• The ultimate quantitative measure of the effectiveness of our program is determined by our actual graduation rate.• Student daily progress, NWEA-MAP and Final Skills Assessment data integrates with our ECAP to help determine not only actual progress towards graduation (quantitative) but also the quality of the process (scoring 80% or better on FSA's). <p>Final Evaluation:</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

APPENDIX F
RENEWAL DSP SUBMISSION

Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Carpe Diem Collegiate High School

School(s): Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community, iSchool2020

Date Submitted: 11/13/2015

Purpose of Demonstration of Sufficient Progress (*check one*):

- Annual Monitoring
- Interval Review
- Renewal
- Failing School
- Expansion Request

Academic Dashboard Year (*check all that apply*):

- FY2013
- FY2014

Directions:

- A. Locate and download “Demonstration of Sufficient Progress Process and Instructions” from the Board’s website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
 - a. To locate the “Demonstration of Sufficient Progress Process and Instructions” on the Board’s website:
 - i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
 - ii. Locate the “For Charter School Operators” section in the middle of the page.
 - iii. Select the “Performance Expectations & Reviews” link.
 - iv. Select the “Academic Interventions” tab.
 - v. Scroll down to the “Demonstration of Sufficient Progress” section.
 - vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.
 - b. To locate the “Demonstration of Sufficient Progress Process and Instructions” on ASBCS Online:
 - i. Go to ASBCS Online (<http://online.asbcs.az.gov>)
 - ii. Log in using the user name and password of the Charter Representative
 - iii. If you do not remember your password, locate the “Forgot Password” icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
 - iv. Locate the “Help” section of the Dashboard.
 - v. Select “Online Help”



- vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.
- c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
 - i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
 - ii. Locate the “For Charter School Operators” section in the middle of the page.
 - iii. Select the “Performance Expectations & Reviews” link.
 - iv. Select the “Academic Interventions” tab.
 - v. Scroll down to the “Demonstration of Sufficient Progress” section.
 - vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.
- B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.



Area I: Data

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.¹ The Charter Holder must copy and paste the entire Data area for each school.

School Name: Carpe Diem Collegiate High School dba Carpe Diem e-Learning Community

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Median Growth Percentile (SGP) – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Median Growth Percentile (SGP), Bottom 25%, - Math (Traditional and Small Schools Only)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Median Growth Percentile (SGP), Bottom 25%, - Reading (Traditional and Small Schools Only)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improvement – Math (Alternative High Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement – Reading (Alternative High Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percent Passing – Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Percent Passing – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, ELL – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, ELL – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, FRL – Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subgroup, FRL – Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subgroup, students with disabilities – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

¹ If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.



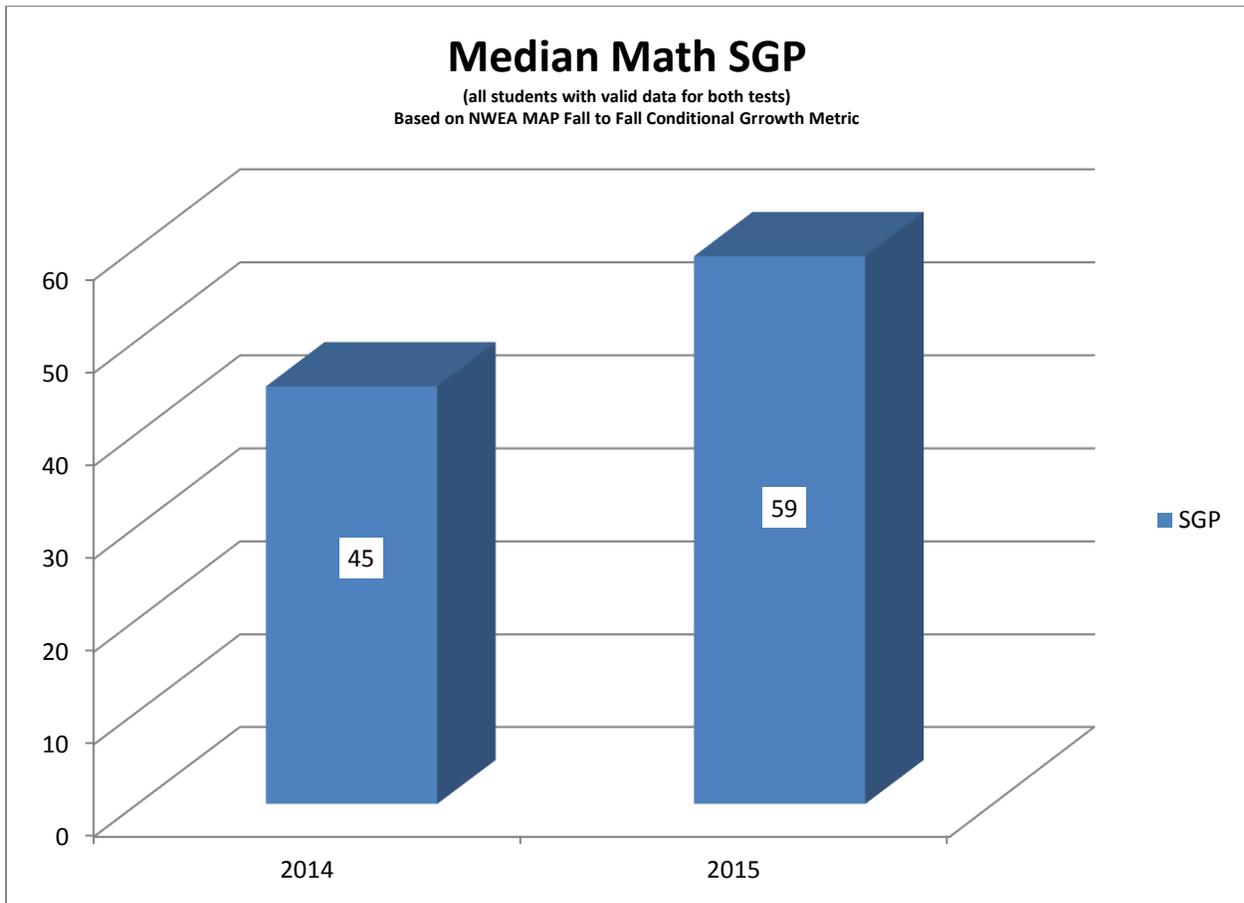
Subgroup, students with disabilities – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
High School Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Persistence (Alternative Schools Only)	<input type="checkbox"/>				

Data for All Applicable Measures and Subgroups
<p>1. What year-over-year comparative data generated from internal sources demonstrates improved academic performance in the current year as compared to the prior year? Describe and provide data for <u>each measure</u> that does not meet the Board’s standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.</p> <p><u>Directions:</u> Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board’s academic standards for either of the two most recent years. The Charter Holder must provide valid and reliable comparative year-over-year data and analysis generated from internal assessment sources that demonstrates and evaluates the change in academic performance for all required measures for the current and prior school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board’s academic expectations and must:</p> <ul style="list-style-type: none"> ○ clearly label all data to demonstrate which measure(s) it addresses, ○ provide data that is a valid and reliable indicator for each measure, ○ limit all data to no more than one page per measure per content per school, and ○ redact all student identifiable information.

Insert data here:



Insert Student Median Growth Percentile (SGP) – Math data here:

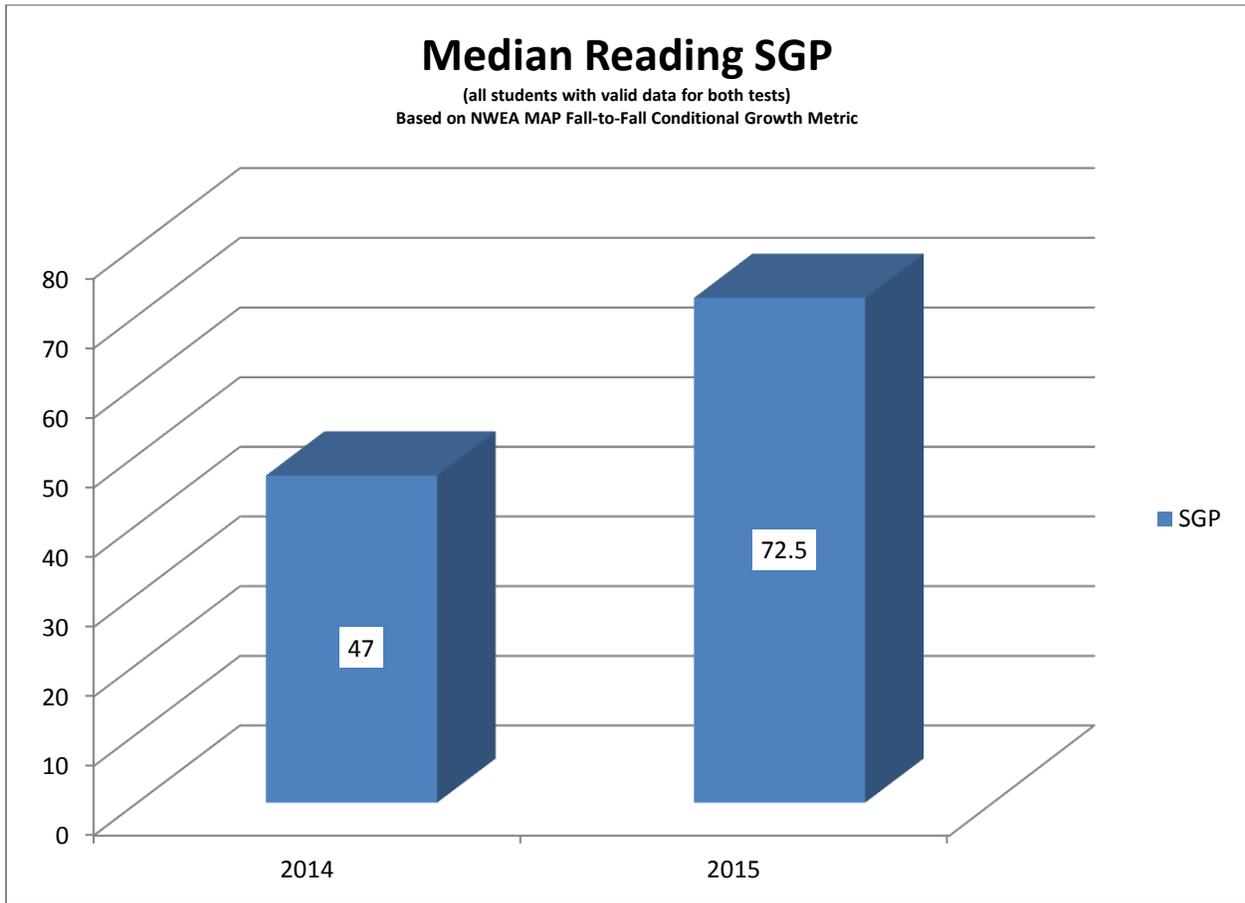


Measuring student scale scores on the NWEA Measure of Academic Progress (MAP) report from the fall of one year to the fall of the next, growth can be evaluated and then compared with other MAP participants. The NWEA normative data uses samples of between 72,000 and 153,000 students pulled from more than 10 million students nationwide. The Conditional Growth metric compares students with the same starting scale score, then evaluates their ending scale score compared to their peers. This method is very similar to the AZ Growth Model’s procedure for determining a growth percentile. The data in our chart compares student growth from the fall of 2013 to the fall of 2014 (labeled 2014) with growth from the fall of 2014 to the fall of 2015 (labeled 2015). This information is consistent for all growth data in the data section for this school.

Our data indicated that our median growth percentile across all measured grades for Mathematics (6th through 11th) was 45 for 2014. In 2015, the median growth percentile grew to 59. The change in year-over-year performance was an increase of the median percentile of 14 points, meaning our students out-grew 14% more students who started at the same scale score nationwide. That is equivalent to a 31% increase in median growth percentile.



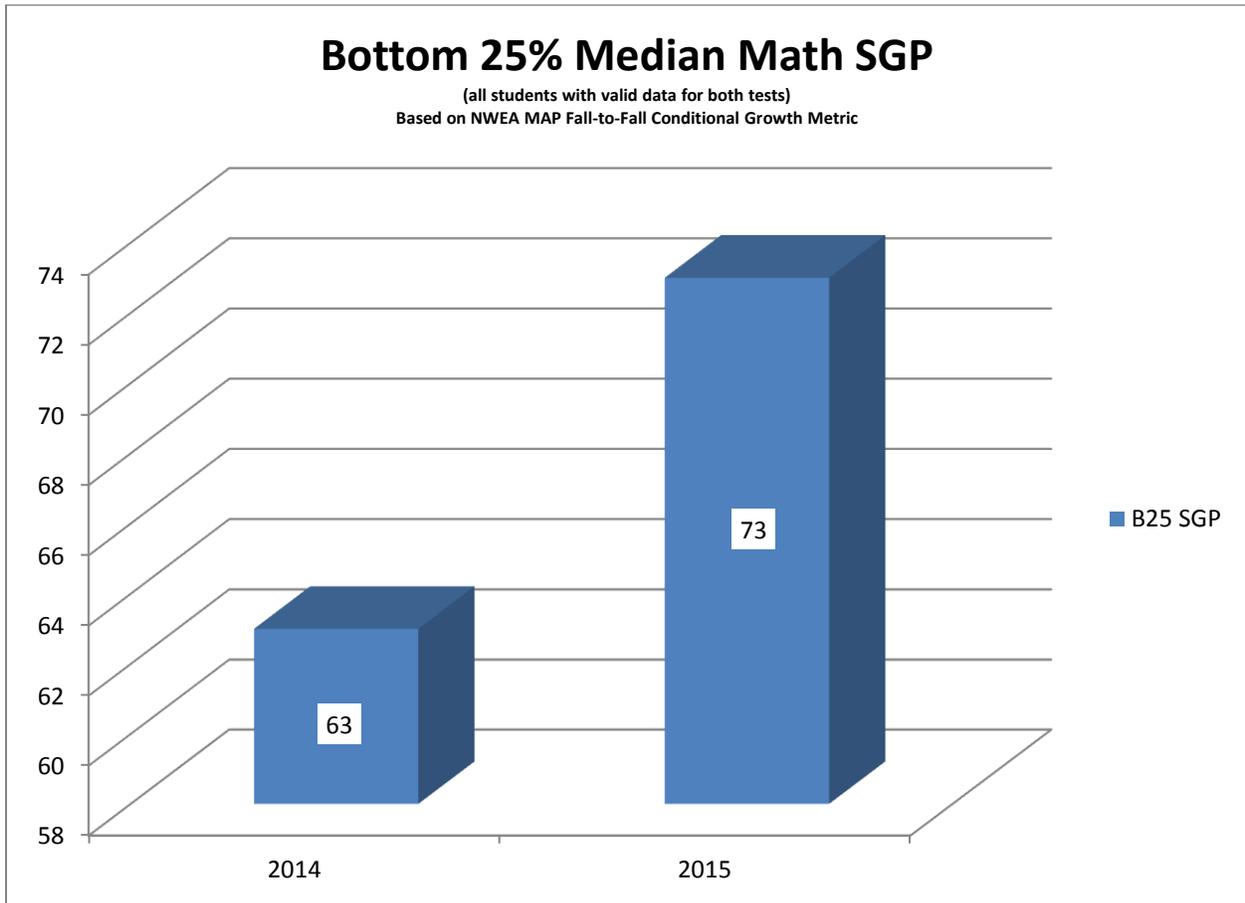
Insert Student Median Growth Percentile (SGP) – Reading data here:



The median growth percentile for Reading increased from 47 in 2014 to 72.5 in 2015. That increase of 25.5 percentile points represents growth of 54%. The median student increased from growing more than 47% of peers to growing more than 72%.



Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

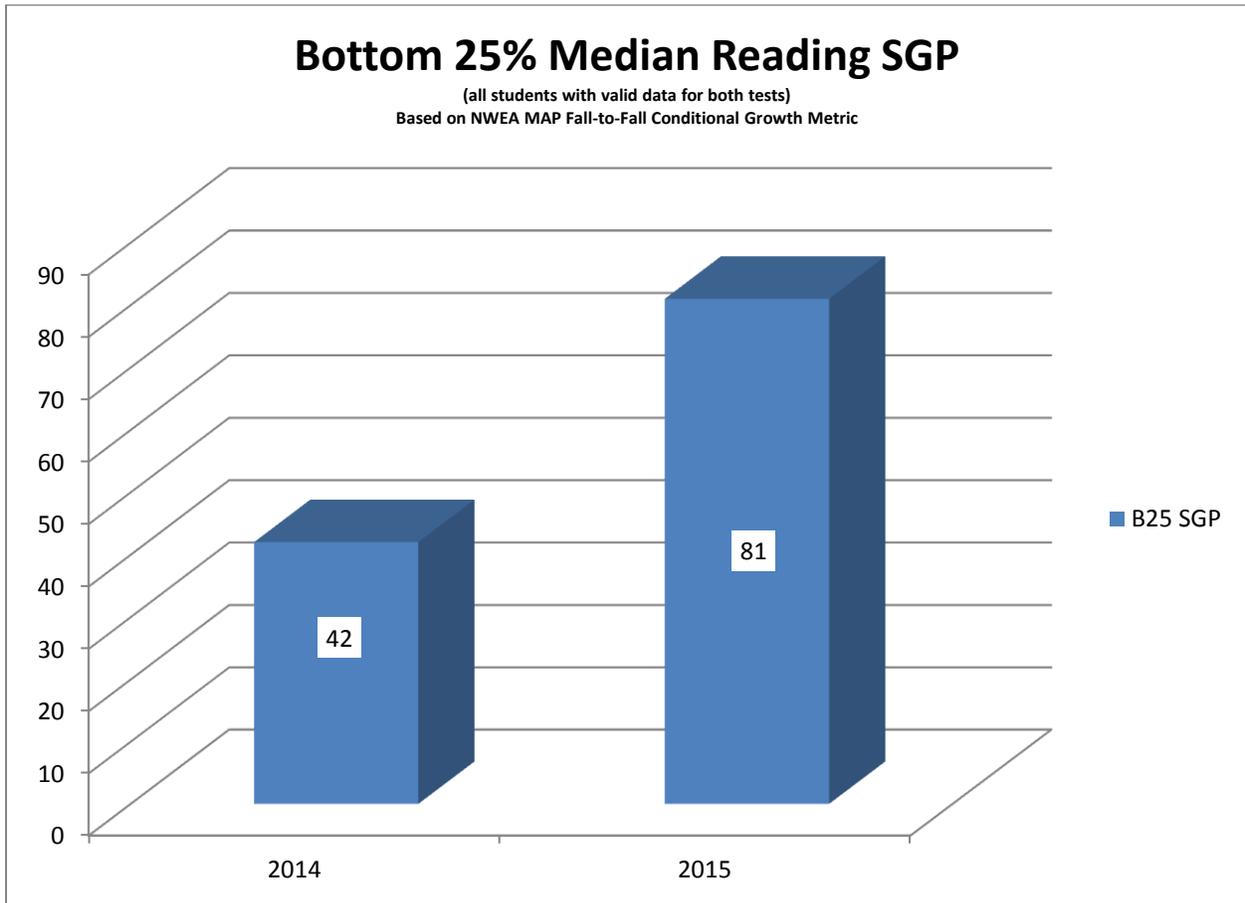


To calculate the bottom 25%, we use the same data for our standard growth metric, but limit it to the students whose beginning score was in the bottom quartile of our school. This is very similar to the system that the AZ Growth model uses, which uses prior year state test score to determine the bottom 25%.

Our data for the median growth percentile of the bottom 25% in Mathematics indicated that the median growth percentile ranking increased from 63 in 2014 to 73 in 2015. The 10 point increase in the median growth percentile equates to about 16% improvement.



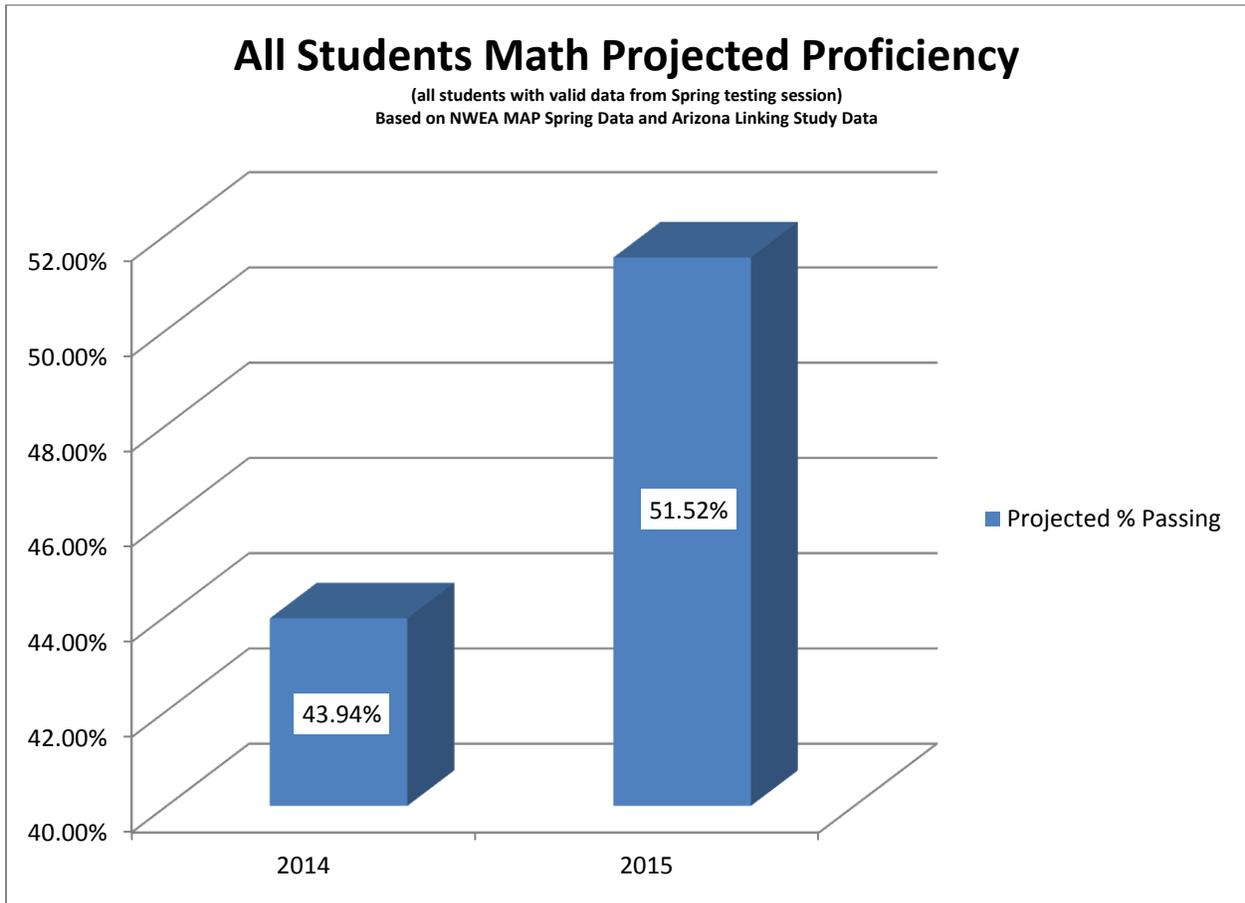
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:



In Reading, the median growth percentile of the bottom 25% increased from 42 in 2014 to 81 in 2015. That constitutes a 39 point increase in year-over-year data, or about a 93% improvement in median student growth.



Insert Percent Passing – Math data here:

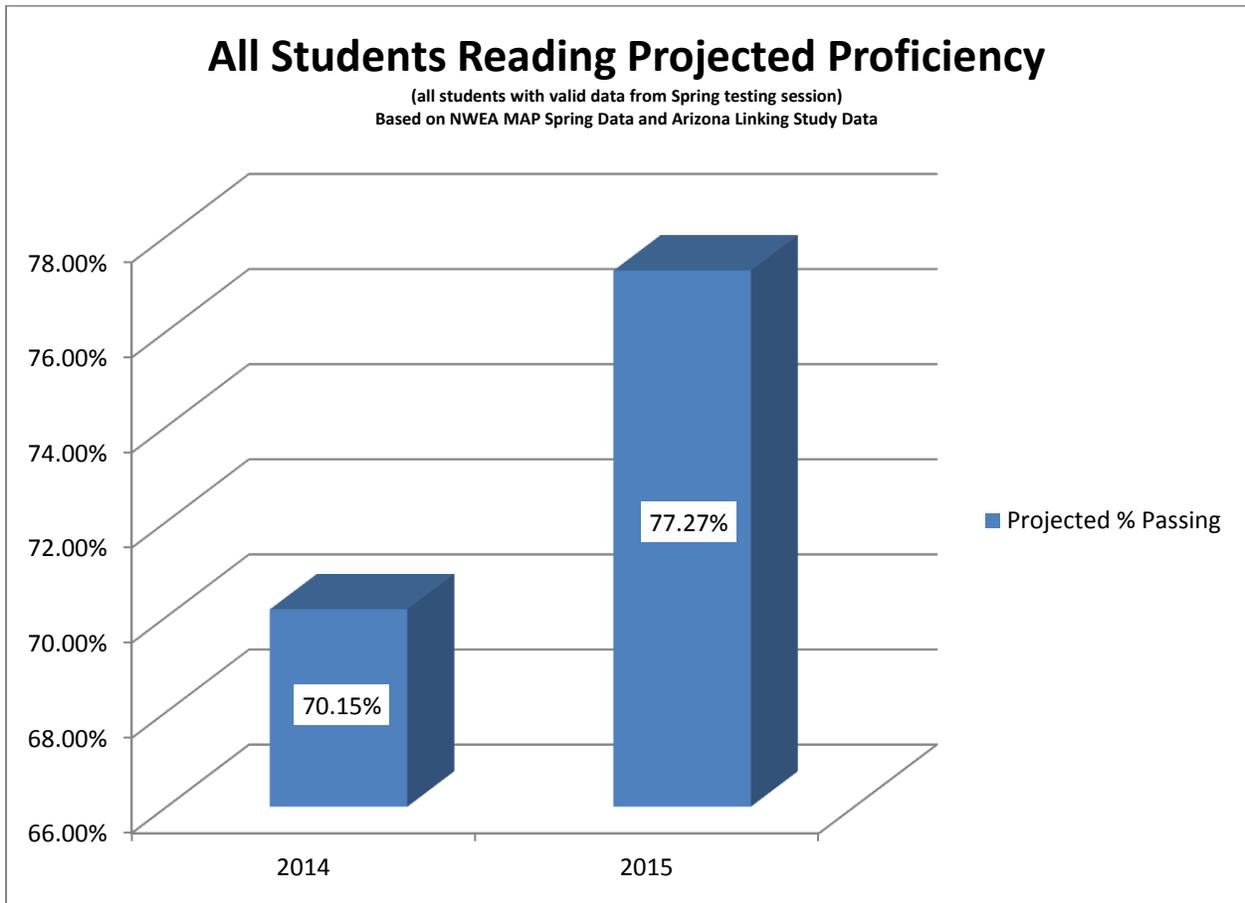


To measure projected proficiency on state testing, we use the scale score from the spring session of NWEA MAP testing. This is cross referenced against the Arizona Linking Study performed by NWEA to determine the probability of students demonstrating proficiency on the state test based on certain scale scores. Data was gathered in the spring of 2014 (labeled 2014) and the spring of 2015 (labeled 2015). The Arizona Linking Study by NWEA was aligned to AIMS. They will need to conduct a new study to link to AzMERIT, but we are able to consistently determine progress in this metric at present. This data and labeling is used consistently for proficiency reports throughout the data section for this school.

According to MAP proficiency data, 43.94% of our students were projected to pass their state Mathematics assessment in 2014. In 2015, the projected proficiency increased to 51.52%. The increase in projected proficiency of 7.58% equates to a 17% increase in students projected to be proficient on the exam.



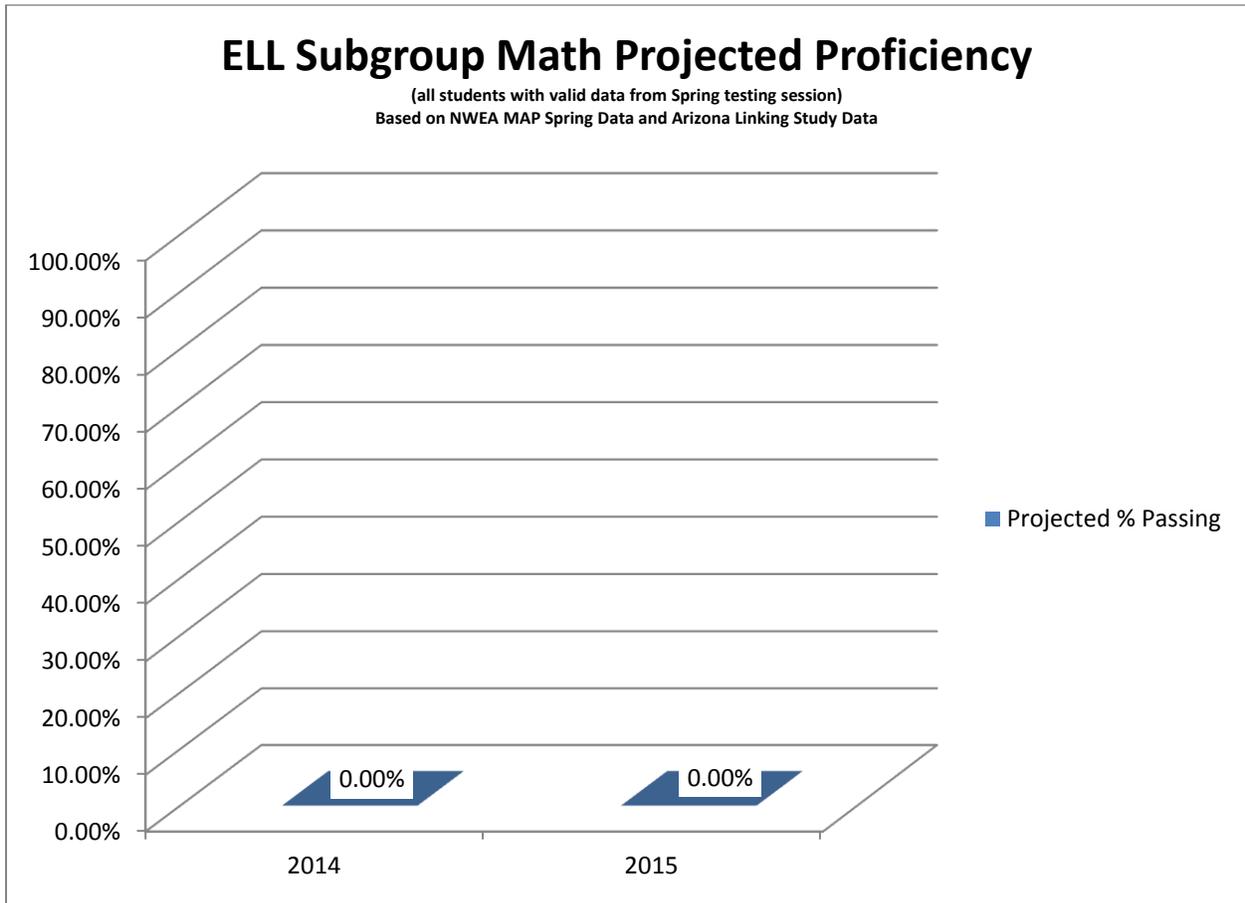
Insert Percent Passing – Reading data here:



MAP proficiency projections show that 70.15% of our students were expected to pass their state Reading assessment in 2014. That number rose to 77.27% projected as proficient in 2015. This represents an increase of around 10%.



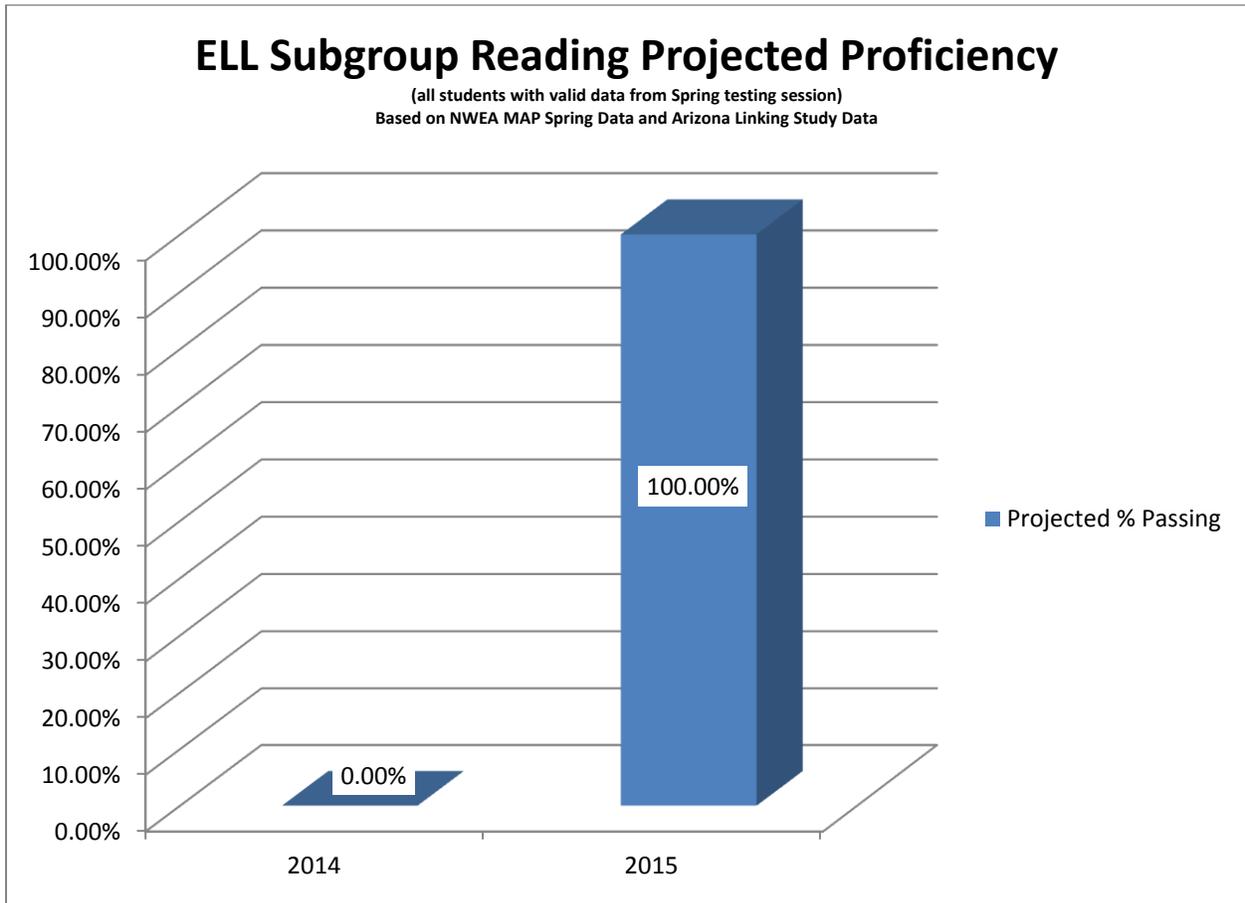
Insert Subgroup, ELL – Math data here:



Data for the ELL subgroup can be misleading. In 2014, we had 2 students test in this subgroup for Mathematics. Neither student was projected to be proficient. In 2015, we had no students take the spring test for Mathematics, so we cannot calculate the percent proficient.



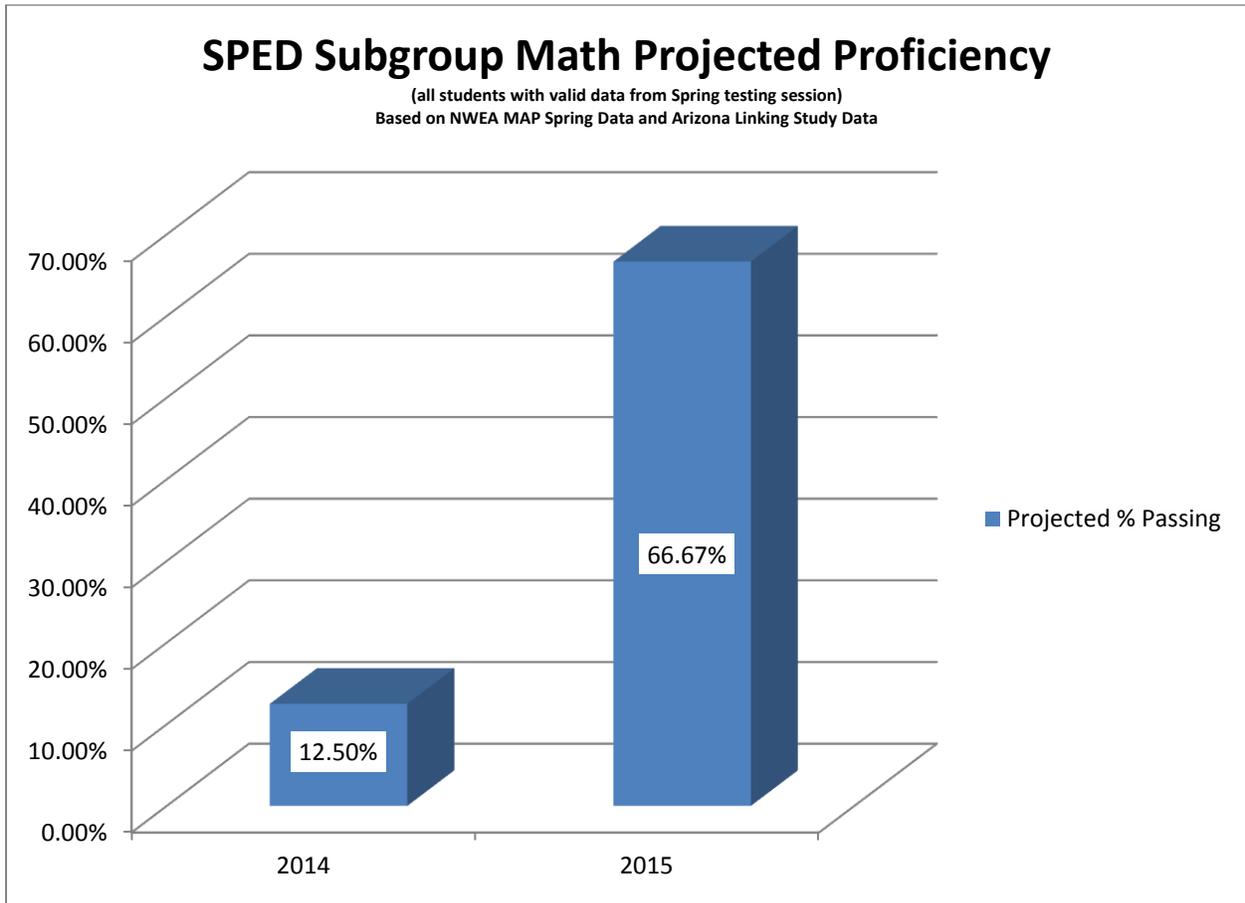
Insert Subgroup, ELL – Reading data here:



In the Reading content area, the data can be similarly misleading. We had only two students test in 2014, and neither was projected as proficient. In 2015, we had a single student test, and the data projected that student to be proficient on the state exam.



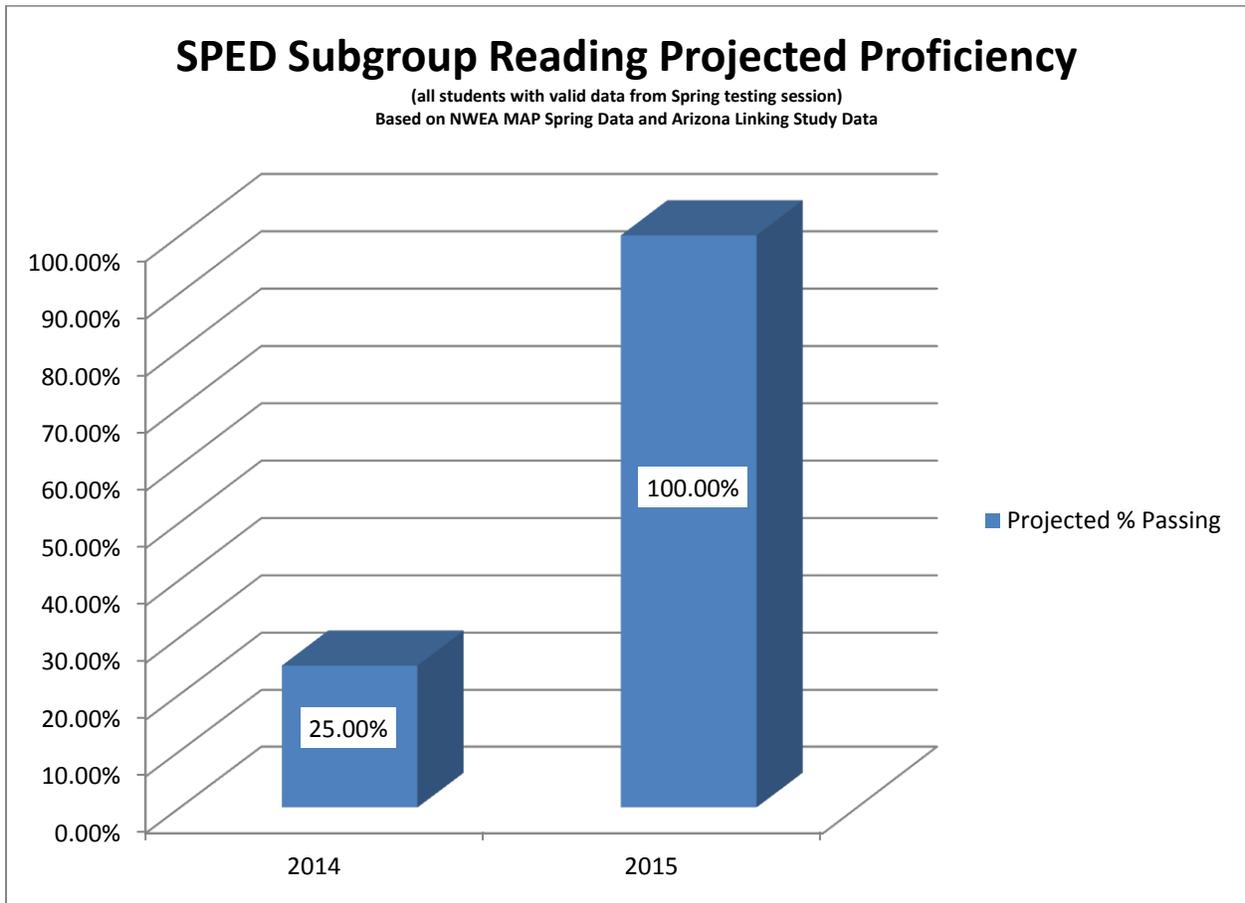
Insert Subgroup, students with disabilities – Math data here:



For Mathematics in the SPED subgroup, projected proficiency in 2014 was 12.5%. In 2015, the projected percentage of students prepared to pass their Mathematics exam increased to 66.67%, an increase of 433% year-over-year.



Insert Subgroup, students with disabilities – Reading data here:



In Reading, the SPED subgroup had a projected proficiency percentage of 25% for 2014. In 2015, the projected proficiency rate was 100%, a 300% increase in year-over-year performance.



Valid and Reliable Data

2. How does the Charter Holder know that the data described above is a valid and reliable indicator for each measure on the Academic Dashboard that does not meet the Board’s standards?

Answer (suggested word count is 400 words):

NWEA reports use normative data to help determine how students are performing relative to their peers. The normative data pulls random records from more than 10 million students across 23,500 public schools in 49 states in sample sizes of 72,000 to 153,000. The data is even compared by the number of instructional weeks prior to the test, allowing for comparisons across whole testing windows. We use this data to compare the status and growth of our students to their peers across the nation. NWEA has also performed an extensive study linking MAP test results to performance on the Arizona state assessment. The study allows for a prediction of success to whatever percentile of certainty the school may desire.

Both the projected proficiency and growth indicators can be found by downloading the spreadsheet version of the Student Achievement Status & Growth report. The growth data is conditioned on the student’s starting score, so it is a more accurate measure of each individual student. After the spreadsheet is created, it is kept in a workbook with the same data from prior years and the data is added to the summary page to give school leadership a year-over-year comparison of all measured metrics from the academic dashboard, including subgroup performance. That data is collected by cross-referencing student numbers from the MAP report with their student numbers in the student needs report from our SIS.

In order to ensure that data remains valid and reliable in the future, we will compare the MAP data with state results to gain perspective on the correlation between growth metrics on the two tests as well as the accuracy of performance level predictions. In addition, in July of 2015, NWEA completed a college readiness benchmark study that links MAP scale score to college readiness by correlating scale scores at each grade level to successfully achieving ACT college-ready scores of 24 as a High School Senior. With this data now available, it will be included in future revisions of our data workbook to help us assess whether our students are getting and/or staying on track to be college ready. The college-ready data will be displayed as part of our new digital ECAP program.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations to understand current year performance as compared to prior year(s) performance? What change in academic performance does the analysis indicate? How does the analysis indicate the identified change in academic performance?

Answer (suggested word count is 400 words):



For each metric where the school did not meet the framework expectations, the school is comparing our current year internal metric to prior year metrics to determine whether improvement is being made. As we looked at our data, we determined that **every area in question for this school demonstrated growth**, except for the area of ELL Math. In that specific area, we had zero students test in the most recent year. We observed significant increases in SPED proficiency projections and both content areas for overall growth. Increases in growth for the bottom quartile were both significant as well. The increase in projected proficiency in Mathematics was substantial, at 17.2%, but still has a lot of room to improve.

With ELL Reading proficiency, we went from 0% to 100% of students projected proficient. While the statistical gain is very large, the very small number of students involved makes it a volatile measure. We will continue to observe that metric as student data permits. We observed that **projected proficiency for Reading, and growth for the bottom quartile in Mathematics grew, but less significantly than our other metrics**. With Reading proficiency, the smaller improvement of 10.2% makes sense because we began with a high number already. The 15.9% increase observed in our median growth percentile for the bottom quartile in Mathematics is one of our smaller increases and we are working with our math teacher on helping those students experience even more success.



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.² The Charter Holder must copy and paste the entire Data area for each school.

School Name: iSchool2020

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Median Growth Percentile (SGP) – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Median Growth Percentile (SGP), Bottom 25%,- Math (Traditional and Small Schools Only)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Median Growth Percentile (SGP), Bottom 25%,- Reading (Traditional and Small Schools Only)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improvement – Math (Alternative High Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement – Reading (Alternative High Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percent Passing – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Percent Passing – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, ELL – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, ELL – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, FRL – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, FRL – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, students with disabilities – Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subgroup, students with disabilities – Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

² If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.



High School Graduation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academic Persistence (Alternative Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data for All Applicable Measures and Subgroups

4. What year-over-year comparative data generated from internal sources demonstrates improved academic performance in the current year as compared to the prior year? Describe and provide data for each measure that does not meet the Board’s standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.

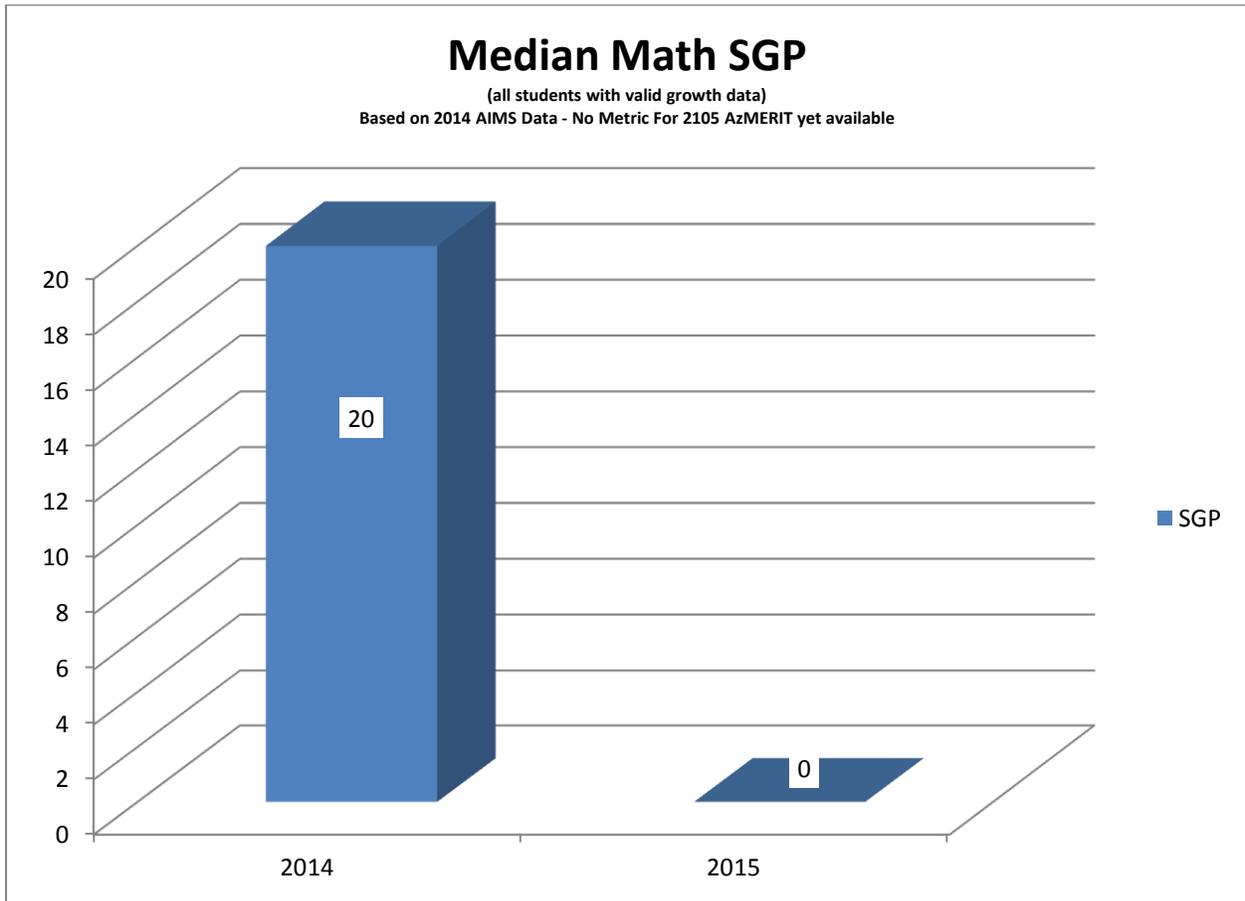
Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board’s academic standards for either of the two most recent years. The Charter Holder must provide valid and reliable comparative year-over-year data and analysis generated from internal assessment sources that demonstrates and evaluates the change in academic performance for all required measures for the **current and prior school years**. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board’s academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data that is a valid and reliable indicator for each measure,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert data here:



Insert Student Median Growth Percentile (SGP) – Math data here:

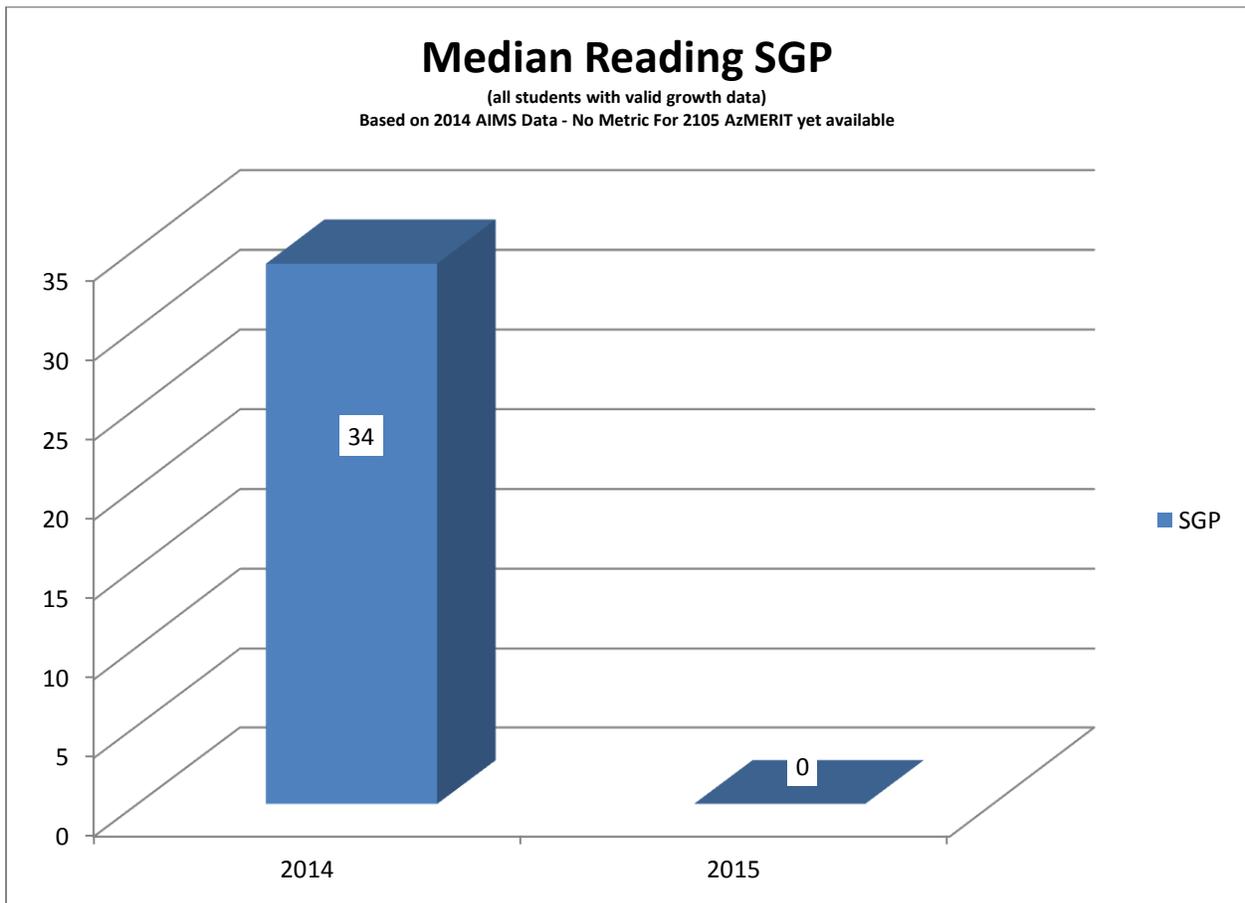


Our online school collects data from the state assessments and uses it for year-over-year comparisons. The online school has a very small number of students enrolled, which causes the school to receive “No Rating” in most categories on the Academic Performance Framework. It also makes data analysis difficult and data sets very volatile as single students have a larger impact on the data.

In 2014, five students had valid growth in Mathematics. The median growth percentile was 20. In 2015, we do not currently have growth metrics. The state has not released growth metrics with AzMERIT data at this point. Even if that data is eventually released, we tested only four students in 2015, so median growth percentile may not be the best measurement to determine growth.



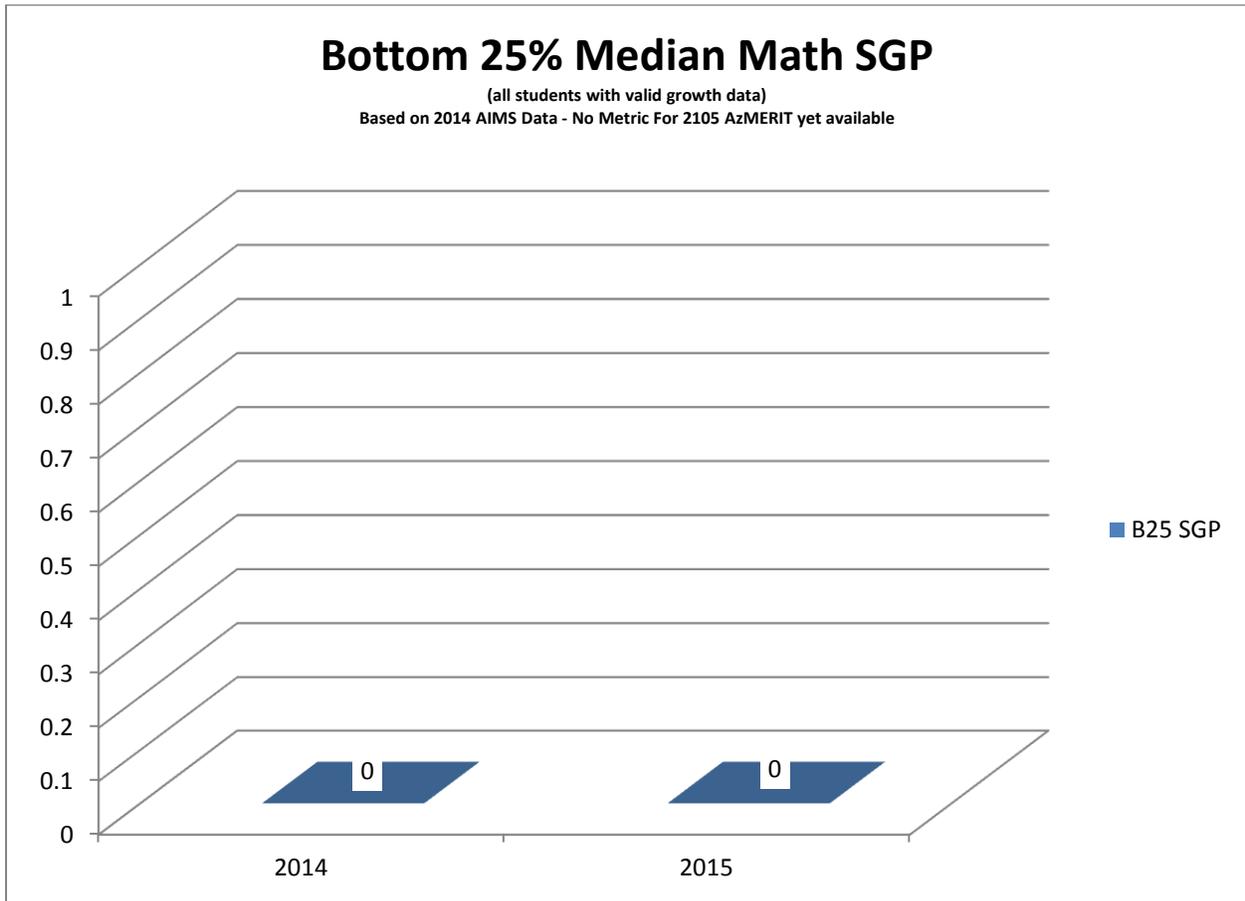
Insert Student Median Growth Percentile (SGP) – Reading data here:



As with Mathematics, the Reading data is based on only five students for 2014. The median growth percentile according to the AIMS data was 34. There is no data available for the four students who tested in 2015.



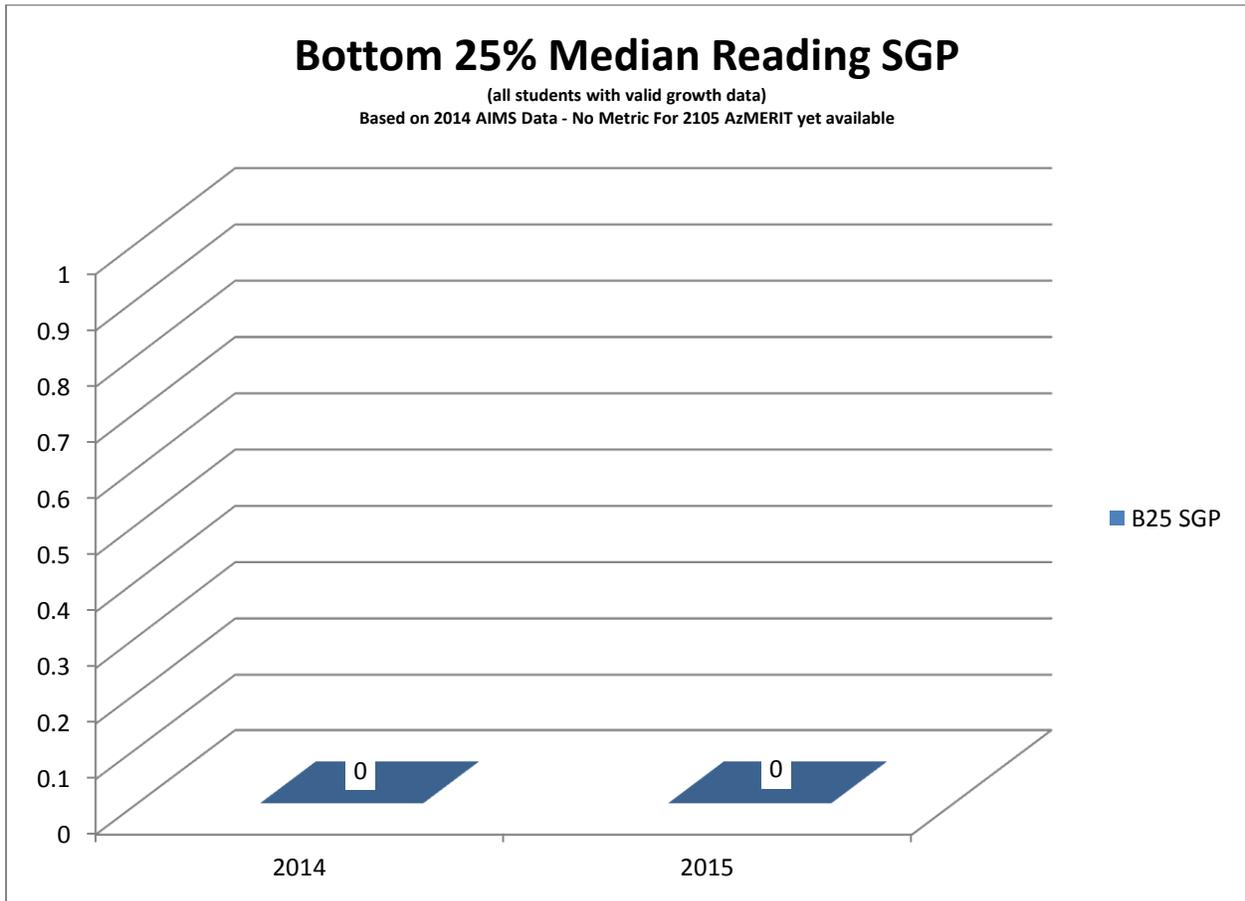
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:



Because of the small number of students tested, we did not have any students identified as bottom quartile from the school in the AIMS Mathematics data for 2014. We did not have any data for bottom quartile in 2015 either, and with only four students tested it would essentially be one student.



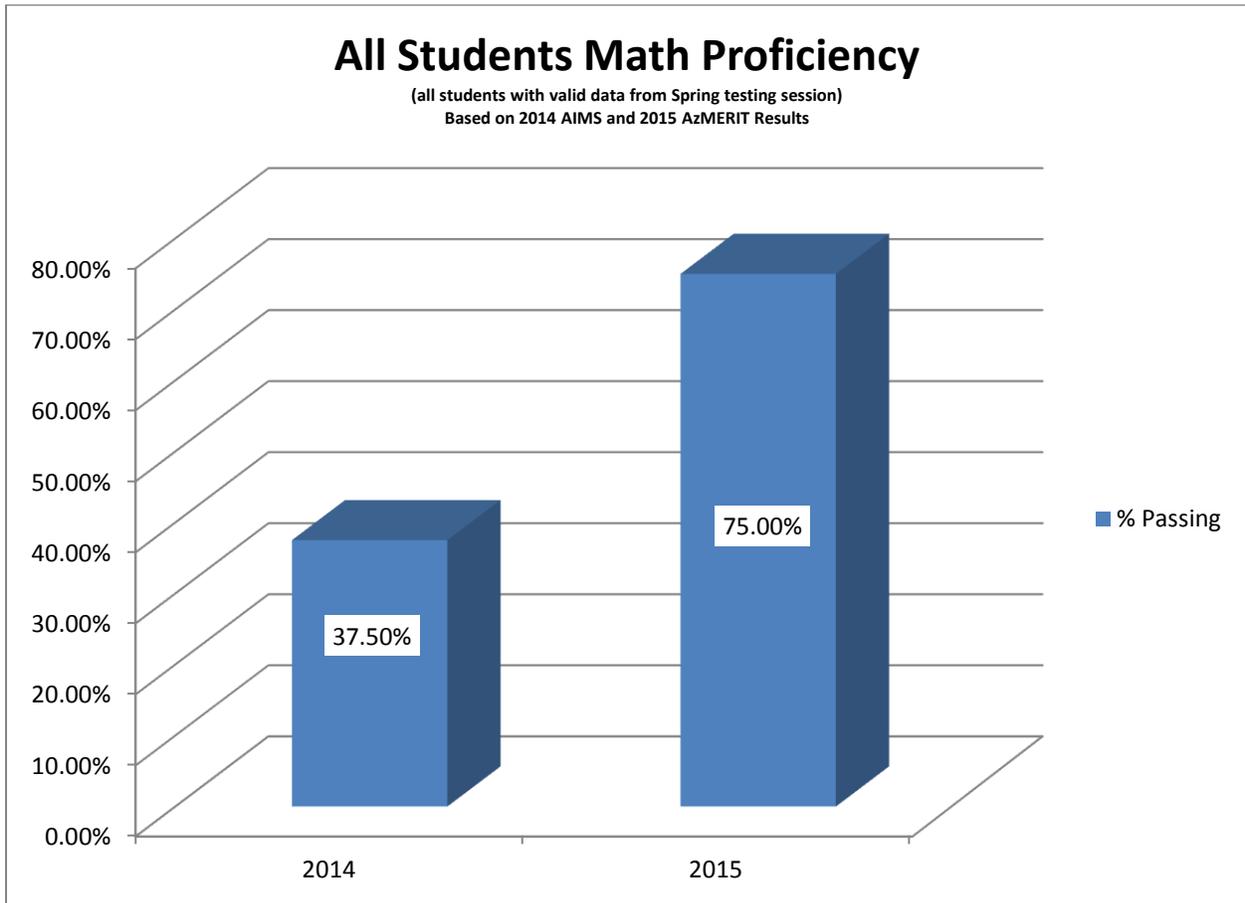
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:



Because of the small number of students tested, we did not have any students identified as bottom quartile from the school in the AIMS Reading data for 2014. We did not have any data for bottom quartile in 2015 either, and with only four students tested it would essentially be one student.



Insert Percent Passing – Math data here:

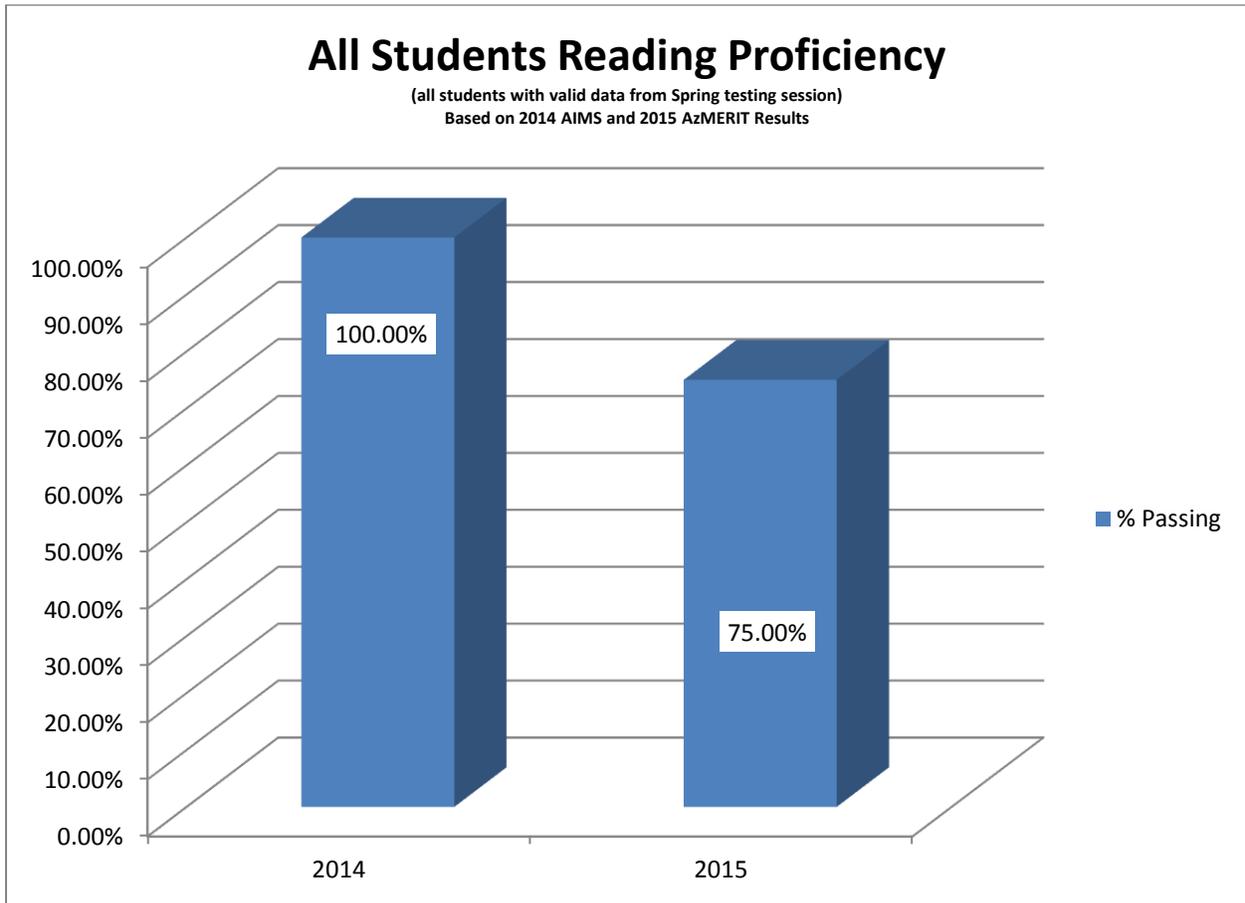


Proficiency data is based on the results from the 2014 AIMS test and the 2015 AzMERIT test. The data represents actual state assessment results rather than projected results. Part of the reason we are using this data is because it is not evaluated at all in our Academic Performance Framework. As with all of our other data points, the small number of students testing makes analysis more difficult.

In 2014, we had eight students with valid test results on the Mathematics AIMS and 37.5% were proficient. In 2015, we tested four students with 75% achieving proficiency on the appropriate AzMERIT Mathematics test.



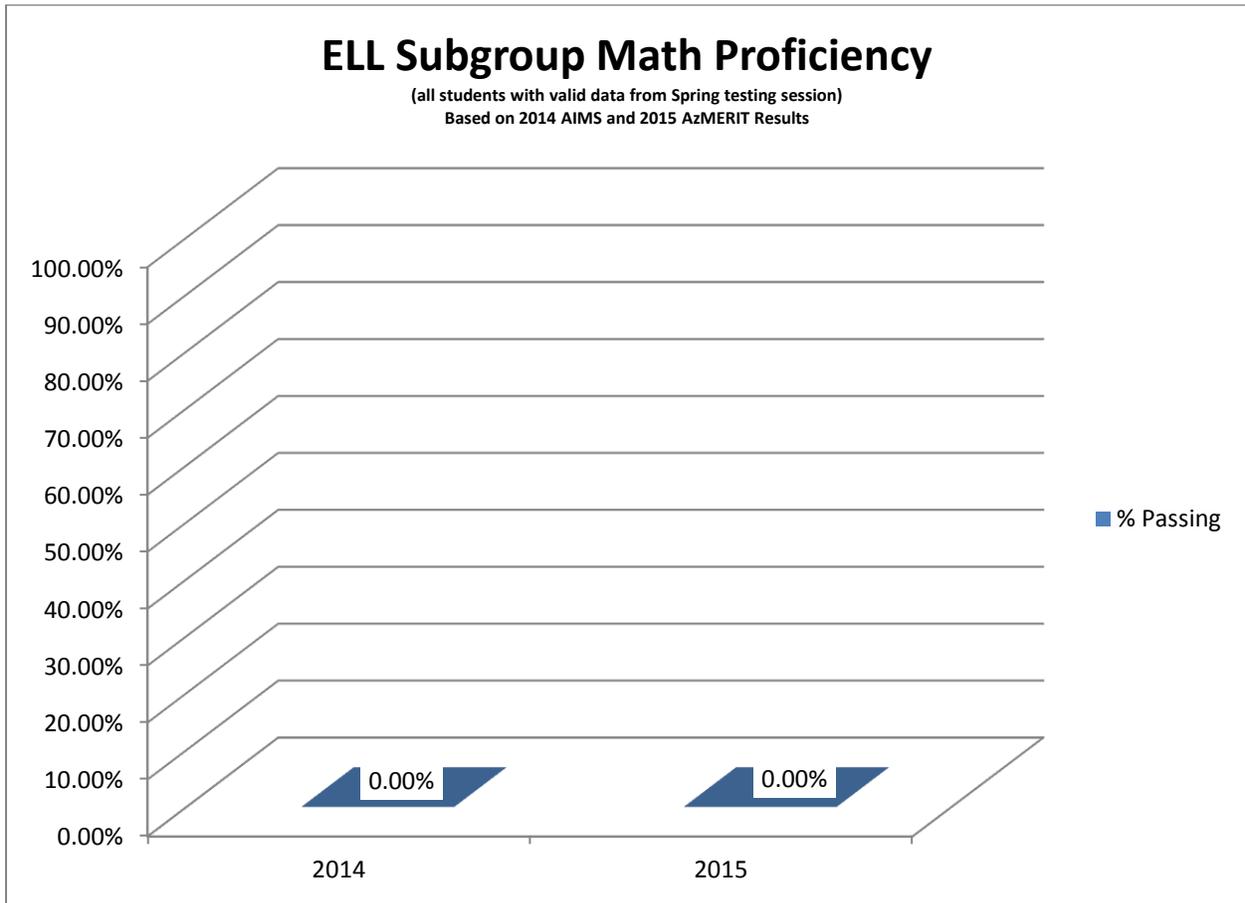
Insert Percent Passing – Reading data here:



In 2014, we had six students with valid test results on the Mathematics AIMS and 100% were proficient. In 2015, we tested four students and 75% achieved proficiency on the appropriate AzMERIT ELA test.



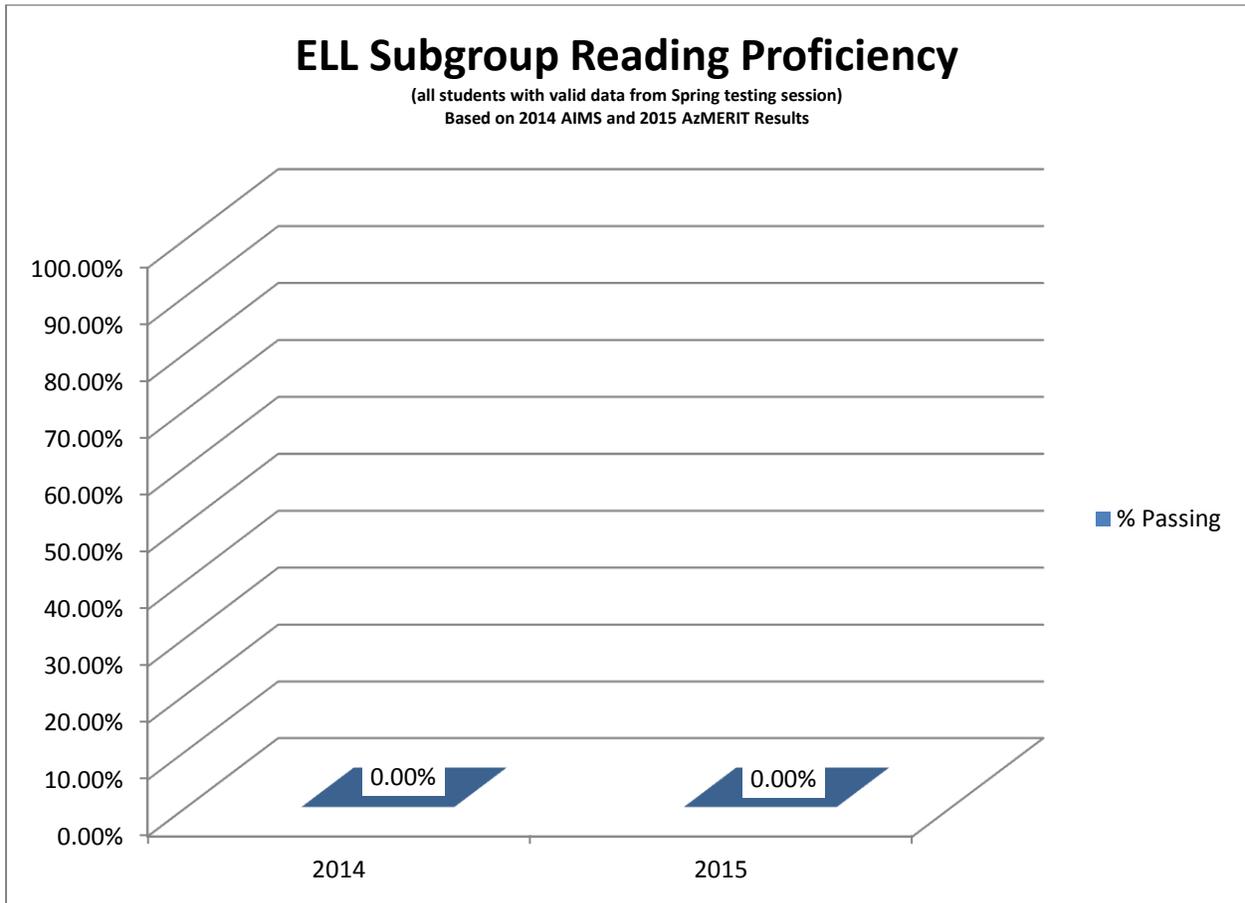
Insert Subgroup, ELL – Math data here:



This school did not have any ELL students in either 2014 or 2015. There is no data to display.



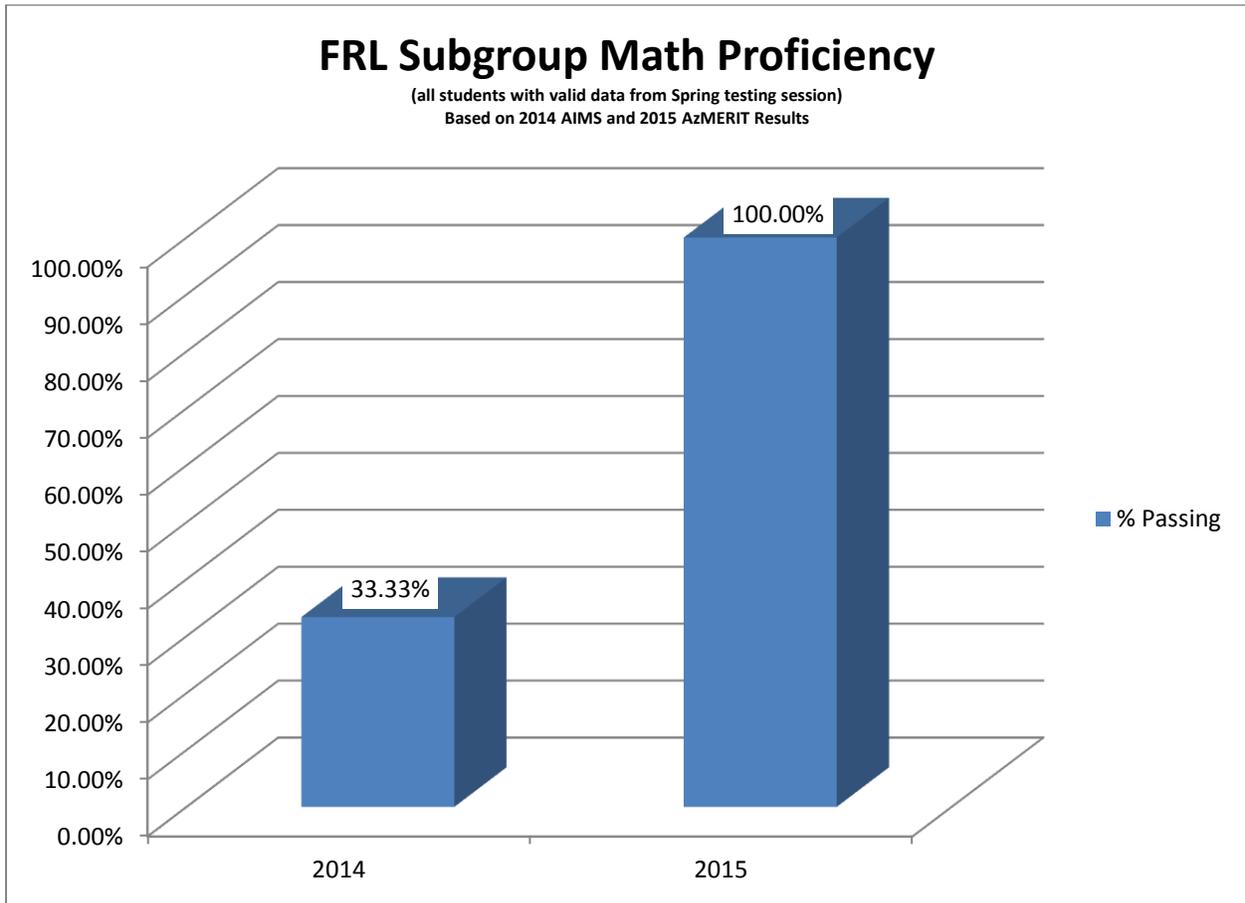
Insert Subgroup, ELL – Reading data here:



This school did not have any ELL students in either 2014 or 2015. There is no data to display.



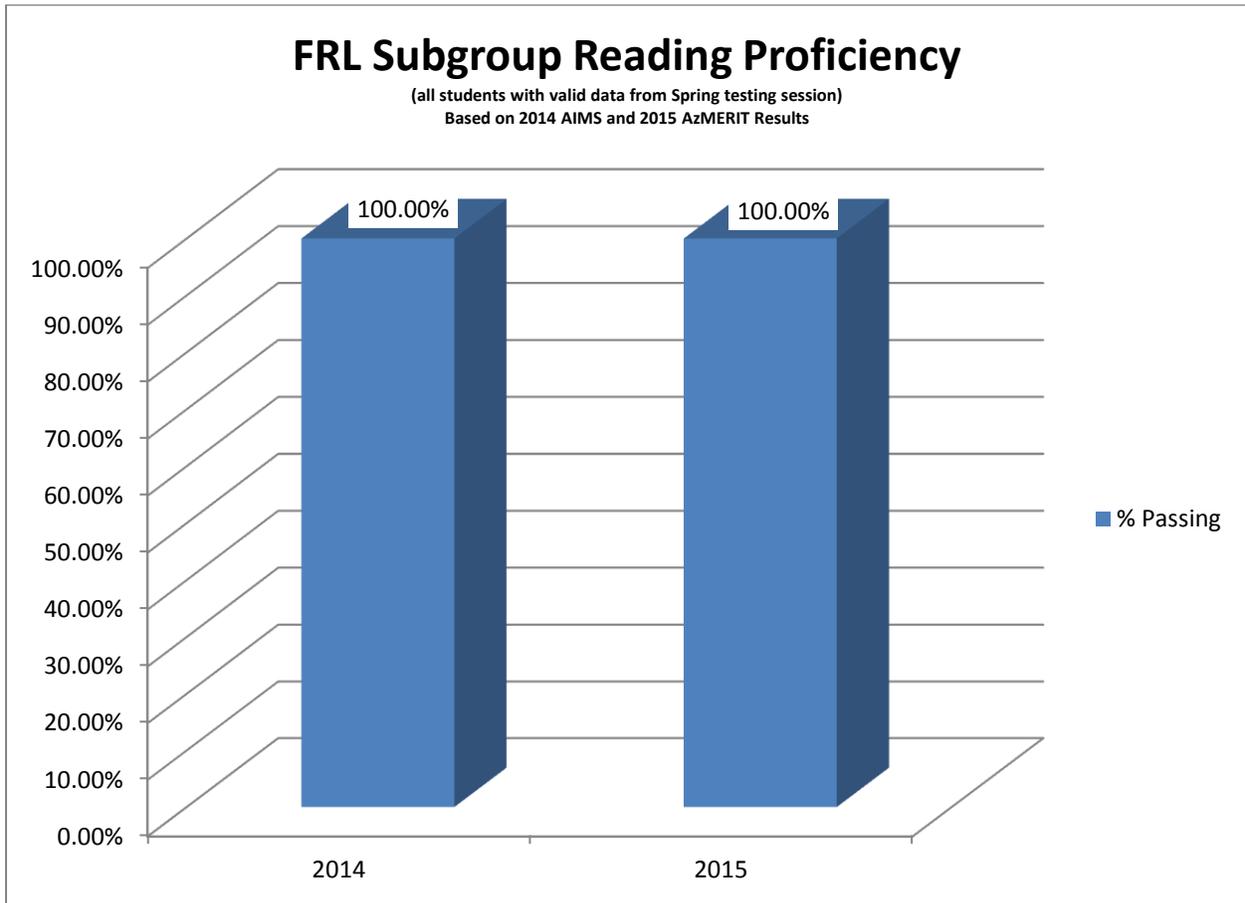
Insert Subgroup, FRL – Math data here:



As with all of our data, the FRL subgroup has very few students. In 2014, three students tested in Mathematics with 33% passing AIMS. In 2015, we had one student test and 100% pass AzMERIT.



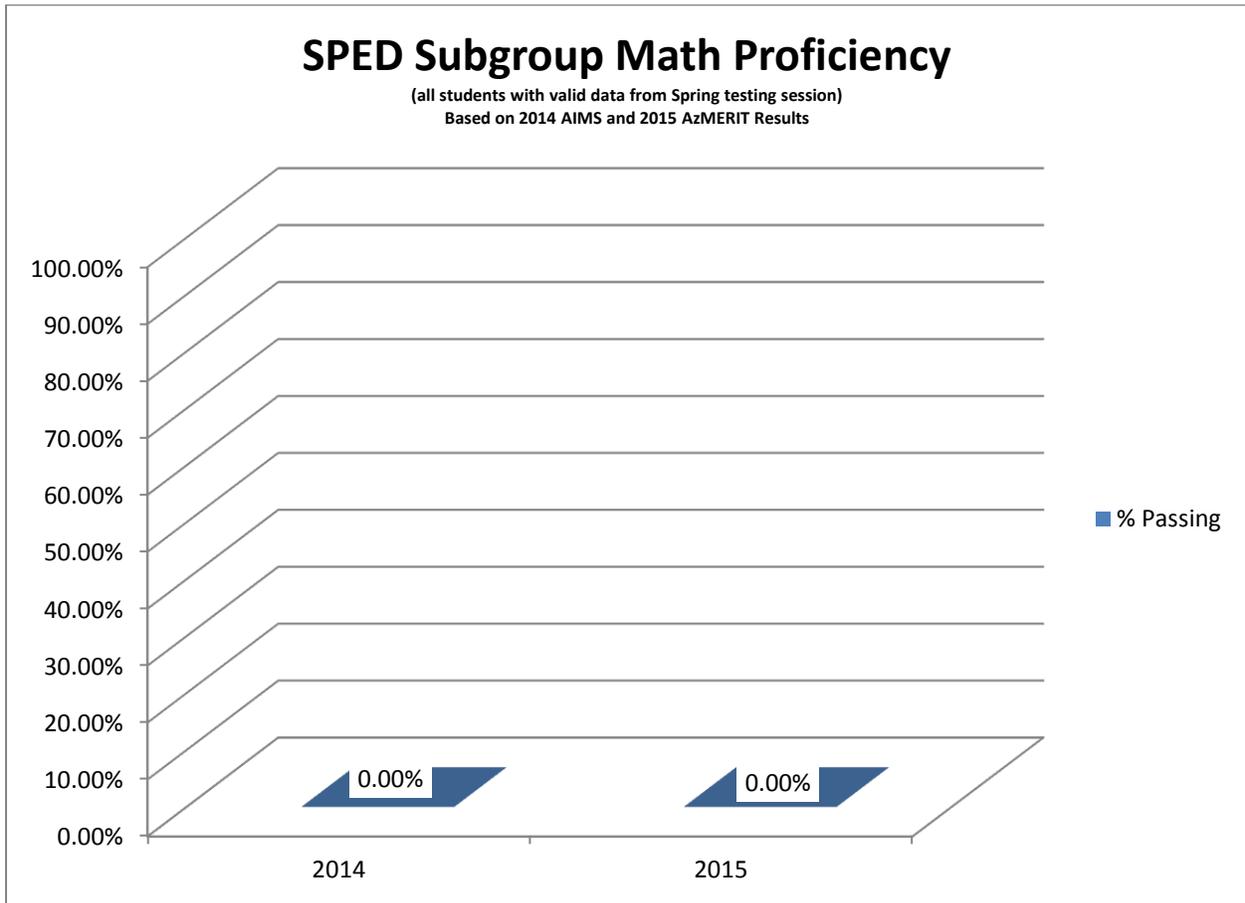
Insert Subgroup, FRL – Reading data here:



In 2014, we had one student in the FRL subgroup test in AIMS Reading and a 100% proficiency rate. In 2015, we had one student test in AzMERIT and also had a 100% proficiency rate.



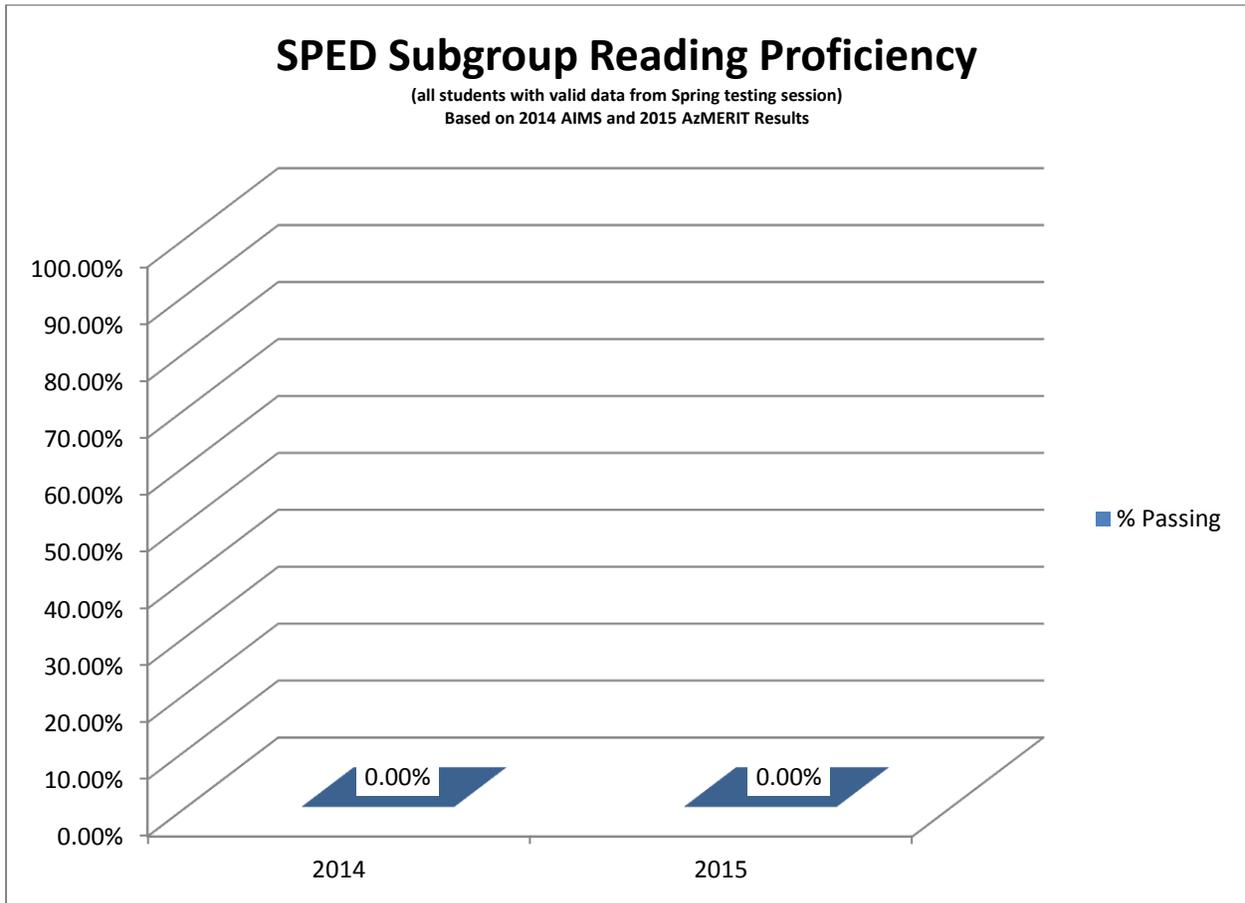
Insert Subgroup, students with disabilities – Math data here:



This school did not have any SPED students in either 2014 or 2015. There is no data to display.



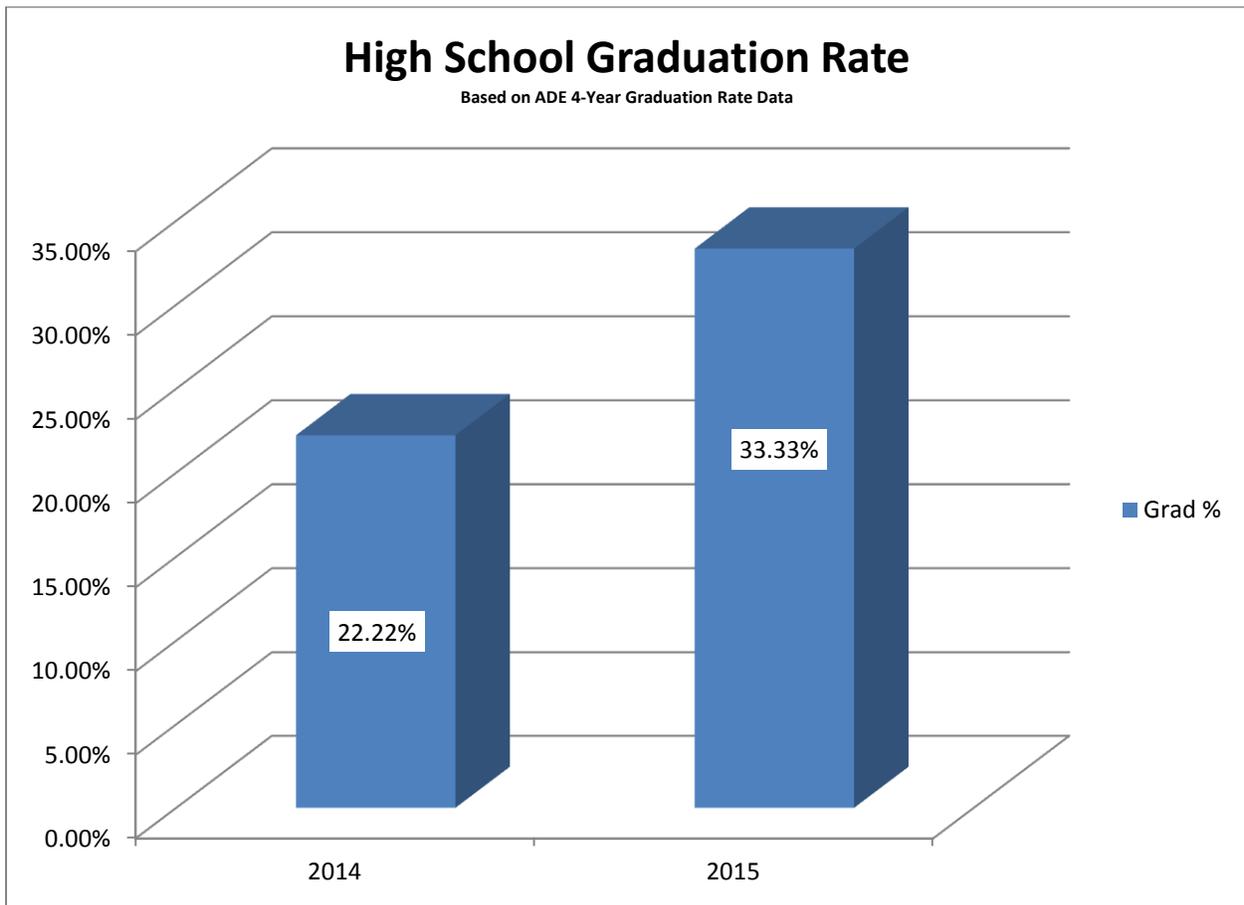
Insert Subgroup, students with disabilities – Reading data here:



This school did not have any SPED students in either 2014 or 2015. There is no data to display.



Insert High School Graduation Rate data here:



Since ADE tracks graduation data a year in arrears, we are evaluating the finalized rate for 2014 (issued in accountability year 2015) and the current projected data for the 2015 graduation rate, which will be issued in accountability year 2016. Data for 2015 graduation rate may still change due to data correction or updated information but the chart above references the current data from last year’s graduating class.

In 2015, representing 2014 graduates, we had 22% of the cohort graduate within four years. In 2016, the graduation rate will be 33%, reflecting the rate of the 2015 graduates. The data indicates an increase of 11% in year-over-year graduation rate, or 50% increase. As an online school, we have a very transient population and many of the students listed for our graduation rate data did not stay with our school. Only two students of the 2014 cohort who remained with us through their expected graduation date failed to graduate on time. Eight students out of 18 on the report stayed at the online school less than 45 days, with another three attending less than half a year.



Valid and Reliable Data

1. How does the Charter Holder know that the data described above is a valid and reliable indicator for each measure on the Academic Dashboard that does not meet the Board’s standards?

Answer (suggested word count is 400 words):

The data we are currently using is the same data that is actually used for the Academic Dashboard. It is tracked because the state does not give us our data for this school due to the size of the testing group. Since the data is the same, we know that it is a valid and reliable indicator for each measure.

As we move forward, in order to have a second point of data, and a more consistent metric that does not rely on the state assessment, the online school will use the same method for tracking performance data as the “brick-and-mortar” school. Students will be given NWEA MAP assessments three times per year and we will track and analyze the data from the Student Achievement & Growth report in a workbook comparing year-over-year performance.

As far as the reliability of NWEA data, NWEA reports use normative data to help determine how students are performing relative to their peers. The normative data pulls random records from more than 10 million students across 23,500 public schools in 49 states in sample sizes of 72,000 to 153,000. The data is even compared by the number of instructional weeks prior to the test, allowing for comparisons across whole testing windows. We use this data to compare the status and growth of our students to their peers across the nation. NWEA has also performed an extensive study linking MAP test results to performance on the Arizona state assessment. The study allows for a prediction of success to whatever percentile of certainty the school may desire.

In order to ensure that data remains valid and reliable in the future, we will compare the MAP data with state results to gain perspective on the correlation between growth metrics on the two tests as well as the accuracy of performance level predictions. In addition, in July of 2015, NWEA completed a college readiness benchmark study that links MAP scale score to college readiness by correlating scale scores at each grade level to successfully achieving ACT college-ready scores of 24 as a High School Senior. With this data is now available, it will be included in future revisions of our data workbook to help us assess whether our students are getting and/or staying on track to be college ready. The college-ready data will be displayed as part of our new digital ECAP program.

Conclusions Drawn From Data

2. What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations to understand current year performance as compared to prior year(s) performance? What change in academic performance does the analysis indicate? How does the analysis indicate the identified change in academic performance?

Answer (suggested word count is 400 words):

For each metric where the school did not meet the framework expectations, the school is comparing our



current year framework metric to prior year metrics to determine whether improvement is being made. Analysis of the data is difficult due to the low number of data points in each area. Particularly in light of the change in tests from AIMS to AzMERIT, the data indicates that proficiency measures are definitely improving in Mathematics and are very strong in ELA. Growth data was very limited, but prior year data indicated that growth was an opportunity for the school to improve. To that end we are now tracking growth through NWEA MAP in the same way that the other school tracks the information.

Graduation rate is increasing slightly, but the increase from 22% to 33% is not significant enough. However, this data also must be considered with the understanding that we had only three students contribute to the 2015 graduation data. Like our other metrics, graduation data will have very small group sizes from this point on due to the limited number of students enrolled.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder’s process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
<p>Answer (suggested word count is 400 words)</p> <p>Curriculum review and evaluation is annual and ongoing and occurs in conjunction with a review of our performance data and our curriculum alignment review prior to school starting. Our evaluation process includes a daily and weekly review of student performance data, input from students through teacher conferences as well as staff and parent meetings to discuss student achievement. Our program and curriculum is discussed and evaluated on the basis of the data for effectiveness, engagement and standards alignment. Because Carpe Diem primarily uses a digital curriculum, the data and the evaluation process is ongoing and happens in real time (see Progress Tracker on document list) <i>and</i> at critical assessment points throughout the year (Progress monitoring data, Final Skills Assessment data, prior year state data, prior and current year NWEA MAP data) Our leadership team meets weekly to analyze and discuss program and curriculum effectiveness (Monday Morning Meeting Agenda)</p>	<p>List documents that serve as evidence of implementation of this process: Summative Assessments include:</p> <p>Evaluation Evidence: AzMerit Standards Document/Link ACT Quality Core NWEA-MAP and MyPath (Benchmark, Initial Placement and Instructional Grouping) Open Ed Final Skills/Standards Assessments Progress Tracker FSA/OpenEd pre and formative Assessments Digital Curriculum Quizzes and Tests Monday Morning Meeting Agenda (sample) Teacher Training Agenda Parent Meeting Agenda (Title 1) ACCRS Document/Link</p>



<p>Formative and summative assessments are used to evaluate the extent to which students meet curricular and Arizona state standards as well as the effectiveness of our teachers to support and instruct students to meet those standards. Building on the evaluation process, curriculum effectiveness is measured specifically in three ways. First, student results within the curriculum (i.e. assignments, quizzes, tests, and progress) are monitored and considered to determine whether students are prepared to pass end of course assessments aligned to standards. Second, teachers provide standards-aligned assessments (FSA’s) in the classrooms to demonstrate proficiency. NWEA MAP is a third point of data with a fourth point of data being the results from the state assessments.</p> <p>An electronic information management system at the classroom, school, and central office level helps collect, store and provide teachers, principals, central office, instructional staff and parents with regularly reported individual student data to support program and curriculum evaluation to determine effectiveness.</p>	
<p>2. How does the Charter Holder identify gaps in the curriculum?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>We use a standards-alignment document for each course in our digital curriculum to identify gaps. Prior to the start of the school year, each course alignment document is reviewed by the core content teacher responsible for the course to confirm that all standards are adequately covered. If any gaps are found the curriculum provider is asked to make corrections or additions. If the provider cannot remedy, supplemental curriculum and resources are provided and used by the content teacher.</p> <p>The process outlined below helps us discover and address potential gaps while encouraging continued collaboration among teachers and</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Summer Training and Prep Agenda Example of alignment document GAP Analysis Process Document</p>



<p>administrators. Our objective is to gain understanding of the strengths and weaknesses of our curriculum on any given standard.</p> <p>NOTE: Due to the variance of standards between states, transient students may be at-risk for GAPS regardless of the strength of our own curriculum. Our initial assessment should identify instructional gaps automatically, but additional assessment may be necessary for struggling students.</p> <p>A gap occurs when content previously taught at one grade/instructional level is now included at an earlier grade/instructional level. Thus, as students move to the next grade/instructional level, they will miss exposure to that content. The gap may occur between one or more grade/instructional levels.</p> <p>A gap does not occur if the content is now present in an upper grade/instructional level. This simply means that students will be exposed to that content in a later grade/instructional level.</p> <p>Process: Teachers begin by working individually, then share findings with their administrator/team.</p> <ol style="list-style-type: none"> 1. Teachers read carefully through the standards for their content/ grade/instructional level to ensure understanding. <ol style="list-style-type: none"> a. Notate what is new to their content, grade level or course b. Notate anything that is confusing or that they are unsure how to teach. 2. Next, teachers look at our current digital curriculum standards alignment documents. <ol style="list-style-type: none"> a. Compare the standards documents to the curriculum alignment document. b. Notate any differences in standards for their grade/instructional level or course and curriculum content. Note any change in standards or movement between grade/ instructional levels. Standards that have moved to a higher grade/ instructional level are okay. Standards that have 	
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<p>moved to a lower grade/ instructional level are flagged as potential gaps for students.</p> <p>4. Discuss findings with administrator and/or team and identify specific grade/instructional levels/students that are at-risk.</p> <p>5. Review benchmark assessments to ensure gap standards are assessed.</p> <p>6. Prepare gap-instruction strategies/plan.</p>	
<p>Adopting/Revising Curriculum</p>	
<p>3. What is the Charter Holder’s process for adopting or revising curriculum based on its evaluation processes?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Our core curriculum is digitally delivered and continuously evaluated by our instructional staff, school leadership and Executive Director. A review of all courses and assessments is conducted prior to the start of each school year. If minor revisions are needed, school leadership notifies the digital curriculum provider and the revisions are made. If a larger concern is identified, or the curriculum provider is unable to revise as requested, school leadership recommends to LEA leadership that supplemental resources be considered or a new curriculum be adopted.</p> <p>Curriculum Adoption/Revision Process:</p> <ol style="list-style-type: none"> 1. Review Standards Documents (AzMerits/ACT Quality Core, ACCRS) and Depth of Knowledge Matrix 2. Compare, align and crosswalk standards to digital curriculum document. 3. Notate gaps or weaknesses in curriculum for supplemental classroom instruction. 4. Review assessment tools and align to objectives (OpenEd, Edgenuity, NWEA,). Check for objectivity, reliability and validity. 5. Use assessment tools for benchmarking, formative and summative assessment. Analyze results to determine strengths and weaknesses of the curriculum and to identify causes for patterns and trends. Compare growth results from NWEA to determine positive and negative change rates. 	<p>List documents that serve as evidence of implementation of this process:</p> <p>AZ and QC Standards Documents Curriculum and Assessment Evaluation Rubric</p>



<p>6. Use results to replace, modify and/or supplement digital resources and classroom instruction.</p> <p>5. Use Curriculum and Assessment Evaluation Rubric</p>	
<p>4. Who is involved in the process for adopting or revising curriculum?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The process for adopting or revising curriculum involves the students, instructional staff, building leaders, the business manager as well as our executive director and governing board president.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Curriculum and Assessment Evaluation Rubric</p>
<p>5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>When curriculum is evaluated for potential adoption at the school, a rubric is used to consider what curriculum might be best. Primary factors include state standards alignment, level of engagement, platform, capacity for data capture and analysis, timing and quality of student feedback, technology requirements, modality of instruction, and more.</p> <p>Curriculum Selection Look Fors:</p> <p>Objective: Finding the curriculum (digital or print) that best supports students as they learn the standards and skills required to be successful on state and school-based assessments.</p> <p>1. Analysis of Content: Alignment of content with standards is important but also the approach of the content towards the standards needs to be understood. For instance, if a mathematics standard requires critical thinking but the content only teaches formulas and calculations, then if selected, that discrepancy would have to be addressed and supplemented in the classroom. With respect to application-type standards, important content inclusions would be problem solving and reasoning and real-world" usage.</p> <p>2. Analysis of activities and tasks, examining how content supports learning through engaging</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Curriculum and Assessment Evaluation Rubric</p>



<p>activities and tasks that align directly with proficiency standards. In other words, to what degree does content include tasks and activities that involve problem solving and reasoning activities? Are there multiple approaches and entry points? What supports or additional materials are required by teachers? Any content selected that does not meet this criteria adequately must be supplemented in the classroom to ensure student readiness.</p> <p>3. Differentiation, equity and access: Does the content support teachers with strategies and materials for meeting the needs of a range of learners, including both struggling and advanced learners? Does the content suggest accommodations and modifications for English language learners that will support their regular and active participation in learning? Does the content provide multiple demographic representations?</p> <p>This process recognizes that no content meets all criteria and that curricular gaps or omissions are not all weighted the same. Imperfections notwithstanding, it is important to know how easily teachers can identify and then fill the gaps and/or omissions with appropriate instruction, activities, tasks and assessments to determine effectiveness.</p> <p>Upon recommendation for further consideration, access (for digital resources) is requested and/or samples of all print materials.</p> <p>Multiple “cuts” are used to eliminate or move evaluation on to the next level. We do not score materials rather we evaluate and discuss. Our materials evaluation tends to be qualitative, rather than quantitative; that is, we are judging the quality of content treatment, instructional activities, etc. Consequently, a “checkbox rubric” is used with a recommendation included.</p> <p>Part of our evaluation includes beta testing with teachers and a small group of students. The real test of the quality of any materials is the learning</p>	
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<p>that they support in the classroom.</p> <p>Materials demonstrating that they effectively support students as they learn the standards and skills required to be successful on state and school-based assessments are recommended for adoption.</p>	
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Implementing Curriculum	
6. What is the Charter Holder’s process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
<p>Answer (suggested word count is 400 words):</p> <ol style="list-style-type: none"> 1. Our digital curriculum system has a single point of access with permission settings to limit changes and ensure that the system is implemented exactly as the charter holder intends. Changes to system settings are made only by the Learning Administrator and must have documented authorization from the Principal. 2. Building leader meets with instructional team prior to the beginning of the year and develops a plan for the year’s instruction to ensure standards are covered. 3. Teachers develop a plan that identifies required standards and the scope and sequence that will cover them. The plan created also aligns to digital curriculum to ensure that all standards are covered between the digital and classroom environments. 4. The principal reviews lesson plans weekly to confirm that teachers are using the plan and standards are thoroughly covered 5. The principal visits classrooms performing formal and informal observations and feedback to ensure consistent implementation throughout the school. 	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> Digital Curriculum Controls (screen shot) ACRIP Scope and sequence by subject Weekly lesson plans iObservation Schedule.
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
<p>Answer (suggested word count is 400 words):</p> <p>Our digital curriculum is scoped and sequenced per current Arizona standards for grades 6-12. At the beginning of each year, students have a list of courses they must complete, and assessments they must pass, in order to advance to the next instructional level. When students are passing courses and lessons on pace, the design of the</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> ECAP (PowerSchool/Digital/Print) Edgenuity Course Document Edgenuity Standards Alignment Document Teacher created Master Skills List (Scope and Sequence) State Standards Document Link



<p>curriculum ensures that the content that should be taught is taught. Students completing their coursework automatically cover all appropriate grade-level standards.</p> <p>Classroom instruction has been designed to support as well as supplement the digital curriculum. Our building leader and instructional staff review the student pacing and performance reports twice daily to ensure students are either (1) on pace to cover all grade-level standards or (2) receive the additional support they need to be successful. Students off-pace are quickly identified through our digital dashboard and given the necessary supports to be successful.</p> <p>Teachers also create a master skills list from the state standards through a scope and sequence document and through the use of Final Skills Assessments (FSA's), monitor student progress and mastery through the standards. The school leader reviews FSAs to verify that all state standards are being assessed.</p> <p>Combined with our rigorous standards-based scope and sequenced digital curriculum, our comprehensive data dashboards and reports ensure every student receives the help they need to cover the appropriate instructional level standards critical for their success.</p>	<p>Final Skills Assessment (Sample) Progress Tracker Master Skills List</p>
<p>8. What is the expectation for consistent use of these tools? How are these expectations communicated?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The instructional leader communicates directly with our teachers exactly what is expected as it relates to ensuring that that classroom instruction follows the plans developed at the beginning of the year. Additionally, the principal communicates with teachers throughout the year during meetings, professional development training, emails, post observation conversations and formal staff evaluations.</p> <p>The expectation is that the plans are to be</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Systems Document that details daily expectations of coaches and teachers Job Descriptions PD Agendas iObservations</p>



<p>followed on a daily basis unless otherwise approved by the leader.</p>	
<p>9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The digital curriculum and classroom instructional plan is collaboratively developed (with the school leader) at the beginning of the year and thus evaluated for instructional alignment in the process. All students are enrolled and a Progress Tracker demonstrates usage by every student.</p> <p>The School leader monitors classroom implementation fidelity and effectiveness through frequent classroom observations and weekly instructional plans submitted by teachers. The digital curriculum, once aligned and set, cannot be altered without authorization by the school leader.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> iObservation Rubric/results Classroom visits Summer training schedule FSA performance summary Instructional plan (lesson plan) sample Edgenuity Permissions (screen shot) Progress Tracker
<p style="text-align: center;">Alignment of Curriculum</p>	
<p>10. What process does the Charter Holder use to ensure the curriculum is aligned to Arizona’s College and Career Ready Standards?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Every course offered through our digital curriculum has a standards-alignment document that shows how each lesson is tied to each specific standard. The information can also be looked at in reverse, where the standards are reviewed and corresponding lessons are shown. This allows the instructional staff to ensure that all standards are covered. Prior to the start of the school year, teachers also go through courses and review specific lessons to ensure appropriate standards coverage at every grade level.</p> <p>For classroom instruction, the plan to cover, reinforce and/or remediate grade level standards is collaboratively developed at the beginning of the year. The school leader approves and then reviews weekly lesson plans and visits classrooms to ensure that the plan is being</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> Sample course alignment document Teacher made standards-based plan sample Classroom observation schedule (sample of typical) Weekly lesson plan sample ACCRS



followed and that instruction is aligned to the standards as planned.	
Adapted to Meet the Needs of Subgroups <i>(Address all relevant measures)</i>	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
<p>Answer (suggested word count is 400 words):</p> <p>We review academic data, including our ASBCS APF Data, to ensure that the curriculum is proven to be effective for all levels of students. Our historical data shows a relatively small gap, and in some cases actually an inverted gap between the bottom 25% versus the whole when evaluating both growth and proficiency.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Comparative Data Workbook ASBCS APF Data NWEA-MAP Data</p>
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
<p>Answer (suggested word count is 400 words):</p> <p>Based on assessment data, the block digital ELA curriculum instruction alone was <u>not</u> sufficient. ELL students seem to be performing slightly below the state expectation and below their peers at the school. Thus we have implemented supplemental instructional programs to help provide ELL students with additional instructional support.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Description of supplemental programs instituted Progress data of programs MAP Data ASBCS APF</p>
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) eligible students?	
<p>Answer (suggested word count is 400 words):</p> <p>Data from state testing as well as NWEA MAP and classroom instruction indicates that FRL students are performing almost identically, and in many cases better than the general population on their assessments.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>FRL Data MAP Data ASBCS APF</p>
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
<p>Answer (suggested word count is 400 words):</p>	<p>List documents that serve as evidence of</p>



<p>Our students with disabilities are not rated on the ASBCS APF. However internal data indicates that these students are being successful due to the accommodations and modifications embedded within our digital curriculum and additional supports provided.</p>	<p>implementation of this process:</p> <ul style="list-style-type: none">State DataNWEA-MAP DataUniversal Screeners (Sample)MTSS/RTI Data
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Area III: Assessment

Do planned courses, programs, activities, and learning opportunities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?

Assessment System	
1. What types of assessments does the Charter Holder use?	
<p>Answer (suggested word count is 400 words):</p> <p>Carpe Diem uses both formative and summative standards-based curricular and classroom assessments. Within the curriculum, students are assessed at the end of each lesson (Quizzes), at the end of each unit (Tests), and at the end of each semester of a course (Cumulative Exams). Classroom assessments, or Final Skills Assessments (FSA's), can be either formative or summative depending on the situation. The assessments are aligned to standards and given regularly at the discretion of the teacher. Assessments from ACT aligned to their Quality Core (QC) standards are used to assess students by course, by standard, and by discreet skill. NWEA MAP is given upon entry to the school and at the end of each semester. Multi Tiered Systems Support (MTSS) tests and screeners are also used for struggling students.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>ACT Quality Core (Sample Assessment) NWEA Measure of Academic Progress Edgenuity test, quiz samples FSA (Samples) MTSS Screeners MTSS assessments</p>
2. What was the process for designing or selecting the assessment system?	
<p>Answer (suggested word count is 400 words):</p> <p>Board and school leadership meet at the beginning of each school year to review our system, evaluate its effectiveness and either confirm or adjust our assessment system as-needed. The individual assessment components are selected based on multiple factors, including fit in our system, standards alignment, integration with our existing technology, viability and reliability of assessments, timing and quality of feedback to students, and availability of comparative data and reports.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Curriculum and Assessment Evaluation Rubric (CAREG)</p>
3. How is the assessment system aligned to the curriculum and instructional methodology?	



<p>Answer (suggested word count is 400 words):</p> <p>The system consists of multiple assessments that all fit into our academic program. We use assessments that are a part of our digital curriculum. We use digital MAP and MAP Survey assessments that are tied directly to our curriculum and instructional methodology through MyPath. ACT QC is directly aligned to the curriculum at the high school level. Final Skills Assessments (FSA's) are classroom-based assessments created by teachers in conjunction with their instructional plans at the beginning of the year.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> Edgenuity curriculum alignment document MAP Survey NWEA standards alignment document ACTQC alignment document/evidence FSA (sample) MyPath sample alignment with NWEA
<p>4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Digital curriculum assessments are embedded in the curriculum and occur when the student reaches the appropriate point (end of lesson, end of unit, end of course).</p> <p>The NWEA-MAP assessment is given upon enrollment (benchmark) and at the end of each semester.</p> <p>The ACT QC assessments are given when the student has completed the appropriate course of study for that content area.</p> <p>Classroom-based formative assessments are given weekly</p> <p>Classroom-based summative assessments are given when students are ready and/or every one to two weeks.</p> <p>Universal Screeners are given to students struggling with Tier 1 content at the point of identification (usually at the beginning of the year) or upon benchmark assessment results.</p> <p>Data is collected and stored electronically enabling the classroom teacher, school leader, central office and even parents to review and evaluate student progress in the aggregate as well</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> NWEA-MAP Assessment ACT-QC Assessment Edgenuity Digital Curriculum Assessments Formative classroom assessments Summative Final Skills Assessments MTSS Assessments Universal Screeners



<p>as by subgroups and individually. Data reports are generated and instructional decisions are made within one week of assessment. These decisions drive our instructional planning, ongoing student assessment, placement, instructional delivery, and instructional program modifications.</p>	
<p>Analyzing Assessment Data</p>	
<p>5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Analysis is ongoing and embedded throughout our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker). All assessment data is analyzed and acted upon within one week of administering the assessment. Those results drive our instructional planning, ongoing student assessment, dynamic placement, instructional delivery, and instructional program modifications in real-time.</p> <p>Curriculum-based assessments are reviewed and analyzed using the reporting tools within the curriculum software every day.</p> <p>MAP results are analyzed within a week of the completion of the assessment, three times a year.</p> <p>Universal Screeners are analyzed immediately upon completion of the screener.</p> <p>Final Skills Assessments are analyzed by the teacher immediately to adjust instruction, regroup or reteach on a weekly/bi-weekly basis.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> MAP Analysis Guide MyPath Report Grouping Spreadsheet MTSS Placement Guidance Teacher re-teach procedure description Universal Screeners Assessment Calendar
<p>6. How is the analysis used to evaluate instructional and curricular effectiveness?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The digital curriculum assessment data is used to verify both student progress and as a demonstration of proficiency on standards (Embedded quizzes, tests and exams as well as our progress tracker). Analysis demonstrates that students who meet their progress targets and score well on quizzes, tests and exams, typically perform well on other state and local</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> NWEA Growth Chart Final Skills Assessment (FSA) Grouping Spreadsheet Progress Tracker Spreadsheet MAP Survey MAP Assessment (Complete)



<p>assessments.</p> <p>Classroom assessment data (FSA's) is used to confirm student proficiency in skills and standards.</p> <p>The NWEA MAP and MAP Survey data is used to confirm student success and evaluate student growth using their growth and progress reports. Students who perform well on curricular and classroom assessments typically perform well on the NWEA MAP and MAP Survey.</p> <p>When the data is analyzed, we identify any students who are, or who are not, experiencing success and determine the instructional, curricular and/or engagement factors, if any, that might be impacting the positive or negative level of student success. Each assessment has specific proficiency standards and growth metric charts to guide decisions. Struggling students, or high achieving students, are quickly identified and, depending upon the determination, regrouped, remediated and/or re-scheduled for classes and/or courses.</p>	
<p>7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>NWEA MAP Benchmark Assessments are completed the <u>first week of school</u>. Student's coursework and placement is immediately adjusted to provide the student the best opportunity for academic success.</p> <p>Teacher assessment of students on the state standards is daily with a formal <u>weekly/bi-weekly</u> FSA (Final Skills Assessment). Teachers and principals use assessment results in <u>real-time</u> to determine the level of individual student achievement and to (1) continuously regroup students for instruction, (2) identify general achievement trends of various groups/sub groups of students, and (3) modify curriculum and/or instruction as supported by these results.</p> <p>Digital curriculum and electronic data collection</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>MyPath Recommendation Grouping Chart FSA Progress Tracker Spreadsheet MAP Assessment Schedule</p>



<p>resources allow us to adjust curriculum and instruction in <u>real-time</u> based on the findings of our data analysis. Teachers use daily data from digital curriculum assessments to adjust their classroom instruction. Students are redirected through remediation in the digital curriculum or provided supplemental curriculum and support based on what the data shows.</p> <p>The NWEA-MAP assessment is given at the <u>end of each semester</u>. Instructional decisions are made within one week.</p>	
<p>Adapted to Meet the Needs of Subgroups <i>(Address all relevant measures)</i></p>	
<p>8. How does the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. It is designed to provide proficiency data for all students regardless of subgroups, including the bottom 25%. In fact, reports in our system are designed specifically to identify these students and their specific needs. We also operate a MTSS program with its own assessments designed to help meet the needs of this subgroup of students.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Progress Tracker FSA Data MTSS (RTI) Data MAP Reports MAP Survey Reports</p>
<p>9. How does the assessment system assess ELLs to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. It is designed to provide proficiency data for all students regardless of subgroups, including ELL students. In fact, reports in our system are designed specifically to identify these students and their specific needs. We also</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Progress Tracker FSA Data MTSS (RTI) Data MAP Reports MAP Survey Reports AZELLA</p>



<p>operate an ELL program with its own assessments designed to help meet the needs of this subgroup of students.</p>	
<p>10. How does the assessment system assess FRL-eligible students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA's, Progress Tracker) is adaptive and customizable to personalize the instruction and assessment of each subgroup. It is designed to provide proficiency data for all students regardless of subgroups, including FRL students. In fact, reports in our system are designed specifically to identify these students and their specific needs. We also operate a MTSS program with its own assessments designed to help meet the needs of this subgroup of students.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Progress Tracker FSA Data MTSS (RTI) Data (Universal Screeners) MAP Reports MAP Survey Reports MyPath</p>
<p>11. How does the assessment system assess students with disabilities to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Our assessment system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA's, Progress Tracker) is designed to provide proficiency data for all students, including those with disabilities. Our reporting system can identify these specific students and personalize the system for the specific individual needs of each student within the subgroup. The system is highly adaptive working at any level and for any subgroup. Our academic philosophy is that every student in our school has an individual education plan, so students with disabilities are accommodated naturally, but also intentionally, in our environment. Formal IEP's are reviewed by staff to ensure accommodations and modifications are made and as prescribed.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Progress Tracker FSA Data MTSS (RTI) Data MAP Reports MAP Survey Reports MyPath</p>

Area IV: Monitoring Instruction

Monitoring the Integration of Standards
1. What is the Charter Holder's process for monitoring the integration of standards into



classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
<p>Answer (suggested word count is 400 words):</p> <p>Carpe Diem uses a continuous observation model that operates on the iObservation platform and is built on the Charlotte Danielson framework to evaluate teacher effectiveness. Integration of standards is one of many domains covered through the weekly informal observations and monthly formal observations of every teacher.</p> <p>Through the review of weekly lesson plans and the observation of classroom practice, the school leader verifies that ACCRS-aligned instruction and assessment is taking place in the classroom. The curriculum is already aligned and the implementation is controlled as noted in the curriculum section.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Scope & sequence Final Skills Assessments (FSAs) Lesson Plans iObservations</p>
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
<p>Answer (suggested word count is 400 words):</p> <p>Through our continuous observation model built on the Charlotte Danielson framework, effective instruction of standards is one of many domains monitored by the school leader through the weekly informal observations and monthly formal observations of every teacher.</p> <p>Through the review of lesson plans weekly and the observation of classroom practice, the school leader verifies that effective ACCRS-aligned instruction and assessment is taking place in the classroom. The digital curriculum is already aligned and the implementation is controlled as noted in the curriculum section.</p> <p>The combination of weekly and monthly observations with our ongoing data analysis provides multiple opportunities to monitor instructional effectiveness. School leadership reviews student performance in the digital curriculum and on other standards-based</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Final Skills Assessments (FSA's) Observation Schedule/Plan Progress Tracker</p>



<p>assessments (FSA’s) throughout the year to ensure instruction is effectively helping students learn.</p>	
<p>Evaluating Instructional Practices</p>	
<p>3. What is the Charter Holder’s process for evaluating instructional practices? How does this process evaluate the quality of instruction?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>We use iObservation for evaluating instructional practices . iObservation is built around the Charlotte Danielson model framework and includes an entire domain focused on instructional practices. The full framework review process evaluates all aspects of instruction to ensure quality instruction. Informal observations occur weekly while formal observations are scheduled monthly.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>iObservation Danielson Model Domains</p>
<p>4. How does this process identify individual strengths, weaknesses, and needs?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Teachers are rated as Distinguished, Proficient, Basic, or Unsatisfactory in each category of each domain in the Danielson framework. Through regular review, areas of relative strength and weakness are identified for each teacher. Through a circular follow-up discussion, needs are identified and plans for improvement may be created. The evaluation considers teacher effectiveness in the following areas: 1) Planning and preparation 2) Classroom environment 3) Instruction 4) Professional responsibilities.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>iObservation Danielson Domains Matrix Sample teacher observation report</p>
<p>Providing Analysis and Feedback to Further Develop Instructional Quality</p>	
<p>5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Informal observations occur weekly and includes verbal feedback regarding strengths and weaknesses on the same day as the observation.</p> <p>Each formal observation is sent to the staff member automatically through the iObservation</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>iObservation Feedback Form</p>



<p>system. Staff members can see exactly what was observed in each area and the corresponding rating. A feedback dialog is then started between the instructional leader and the staff member observed to discuss the outcome and ensure proper understanding of each area of strength or weakness or need. Formal observations include a full class observation and then a 30-minute post-observation meeting where the teacher has the ability to discuss and both parties can modify ratings based on supplemental information provided.</p>	
<p>6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The School Leader analyzes formal observations for trends through comparison of ratings in specific educational components/domains, both through individual analysis (same teacher) and overall school (all teachers).</p> <p>Results of classroom Final Skills Assessments (FSA's) are compared with formal observation data to draw correlations or identify areas of anomaly.</p> <p>Areas of concern are addressed through professional development, modeling, and changes in operational areas (i.e. schedule, class sizes, supplemental, etc.)</p> <p>School leadership regularly reviews all academic and observation data to track teacher performance and growth. Data is compared over time and correlated to other points of data in areas of student achievement and growth. The data is also reviewed and submitted formally to the state as required.</p> <p>Recent data has indicated that classroom instruction in certain content areas could improve in some areas. School leadership is providing guidance and professional development on strategies and methods for successful instruction</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>iObservation Final Skills Assessment's</p>



<p>to appropriate staff members. In one instance (math) a teacher resigned rather than make improvements supported by data. Teachers not responding or who have proven ineffective after additional professional development and training, are not retained.</p>	
<p>Adapted to Meet the Needs of Subgroups<i>(Address all relevant measures)</i></p>	
<p>7. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>We review academic data, including our ASBCS APF Data, to monitor and verify whether or not the curriculum is effective for our bottom 25%. Our historical data shows a relatively small gap, and in some cases actually an inverted gap between the bottom 25% versus the whole when evaluating both growth and proficiency.</p> <p>Our MTSS team conducts progress monitoring on students in the program on a monthly basis and adjusts content or frequency based on monitoring data.</p> <p>Our Child Study Team evaluates student grades, FSAs, performance in digital resources, and progress monitoring data on a daily/weekly basis to make instructional recommendations to teachers and staff.</p> <p>Instruction for the bottom 25% is data driven per our instructional model but includes one additional instructional element. These students receive additional supports and instruction through RTI (Response to Intervention)/MTSS (Multi-Tiered System of Supports). This level of additional support includes the use of Universal Screeners, more frequent and intensive intervention as well as the involvement of our Child Study Team that meets weekly and reviews all students in the MTSS program on a monthly basis.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <ul style="list-style-type: none"> Progress monitoring Grades Final Skills Assessment Child Study Team/MTSS student meeting notes and student data sheets



8. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of ELLs?	
<p>Answer (suggested word count is 400 words):</p> <p>The same evaluation system is used for our ELA teacher regardless of whether he/she is teaching general education students or ELL students. The school leader makes sure to monitor and evaluate sessions where the ELA teacher is working with ELL students. Additional ELL specific instructional review/evaluation elements include:</p> <ol style="list-style-type: none"> 1. ELL Coordinator meets with School Leader and reviews all students in ELL program on a monthly basis. 2. ELL Coordinator conducts progress monitoring on students in program on a monthly basis. 3. ELL Coordinator evaluates student grades, FSAs, performance in digital resources, and progress monitoring data to make recommendations to teachers and staff. 4. School Leader reviews all data sources and recommendations and then continues or adjusts the program accordingly. 	<p>List documents that serve as evidence of implementation of this process:</p> <p>AZELLA test results Progress monitoring Final Skills Assessments</p>
9. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of FRL-eligible students?	
<p>Answer (suggested word count is 400 words):</p> <p>The instructional needs of our FRL subgroup is met in the same data-driven manner as the general education students. Historically, as a subgroup, our FRL students perform at a similar level as non-FRL students and receive the same personalized system of supports that general education students receive. Students in this subgroup who fall below standard receive these additional evaluations and supports:</p> <p>Child Study Team meets weekly and reviews all students in MTSS program on a monthly basis.</p> <p>MTSS Team conducts progress monitoring on students in program on a monthly basis and adjusts content or frequency</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Progress monitoring Final Skills Assessments Child Study Team student meeting notes</p>



<p>based on monitoring data. Child Study Team evaluates student grades, FSAs, performance in digital resources, and progress monitoring data to make recommendations to teachers and staff. CST also evaluates if students eligible for FRL are being impacted by any other factors.</p>	
<p>10. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with disabilities?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The Special Education teacher is evaluated using the same model and tools to ensure that instruction for students with disabilities is appropriate and effective. Additional monitoring and evaluation includes:</p> <p>Child Study Team meets weekly and reviews all students in MTSS program on a monthly basis.</p> <p>MTSS Team conducts progress monitoring on students in program on a monthly basis and adjusts content or frequency based on monitoring data.</p> <p>Child Study Team (CST) evaluates student grades, FSAs, performance in digital resources, and progress monitoring data to make recommendations to teachers and staff.</p> <p>CST evaluates if students with disabilities are being impacted by any other factors.</p>	<p>List documents that serve as evidence of implementation of this process</p> <p>Progress monitoring Final Skills Assessments Child Study Team student meeting notes</p>

Area V: Professional Development

<p style="text-align: center;">Professional Development System</p>	
<p style="text-align: center;">1. What is the Charter Holder’s professional development plan?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Staff has two to three weeks of professional development prior to the beginning of each year and then one day per month scheduled professional development throughout the year. Additional time may be used if needed. This year, with new staff members from outside Arizona, the plan included basic instruction to implement our</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>PD Agenda Data System (Data analysis, crosswalks and standards training, MAP, FSA’s, Progress Tracker, etc.)</p>



<p>model that included our behavior management system, assessment system and our curriculum. Teachers were also given training in standards, cross-walked digital curriculum to Arizona standards, and learned model-specific instructional practices. Teachers learned how to create standards-based assessments using OpenEd and aligning them to ACCRS. Ongoing training for the remainder of this year is focused mainly on data analysis and how to inform and modify instruction based on that data.</p>	
<p>2. How was the professional development plan developed?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Carpe Diem builds the professional development plan based in real-time data collected from multiple sources within our data system (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker). Data is collected from the SAI survey, observations, student achievement data, curriculum data, and staff input. All of this data is analyzed and needs are identified. For example, if a particular grade, group or subgroup of students is over or under achieving, needs are identified and training is researched, developed and/or planned.</p> <p>Based upon the academic and observation data, a plan is initially developed at the beginning of the year and modified as needed when new data is available indicating similar or different needs. For instance, if data demonstrated that training was successful, we would move to the next area of need.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>PD Agendas Data System (MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker) iObservation</p>
<p>3. How is the professional development plan aligned with instructional staff learning needs?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>We consider it our responsibility to make the necessary changes to support student success – at both ends of the performance spectrum. Staff learning needs are determined by staff and student performance data.</p> <p>Our PD plan is aligned to staff learning needs by</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>SAI Survey iObservation Student Data PD Plan</p>



<p>analyzing data from the SAI survey, classroom observations, student data as well as formal and informal conversations with staff and students. This data, collectively, informs us of the needs and drives the training plan. We then prioritize the needs and develop a plan accordingly.</p>	
<p>4. How does this professional development plan address areas of high importance?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Carpe Diem is student-centered, building and prioritizing the professional development plans based upon data collected from multiple sources (SAI, MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker).</p> <p>Data is collected from the SAI survey, observations, student achievement data, curriculum data, and staff input. All of this data is analyzed and needs are identified. For example, if a particular grade, group or subgroup of students is over or under achieving, needs are identified and training is researched, developed and/or planned and is considered a high-need area for training and resources.</p> <p>High-need/High importance is considered our bottom 25% regardless of subgrouping, but also our top 25% as well.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>SAI Survey iObservation Student Data PD Plan</p>
<p>Supporting High Quality Implementation</p>	
<p>5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>The building leader incorporates the strategies learned in PD session into the budget request and classroom observation protocol. Through training sessions, professional conversations and formal classroom observations, teachers understand what is expected and what will be observed. The school leader is then able to evaluate and verify that the strategies are implemented and provide feedback or support on an effective implementation.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>iObservation PD Agenda</p>



6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
<p>Answer (suggested word count is 400 words):</p> <p>Instructional resource needs are determined by data and requested by teachers to support, enrich or adjust their classroom instruction as needed. The teacher need only fill out a requisition explaining how the resource will directly address or enrich a data-driven concern and confirm that it meets Curriculum and Assessment Evaluation Rubric standards.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Requisition Curriculum and Assessment Evaluation Rubric</p>
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
<p>Answer (suggested word count is 400 words):</p> <p>Professional Development training always falls within one or more of the instructional effectiveness domains built on the Charlotte Danielson framework. These domains are used to evaluate teacher effectiveness. Integration of professional development training is one of many areas monitored through the weekly informal observations and monthly formal observations of every teacher covering one or more domains.</p> <p>Through the review of lesson plans weekly and the observation of classroom practice, the school leader verifies that the professional development training is effectively implemented.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>PD Training Agenda Danielson Domains Observation schedule</p>
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
<p>Answer (suggested word count is 400 words):</p> <p>Informal observations occur weekly and include professional conversations regarding professional development strategies on the same day as the observation.</p> <p>Formal evaluations occur monthly. Each formal observation is sent to the staff member</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>PD Training Agenda iObservation feedback Observation schedule</p>



<p>automatically through the iObservation system. Staff members can see exactly what was observed in each area and the corresponding rating.</p> <p>A dialog is then started between the instructional leader and the staff member observed to discuss the outcome and ensure proper understanding of the professional development strategy.</p> <p>Formal observations include a full class observation and then a 30-minute post-observation meeting where the teacher has the ability to discuss and both parties can modify ratings based on supplemental information provided.</p>	
<p>Adapted to Meet the Needs of Subgroups <i>(Address all relevant measures)</i></p>	
<p>9. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with proficiency in the bottom 25%/non-proficient students?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Carpe Diem is student-centered, building and prioritizing the professional development plans based upon academic and behavioral data collected from multiple sources (SAI, MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker, PowerSchool). Data is collected from the SAI survey, observations, student achievement data, curriculum data, and staff input. All of this data is analyzed and needs are identified. For example, if any particular grade, group or subgroup of students is over or under achieving, needs are identified and training is researched, developed and/or planned and is considered a high-need area for training and resources. Training is then provided by our school leader, guest trainers or central office as appropriate.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>PD Agenda</p>
<p>10. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of ELLs?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Academic data collected from multiple sources</p>	<p>List documents that serve as evidence of implementation of this process:</p>



<p>(SAI, MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker, AZELLA). Data is collected and ELL training needs are determined based upon the data.</p> <p>ELL staff attends training on ELL strategies and processes. Trainers are brought in to provide staff strategies for working with ELL students in all capacities.</p>	<p>AZELLA Training Agenda</p>
<p>11. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>According to the Federal Department of Education, effective teaching has more impact on FRL students than nearly any other factor. This subgroup comprises about half of our student population. Like the studies, we have found that strategies that work for this subgroup tend to work for the remainder of our student population.</p> <p>Effective teaching strategies include differentiation for all students based upon individual instructional needs. Using the Danielson Framework, classroom observations reveal areas of instructional need in order to help us plan our professional development training. The school leader, upon review of the data, determines the appropriate training necessary to meet needs of the teacher and the FRL students. Specific behavioral strategies for severely at-risk FRL students is provided through local training resources that include social service and law enforcement agencies.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>PD Agenda discussion struggling students and specific strategies. At-Risk Training Agenda</p>
<p>12. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with disabilities?</p>	
<p>Answer (suggested word count is 400 words):</p> <p>Academic data collected from multiple sources (SAI, MAP, MAP Survey, MyPath, MTSS Universal Screeners, FSA’s, Progress Tracker, AZELLA). Data is collected and training for Special Needs students is determined based upon the data.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>State Training Conference Eleutheria (formal/informal) In-house PD from SPED (formal and informal) Restraint Training</p>



<p>Our resource staff is able to request trainings specific to existing populations, as well as areas of need. Various sources of data are used to identify staff areas of weakness and needs and the data is used to create individual PD plans for the staff. Various state training and contractor training opportunities are used.</p>	
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Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
<p>Answer (suggested word count is 400 words):</p> <p>Every student has a plan for academic and career success on file. Each plan is reviewed at least annually for all students while Juniors and Seniors are reviewed semi-annually. In addition, each plan is reviewed every time a course is completed.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>ECAP PD Agenda Progress Tracker</p>
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
<p>Answer (suggested word count is 400 words):</p> <p>Student progress through coursework is monitored in real time. Students falling behind the established pace and students who are not demonstrating proficiency in their work are identified through system reports. The reports are reviewed by school leadership daily and weekly to identify students who are at-risk. Student</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Progress Tracker Assessment System Reports</p>
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
<p>Answer (suggested word count is 400 words):</p> <p>The school offers increased instructional support through Learning Coaches, interventions, and small group support. Students also have the opportunity to attend extra sessions to receive support outside normal school hours. There are also peer support programs such as the Ambassador program where students are paired with a successful student with similar demographics for additional support.</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Daily School Schedule (with opportunities identified) After/Out of School Opportunities (calendar) Ambassador program (documentation)</p>
4. How does the Charter Holder evaluate these strategies to determine effectiveness?	
<p>Answer (suggested word count is 400 words):</p> <p>There is a qualitative and quantitative element to our process. The ultimate quantitative measure of the effectiveness of our program is determined by</p>	<p>List documents that serve as evidence of implementation of this process:</p> <p>Graduation Rate Data</p>



<p>our actual graduation rate. Qualitative evaluation, however, is an ongoing process beginning upon enrollment. Student daily progress, NWEA-MAP and Final Skills Assessment data integrates with our ECAP to help determine not only actual progress towards graduation (quantitative) but also the quality of the process (scoring 80% or better on FSA's). It is our position that a student's quality of progress is equally important in order to ensure they are actually ready for college and/or career. This data has helped determine that Carpe Diem's strategies have been effective. However our transient online school population has created qualitative and quantitative challenges as determined by our in-house assessment system. Program adjustments have been made accordingly for our online school.</p>	<p>NWEA-Measure of Academic Progress (MAP) Progress Tracker ECAP Final Skills Assessments (FSA's)</p>
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APPENDIX G
FY2014 PMP SUBMISSION

Performance Management Plan

Charter Holder Name:

Date Submitted:

Directions

- A. Locate and download “Performance Management Plan Process and Instructions” from the Board’s website or the Help files on ASBCS Online. Read the instructions carefully and view the PMP Online Technical Assistance presentations before starting.
 - a. To locate the “Performance Management Plan Process and Instructions” on the Board’s website:
 - i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
 - ii. Locate the “For Charter School Operators” section in the middle of the page.
 - iii. Select the “Performance Expectations & Reviews” link.
 - iv. Select the “Academic Interventions” tab.
 - v. Scroll down to the “Performance Management Plan” section.
 - b. To locate the “Performance Management Plan Process and Instructions” on ASBCS Online:
 - i. Go to ASBCS Online (<http://online.asbcs.az.gov>)
 - ii. Log in using the user name and password of the Charter Representative
 - iii. If you do not remember your password, locate the “Forgot Password” icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
 - iv. Locate the “Help” section of the Dashboard.
 - v. Select “Online Help”
 - vi. Locate and download the “Performance Management Plan Process and Instructions”.
 - c. To locate the PMP Online Technical Assistance presentations on the Board’s website:
 - i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
 - ii. Locate the “For Charter School Operators” section in the middle of the page.
 - iii. Select the “Performance Expectations & Reviews” link.
 - iv. Select the “Academic Interventions” tab.
 - v. Scroll down to the “Performance Management Plan” section.
 - vi. Locate and click the link for the PMP Online Technical Assistance presentation you wish to view.
- B. Complete the PMP template by providing answers to all the guiding questions in the Reflection Response section for each area. Also, provide all the required information for each action step you include for every required element in the Plan section for each area.

Area I: Data

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What data is collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?	Carpe Diem uses data gathered throughout the year to measure all aspects of academic performance, including growth, proficiency, and post-secondary readiness. To track academic growth, we use the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) test internally, the growth percentile measurement from the state standardized tests, and assessment data from our digital curriculum. To measure academic proficiency, we use the proficiency results from state standardized tests, standards-based assessments in classrooms, and assessment data from our digital curriculum. To evaluate post-secondary readiness, we review graduation rate data, drop-out data, SAT and ACT results, and our internal tracking of post-secondary activities, such as college attendance, military enlistment, trade school, etc.
How does the Charter Holder know that the data described above is valid and reliable?	Data is analyzed and compared with similar measures to make sure that a correlation exists. Whenever possible, we evaluate data from at least three different sources to make sure that the data is reliable. Tests are all appropriately proctored and evaluated to ensure validity.

Guiding Questions	Reflection Response
<p>What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?</p>	<p>Since 2005, Carpe Diem has used a robust data system collecting data from multiple sources virtually every day. Through the years, minor modifications have been made as areas of potential improvement are identified through our ongoing data analysis and evaluation of the system. Although our data as a whole met state expectations, our systems identified areas where our instructional program could be improved following the 2012 and 2013 school years. Analysis confirmed that our core digital curriculum was in fact preparing students with the foundational knowledge necessary to meet or exceed state standards. Data showed that our classroom instruction, however, needed improvement.</p> <p>Through professional development, classroom observations and instructional coaching, we worked hard to support and help our teachers meet expected standards. Our math teacher, however, was unable to make the much needed progress. As a result he was placed on a corrective action plan. Rather than make the improvements necessary to increase his instructional effectiveness, he chose to leave the school just after the first quarter. That action left our students without any onsite math support. We immediately began searching for another highly qualified math teacher. Finding another qualified math teacher in Yuma, at that time of year, proved impossible.</p> <p>Research clearly shows that quality classroom instruction is a vital element of student success. As our data showed, the majority of our math students began struggling without a highly qualified teacher. Unable to find an onsite teacher, and in response to the data, we increased the amount of highly-qualified math support through our digital curriculum provider. As we continued to review the data, it became apparent that our students needed even more math support. In an effort to provide that support, we engaged two math tutors who provided small group and individual support in addition to the virtual teacher support students were already receiving.</p> <p>Our internal data indicated that the combination of tutors and virtual teacher support was not effective. Our data from the NWEA MAP projected that about 50% of our students would pass the math AIMS test and, according to the Academic Performance Framework (APF) data, 58% of students did pass. Reading data from MAP was also accurate with +/- 80% projected to pass and 86% actually passing. The MAP proficiency predictions were very accurate, but we are also interested in growth and use MAP to inform our decisions there as well. Our math growth data indicated that only 38% of our students made the average one year's growth. Additionally, the group only grew 23% of the single year norm as a whole. Our reading growth was also slightly below expectations, but much closer to national norms for a one year period.</p> <p>Comparing our AIMS data as listed in the ASBCS APF, the correlation is quite clear. Although we made every attempt with available resources to respond to the data, we were clearly unsuccessful at meeting our students' math instructional needs. The lack of classroom instruction from an onsite, highly qualified math teacher, had a negative effect. The end result was unsatisfactory and reflected in all data, including in the following areas within the APF: Student Growth Percentile (SGP) in Math for all students and the bottom 25%; whole school passing percentage, composite school comparison, and ELL passing percentage. The data also revealed slight underperformance in SGP for Reading for all students and those in the bottom 25%, as well as ELL passing percentage, which correlated to our own internal data.</p> <p>For the 2015 school year, we will again collect and analyze data to ensure the success of our students in all facets of their academic careers. We are confident that our system will identify any areas of need as it has in the past. Most importantly, we now have a highly qualified math teacher on staff able to provide onsite support to our students. Data has already indicated a significant improvement for our math students, showing more growth in the first 12 weeks of this school year than they demonstrated all of last year.</p>

Guiding Questions	Reflection Response
<p>Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed?</p> <p>What required elements have been identified as requiring improvement to existing processes?</p>	<p>The element that we determined needed improvement from the prior year have mainly been addressed already for this school year. The major need found in our data plan was for more frequent interval testing, which has already been added.</p>
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	<p>The processes we have in place that are effective include our initial evaluation of student instructional readiness level and appropriate course placement, data-driven remediation system, and progress monitoring data tracking. Students have been substantially more successful when placed in courses based on their instructional readiness level as identified by NWEA MAP. They are completing courses faster and with better average grades than when placed based on grade level only. Students receiving remediation based on assessment feedback from the digital curriculum show increased growth over when instruction was based only on the standards to be covered. Additionally, students receiving regular feedback on their progress through our digital curriculum and being held accountable for those metrics achieve nearly twice the daily progress than when they are not aware or accountable for that data.</p>

Data Plan

Use the information in the reflection responses to guide the development of the plan for this area. The action steps must identify sufficient data to provide a year-over-year comparison for at least the two most recent school years for all measures used by the Board to evaluate academic performance.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Data for All Applicable Indicators and Subgroups

Guiding questions:

- What data will be collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?
- How will the Charter Holder know that the data described above is valid and reliable?
- What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations? What are the results from the analysis?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

1. Data for All Applicable Indicators and Subgroups

Guiding questions:

- What data will be collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?
- How will the Charter Holder know that the data described above is valid and reliable?
- What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations? What are the results from the analysis?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>1. Instructional staff reviews student performance in curriculum</p>	<ul style="list-style-type: none"> • Student progress and academic performance in digital curriculum is reviewed and analyzed informally on an ongoing basis and formally at least once every six weeks. • Data is reviewed as a team across all content areas. • Instructional plans and practices are modified as necessary based on analysis of data. 	<p>All teachers, learning coaches and instructional leadership</p>	<p>Curriculum data (to include assignments, quizzes, tests, cumulative exams, and progress) is reviewed on a daily basis. Data is also analyzed formally as a staff at least once every six weeks at staff meetings.</p>	<p>Daily data sheets, meeting agendas, and any relevant data reviewed at meetings.</p>

1. Data for All Applicable Indicators and Subgroups

Guiding questions:

- What data will be collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?
- How will the Charter Holder know that the data described above is valid and reliable?
- What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations? What are the results from the analysis?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>2. Students are tested in NWEA establishing a baseline and progress-monitored multiple times per semester to assess growth</p>	<ul style="list-style-type: none"> • All students are tested in NWEA MAP immediately upon entering the school. • Students are tested with the full MAP test at the end of each semester. • Students are tested with the MAP Survey test to monitor interim growth on intervals of 6 weeks or less. • Data is analyzed and instruction informed within 1 week of the completion of the interval assessments. • Instructional plans and practices are modified as necessary based on results of the analysis. 	<p>Instructional Leadership and teaching staff</p>	<p>Full MAP every 18 weeks or upon entry in school.</p> <p>MAP Surveys at least every 6 weeks.</p>	<p>Meeting agendas for analysis sessions and MAP data for each testing event.</p>

1. Data for All Applicable Indicators and Subgroups

Guiding questions:

- What data will be collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?
- How will the Charter Holder know that the data described above is valid and reliable?
- What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations? What are the results from the analysis?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
3. Staff meets with students to review Education and Career Action Plan (ECAP) plan on a regular basis to ensure evaluation of post-secondary readiness	<ul style="list-style-type: none"> • Principal reviews ECAP plan with 6th – 10th grade students annually and with 11th and 12th grade students semi-annually. • A member of school leadership will also review the ECAP plan each time a student completes a course. 	School leadership	Annually or semi-annually for scheduled reviews and as courses are completed.	ECAP plans with evidence of review through noted progress.

1. Data for All Applicable Indicators and Subgroups

Guiding questions:

- What data will be collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?
- How will the Charter Holder know that the data described above is valid and reliable?
- What analysis has the Charter Holder conducted for each measure that does not meet the Board’s academic performance expectations? What are the results from the analysis?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>4. LEA and school leadership review annual data and evaluate program effectiveness</p>	<ul style="list-style-type: none"> • Leaders review graduation rate data, NWEA growth data, state testing data (AIMS & AzMERIT results), state accountability rating and data, and ASBCS APF results when data is available. • Data is analyzed as a whole and looking at discreet areas, such as subgroup performance and lowest quartile performance. • Data is cross-referenced for correlation to verify that it is accurate and reliable, since they drive decisions during the year. • All data is reviewed with at least two years of historical data and the current-year data to analyze trends. • Particular attention to areas that did not meet expectations in 2014 – Student Growth Percentile (SGP) in reading; SGP, percent passing, and composite school comparison in math; percent passing for both math and reading for the ELL subgroup. 	<p>School and LEA leadership</p>	<p>Annually – late summer when all data has become available.</p>	<p>Meeting agenda and data sets used and reviewed.</p>

Area II: Curriculum

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What is the Charter Holder's process for evaluating curriculum?	Curriculum review and evaluation is ongoing. Through review of student performance data, input from students, staff, and parents, curriculum is evaluated for effectiveness, engagement, and standards alignment. Since Carpe Diem uses a digital curriculum, the data and the evaluation process happen in real time. The building leader and our executive director meet and regularly discuss the merits of the existing curriculum software, as well as evaluate potential other solutions for potential.
How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	Curriculum effectiveness in meeting standards is measured in three ways. First, student results within the curriculum (i.e. assignments, quizzes, tests, and progress) are monitored and considered to determine whether students are prepared to pass end of course assessments aligned to standards. Second, teachers provide standards-aligned assessments in the classrooms to demonstrate proficiency. Finally a third point of data is collected when we see results from the state assessments.
How does the Charter Holder identify gaps in the curriculum?	Our curriculum provider creates a standards-alignment document for each course in our digital curriculum. Prior to the start of the school year, each course alignment document is reviewed by the core content teacher responsible for the course to confirm that all standards are covered and that no gaps exist. If any gaps are found that the curriculum provider cannot remedy, supplemental curriculum and resources are planned and provided by the content teacher.

Guiding Questions	Reflection Response
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	Curriculum is continuously evaluated by instructional staff and school leadership, including a formal review of all courses prior to the start of each school year. If minor corrections are needed, school leadership notifies the curriculum provider and the revisions are made. If a larger concern is identified, or the curriculum provider is unable to revise as requested, school leadership recommends to LEA leadership that a new curriculum be adopted or supplemental curriculum be provided.
Who is involved in the process for adopting or revising curriculum?	The process for adopting or revising curriculum involves the president of the governing board, executive director, the business manager, and the building leaders. Instructional staff members also give input to the process.
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	When curriculum is evaluated for potential adoption at the school, a rubric is used to consider what curriculum might be best. Primary factors include state standards alignment, level of engagement, platform, capacity for data capture and analysis, timing and quality of student feedback, technology requirements, modality of instruction, and more. Each curriculum considered is reviewed and analyzed with these factors in mind and if something better than our current system is found, a plan to adopt the new system and transition will be developed.
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	Our curriculum system has controls on the settings to ensure that the system is implemented exactly as the charter holder intends. Changes to system settings are made by only the Learning Administrator and must have written authorization from the Principal.
What tools exist that identify what must be taught and when it must be delivered?	Through the digital curriculum, the courses are mapped out and deliver the content when the student is ready for it. When students are on pace, the design of the curriculum ensures that the content that should be taught is. For classroom instruction, the teachers and building leaders meet prior to the start of the school year and identify what content needs to be taught and then schedule out their plan.
How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	As described immediately above, teachers and instructional leaders review the standards as part of the process to ensure that students receive the appropriate instruction in the classrooms. Digital courses are already standards-aligned for the same purpose.
What is the expectation for consistent use of these tools? How are these expectations communicated?	The instructional leader communicates directly with our teachers exactly what is expected as it relates to ensuring that that classroom instruction follows the plans developed at the beginning of the year. The expectation is that the plans are to be followed unless otherwise approved by the leader.

Guiding Questions	Reflection Response
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Since the plan is developed at the beginning of the year, the building leaders are able to evaluate the use of the tools and the alignment of their classroom instructional practices with the plan as it was developed through frequent observations. Weekly lesson plans are submitted by teachers to allow for further confirmation. For the digital curriculum, they cannot be altered without authorization by the building leader so they are sure to be following the appropriate layout.
How does the Charter Holder know the curriculum is aligned to standards?	<p>Every course offered comes with a standards-alignment document that shows how each lesson is tied to each specific standard. The information can also be looked at in reverse, where the standards are reviewed and corresponding lessons are shown. This allows the instructional staff to ensure that all standards are covered. Prior to the start of the school year, teachers also go through courses and review specific lessons to see how the standards are approached by the digital curriculum.</p> <p>For classroom instruction, as mentioned previously, the plan to cover appropriate standards is developed at the beginning of the year. The building leader observes lessons and reviews lesson plans to ensure that the plan is being followed and that instruction is aligned to the standards as planned.</p>
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	As our ASBCS APF Data indicates, the curriculum has proven effective for all levels of students. Our historical data shows a relatively small gap, and in some cases actually an inverted gap between the bottom 25% versus the whole when evaluating both growth and proficiency.
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	Based on testing data, the digital curriculum alone was not sufficient. ELL students seem to be performing slightly below the state expectation and below their peers at the school. Thus we have implemented supplemental instructional programs to help provide ELL students with additional instructional support.
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	Data from state testing as well as NWEA MAP and classroom instruction indicates that FRL students are performing almost identically, and in many cases better than the general population on their assessments.
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	Our students with disabilities are not rated on the ASBCS APF. However internal data indicates that these students are being successful due to the accommodations and modifications embedded within our digital curriculum and additional supports provided.

Guiding Questions	Reflection Response
<p>Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed?</p> <p>What required elements have been identified as requiring improvement to existing processes?</p>	<p>The implementation of our curriculum and instructional support specifically for ELL students needs to be improved. We have already implemented supplemental programs as mentioned previously.</p>
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	<p>Overall, selection and implementation of curriculum has been effective. With the exception of last year, where lack of adequate math instruction directly impacted program effectiveness, our students have been successful with the existing curriculum and implementation. The ASBCS APF data verifies this. Students met expectations in all categories except Reading growth and proficiency where they narrowly missed expectations in 2013. In 2012, students met all expectations except in Math growth and ELL Math proficiency where they narrowly missed.</p>

Curriculum Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive curriculum system:

- adoption of curriculum;
- implementation of curriculum;
- evaluation of curriculum;
- revision of curriculum;
- adaptation to address the curriculum needs of subgroup populations; and
- verification to ensure the curriculum is aligned to Arizona’s College and Career Ready Standards.

The action steps must identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive curriculum system.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Evaluating Curriculum

Guiding questions:

- What will be the Charter Holder’s process for evaluating curriculum?
- How will the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?
- How will the Charter Holder identify gaps in the curriculum?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

1. Evaluating Curriculum

Guiding questions:

- What will be the Charter Holder’s process for evaluating curriculum?
- How will the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?
- How will the Charter Holder identify gaps in the curriculum?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Staff reviews student academic data and analyzes results	<ul style="list-style-type: none"> • Data from multiple sources, including classroom-based assessments, curriculum assessments and external assessments is reviewed as part of regular data meetings. • Core content staff reviews student data and evaluates the effectiveness of the curriculum in preparing students for success in the standards. • Data is reviewed as a whole, by grade levels, and by course to determine whether the curriculum is adequate or whether gaps may exist. 	Teachers and instructional leaders	Data reviewed daily with a formal meeting at least once every six weeks.	Agendas of meetings as well as data that is used for analysis.
2. Teachers conduct an annual review of courses to evaluate for alignment and potential gaps	<ul style="list-style-type: none"> • Prior to the start of the school year, teachers review their content area courses for alignment to standards and any potential gaps. • Principal reviews teacher evaluations of curriculum and confirms the curriculum effectively prepares students for proficiency in standards 	Teachers and principal	Annually in July.	Agenda of meeting.

2. Adopting/ Revising Curriculum

Guiding questions:

- What will be the Charter Holder’s process for adopting or revising curriculum based on its evaluation processes?
- Who will be involved in the process for adopting or revising curriculum?
- When adopting curriculum, how will the Charter Holder evaluate curriculum options to determine which curriculum to adopt?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

2. Adopting/ Revising Curriculum

Guiding questions:

- What will be the Charter Holder’s process for adopting or revising curriculum based on its evaluation processes?
- Who will be involved in the process for adopting or revising curriculum?
- When adopting curriculum, how will the Charter Holder evaluate curriculum options to determine which curriculum to adopt?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>1. LEA leadership meets with instructional leaders to determine the need to revise or adopt new curriculum</p>	<ul style="list-style-type: none"> • LEA leadership has ongoing discussion with instructional leadership of the school to discuss any concerns about curriculum identified through teacher review and data review. • If leadership reaches a decision that curriculum revision is necessary, LEA leadership will work with the curriculum provider to ensure that the curriculum is adjusted to meet the needs of the school. • If leadership decides that a new curriculum is needed, LEA leadership will evaluate potential curriculum based on a rubric that outlines the wants and needs of the school and LEA. • LEA leadership identifies the best curriculum option and notifies the governing board of the intent to change providers. • Implementation of new curriculum will be planned with school leadership to ensure the best possible transition. 	<p>LEA leadership, school instructional leadership</p>	<p>As necessary with a formal review and evaluation annually near the end of the school year.</p>	<p>Meeting agenda, rubric (if applicable), board meeting minutes (if applicable).</p>

3. Implementing Curriculum

Guiding questions:

- What will be the Charter Holder’s process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?
- What tools will exist to identify what must be taught and when it must be delivered?
- How will the Charter Holder ensure that all grade-level standards are covered within the academic year?
- What will be the expectation for consistent use of these tools? How will these expectations be communicated?
- What evidence will there be to demonstrate usage of these tools in the classroom and alignment with instruction?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>1. Digital Curriculum is controlled through a single point of access ensuring consistent implementation</p>	<ul style="list-style-type: none"> • Digital curriculum is implemented according to Annual Curriculum Review and Implementation Plan (ACRIP) created by LEA leadership in conjunction with school leaders and curriculum provider. • ACRIP is reviewed and revised annually by leadership and curriculum provider. • No users have authority to change curriculum settings or modify implementation except the Learning Administrator, who does so only with approval from Principal. 	<p>LEA and school leadership, curriculum provider</p>	<p>Annually, in July.</p>	<p>Annual Curriculum Review and Implementation Plan.</p>

3. Implementing Curriculum

Guiding questions:

- What will be the Charter Holder’s process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?
- What tools will exist to identify what must be taught and when it must be delivered?
- How will the Charter Holder ensure that all grade-level standards are covered within the academic year?
- What will be the expectation for consistent use of these tools? How will these expectations be communicated?
- What evidence will there be to demonstrate usage of these tools in the classroom and alignment with instruction?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>2. Building leader meets with instructional team prior to the beginning of the year and develops a plan for the year’s instruction to ensure standards are covered</p>	<ul style="list-style-type: none"> • Prior to the start of the year, the principal meets with teachers to review digital curriculum and plan classroom instruction for the year. • Teachers develop a plan that identifies required standards and the scope and sequence that will cover them. The plan created also aligns to digital curriculum to ensure that all standards are covered between the digital and classroom environments. • The plan provides the basis for lesson plans to be created throughout the year. The principal communicates the expectation that teachers follow this plan or have principal approval to alter it if needed. • The principal reviews lesson plans weekly to confirm that teachers are using the plan and standards are thoroughly covered. 	<p>Principal, teachers</p>	<p>Annual, in July for plan creation. Weekly for lesson plan review.</p>	<p>Meeting agenda, standards coverage plans, lesson plans.</p>

4. Alignment of Curriculum

Guiding questions:

- How will the Charter Holder know the curriculum is aligned to standards?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Curriculum provider furnishes standards-alignment documents with all courses which are reviewed to ensure standards alignment	<ul style="list-style-type: none"> • LEA leadership requires that curriculum provider creates a document or system that provides documentation of alignment to ACCRS for all courses. • Any adoption of new curriculum would require that this be available prior to making a change. • LEA Leadership reviews course documentation annually. 	LEA Leadership, curriculum provider	Annually, in July for review.	Course alignment documentation from curriculum provider.

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

4. Alignment of Curriculum

Guiding questions:

- How will the Charter Holder know the curriculum is aligned to standards?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
2. Instructional staff reviews courses and standards alignments to confirm that standards are covered in a timely and thorough manner	<ul style="list-style-type: none"> • Prior to the beginning of each year, teachers review all courses to confirm alignment of standards as well as timing of the coverage according to the course map. • Teachers coordinate classroom instruction to compliment instructional alignment of digital curriculum. • Principal collaborates with teachers to ensure alignment and planning is complete and timing is understood. 	Principal and teachers	Annually, in July.	Meeting agenda, course alignment documents, teacher notes (if available).

5. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the Charter Holder ensure that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder ensure that the curriculum addresses the needs of English Language Learners (ELLs)?
- How will the Charter Holder ensure that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?
- How will the Charter Holder ensure that the curriculum addresses the needs of students with disabilities?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Building leader reviews school and subgroup performance data to ensure the needs of each subgroup are met	<ul style="list-style-type: none"> • Principal reviews the curriculum assessments, NWEA MAP and MAP Survey data, end of course assessments, and other relevant data to ensure the curriculum is meeting the needs of each subgroup, to include FRL and the bottom 25%/non-proficient students. • LEA leadership reviews and analyzes data with school leadership at least once every six weeks. 	LEA leadership and principal	Ongoing and at least every six weeks (for formal meeting).	Meeting minutes and data used in evaluations.
2. Building leader meets with ELL coordinator	<ul style="list-style-type: none"> • Principal and ELL coordinator review data and evaluate whether the curriculum is effectively meeting the needs ELL Students. 	Principal, ELL coordinator	Ongoing and at least every six weeks.	Meeting minutes and data used in evaluations.

5. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the Charter Holder ensure that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder ensure that the curriculum addresses the needs of English Language Learners (ELLs)?
- How will the Charter Holder ensure that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?
- How will the Charter Holder ensure that the curriculum addresses the needs of students with disabilities?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>3. Building leader meets with Special Education coordinator</p>	<ul style="list-style-type: none"> • Special Education coordinator can request modifications to the curriculum for appropriate students. • Special Education request process will have same safeguards as the full curriculum system ensure that implementation is controlled by a single point of access. • School leadership and Special Education coordinator will discuss process and ensure effectiveness at regular meetings. • Principal and Special Education coordinator review data and evaluate whether the curriculum is effectively meeting the needs Special Education students. 	<p>Principal, Learning Administrator, Special Education coordinator</p>	<p>Ongoing, and at least every six weeks for meetings.</p>	<p>Meeting agendas and process document.</p>

Area III: Assessment

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What types of assessments does the Charter Holder use?	Carpe Diem uses both formative and summative assessments. Within the curriculum, students are assessed at the end of each lesson, at the end of each unit, and at the end of each semester of a course. Classroom assessments can be either formative or summative depending on the situation. The assessments are aligned to standards and given regularly at the discretion of the teacher. Assessments from ACT aligned to their QualityCore (QC) standards are used to assess students by course, by standard, and by discreet skill. NWEA MAP is given upon entry to the school and at the end of each semester. NWEA MAP Surveys, shorter versions of the full test, are given in Math and Reading at least every six weeks.
What was the process for designing or selecting the assessment system?	The LEA and school leadership met and discussed the design of the assessment system and the implementation plan. The individual components were selected based on multiple factors, including fit in our system, integration with our existing technology, viability and reliability of assessments, timing and quality of feedback to students, and availability of comparative data.
How is the assessment system aligned to the curriculum and instructional methodology?	The system consists of multiple assessments that all fit into our academic program. We use assessments that are a part of our digital curriculum. We use MAP and MAP Survey tests that are digital tests tied directly to our instructional methodology. ACT QC is directly aligned to the curriculum at the high school level.
What intervals are used to assess student progress?	Assessments embedded in the curriculum occur when the student reaches the appropriate point (end of lesson, end of unit, end of course). The MAP test is given upon enrollment and at the end of each semester. The MAP Surveys are given at least every six weeks. The ACT QC tests are given as appropriate. Classroom-based assessments are given at least weekly.

Guiding Questions	Reflection Response
How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	As described above, the plan includes multiple sources and multiple types of assessments. The data is collected into spreadsheets and gradebooks where it can be reviewed and analyzed.
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	Analysis is embedded throughout our assessment system. Curriculum-based assessments are reviewed and analyzed using the reporting tools within the curriculum software. Instructional staff members review those results on an ongoing, daily basis. MAP results are analyzed within a week of the completion of the assessment. When MAP Surveys are complete, they are analyzed in correlation to original MAP results to evaluate growth. The results are also evaluated in correlation to curriculum assessment data and classroom assessment data.
How is the analysis used to evaluate instructional and curricular effectiveness?	The curriculum assessment data analysis is used to verify student progress through the curriculum and demonstration of proficiency on standards. The NWEA MAP and MAP Survey data is used to confirm student success and evaluate student growth. Classroom assessment data is used to confirm student proficiency in skills and standards. When the data is analyzed, we identify any students who are not experiencing success and determine if instructional or curricular effectiveness is impacting the level of student success.
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	Curriculum and instruction are adjusted immediately based on the findings of our data analysis. Teachers use daily data from curriculum assessments to adjust their classroom instruction. Students are redirected through remediation in the digital curriculum, or provided supplemental curriculum and support based on what the data shows. If a curricular problem is identified, it is resolved as quickly as the provider can do so.
How does the assessment system address the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	The assessment system is designed to accommodate all students, including those in subgroups such as the bottom 25%. In fact, reports in our system are designed specifically to identify these students and their specific needs. We also operate a MTSS program with its own assessments designed to help meet the needs of this subgroup of students.
How does the assessment system address the assessment needs of ELLs?	Again, the assessment system is adaptive and customizable to personalize the experience making it effective for every student. Each assessment in the system includes the capacity to identify students in subgroups so that we can identify and evaluate their data with their status in mind.
How does the assessment system address the assessment needs of FRL students?	Once again, the assessment system is designed to meet the needs of every student and we can identify these specific students and personalize the system for the specific needs of students in any subgroup.

Guiding Questions	Reflection Response
<p>How does the assessment system address the assessment needs of students with disabilities?</p>	<p>As mentioned above, our assessment system will facilitate the needs of any student in the system and we have seen it work for students with disabilities as well. The system is highly adaptive and so it works at any level. Our academic philosophy is that every student in our school has an individual education plan, so students with disabilities are accommodated naturally in our environment.</p>
<p>Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed?</p> <p>What required elements have been identified as processes that require improvement?</p>	<p>One process that needed to be improved was the interval assessments for students to track growth. Although we were tracking student growth and proficiency through our curriculum on a daily basis, we needed to improve the interval of our external assessments. We use that data to ensure that our curriculum and instruction are effective more frequently. We already implemented a new process this year to address this using MAP Survey tests.</p>
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	<p>Our assessment system as a whole has been effective. We were aware of the situation with math last year because of our system and adjusted our program to address the data we saw. The data we get on a daily basis helps drive instructional decisions throughout the year and our MAP data is highly indicative of what we can expect to see on state testing.</p>

Assessment Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance:

- data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;
- adaptation to address the assessment needs of subgroup populations; and
- analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.

The action steps must identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Developing the Assessment System

Guiding questions:

- What types of assessments will the Charter Holder use?
- What will be the process for designing or selecting the assessment system?
- How will the assessment system be aligned to the curriculum and instructional methodology?
- What intervals will be used to assess student progress?
- How will the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

1. Developing the Assessment System

Guiding questions:

- What types of assessments will the Charter Holder use?
- What will be the process for designing or selecting the assessment system?
- How will the assessment system be aligned to the curriculum and instructional methodology?
- What intervals will be used to assess student progress?
- How will the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Use data from multiple assessments	<ul style="list-style-type: none"> • The school uses the NWEA MAP system, curriculum assessments, ACT QC assessments, and classroom-based assessments. • MAP data feeds directly into curriculum system to align courses with student instructional readiness level. • ACT QC assessments correlate directly with HS curriculum and end-of-course exams. • All assessments will be given using methods that fit into the existing program – curriculum assessments are integrated seamlessly; classroom-based assessments are a part of every lesson plan and align to the curriculum. 	All instructional staff, instructional leadership team	NWEA MAP upon entry and at the end of each semester, MAP Surveys at least every 6 weeks, QC as appropriate, curriculum assessments as students reach them, classroom-based at least once a week – as appropriate.	Copies of classroom-based assessments, record of MAP test administrations, copies of ACT QC tests, gradebooks.

1. Developing the Assessment System

Guiding questions:

- What types of assessments will the Charter Holder use?
- What will be the process for designing or selecting the assessment system?
- How will the assessment system be aligned to the curriculum and instructional methodology?
- What intervals will be used to assess student progress?
- How will the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
2. Leadership evaluates assessment system effectiveness	<ul style="list-style-type: none"> • Leadership meets on an ongoing basis and formally at the end of the year to discuss the effectiveness of the assessment system. • Data is analyzed to ensure that it correlates and provides the information required to make decisions. • If elements of the system need to be modified or changed, leadership will evaluate all options based on alignment to the curriculum, integration into existing instructional system, comparative data, feedback potential, and other relevant criteria. • If new elements need to be introduced to the overall system, the implementation and integration will be planned with all building leadership. 	LEA leadership, instructional leadership	Ongoing, with annual review near end of school year.	Meeting agenda, data analysis, notes on assessment analysis (if applicable).

2. Analyzing Assessment Data

Guiding questions:

- How will the assessment system provide for analysis of assessment data? What intervals will be used to analyze assessment data?
- How will the analysis be used to evaluate instructional and curricular effectiveness?
- How will the analysis be used to adjust curriculum and instruction in a timely manner? What intervals will be used to adjust curriculum and instruction?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Principal, teachers, and learning coaches analyze curriculum data on an ongoing (daily, weekly, six week, semester) basis	<ul style="list-style-type: none"> • Data from the curriculum, including progress, assessment results, struggling student reports, and lesson mastery report is analyzed daily. • Adjustments to instructional practices, oversight of the student progress, and classroom content are made after consulting with principal. 	Principal, teachers, learning coaches.	Daily, ongoing.	Daily data reports, lesson mastery reports, struggling student reports.

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

2. Analyzing Assessment Data

Guiding questions:

- How will the assessment system provide for analysis of assessment data? What intervals will be used to analyze assessment data?
- How will the analysis be used to evaluate instructional and curricular effectiveness?
- How will the analysis be used to adjust curriculum and instruction in a timely manner? What intervals will be used to adjust curriculum and instruction?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
<p>2. Analyze MAP Data within one week of assessment completion</p>	<ul style="list-style-type: none"> • MAP data is analyzed within a week of completion of the assessment. • Full MAP data is used to place students into the curriculum and classrooms aligned to their identified Instructional Readiness Level (IRL). • MAP Survey data is evaluated to determine the effectiveness of instructional practices and curriculum. • Principal and teachers discuss possible adjustments to curriculum, classroom instruction, or instructional practices. 	<p>Principal, teachers</p>	<p>Full MAP at the end of each semester, MAP Surveys at least every six weeks.</p>	<p>Meeting agendas, MAP reports, any other data used at meetings.</p>

3. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the assessment system address the assessment needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the assessment system address the assessment needs of ELLs?
- How will the assessment system address the assessment needs of FRL students?
- How will the assessment system address the assessment needs of students with disabilities?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. The principal meets with the ELL and Special Education coordinator	<ul style="list-style-type: none"> • The principal communicates with the Special Education and ELL coordinator on an ongoing basis to discuss how the assessments are working for their subgroup of students and to contemplate adjustments to settings (such as extra time on assessments, access to notes, etc.). • The principal communicates any accommodations or adjustments made to the assessment system for specific students to the Learning Administrator and Learning Coaches to make sure that they are carried out effectively. • Assessment data is collected and analyzed by subgroup, with reports specifically for students with disabilities and ELL students. 	Principal, Special Education Coordinator, ELL Coordinator, Learning Administrator, Learning Coaches,	Ongoing for communication, at least every 6 weeks for assessment data analysis and formal conversation.	Meeting minutes, assessment data and analysis, copies of communication to Learning Administrator and staff about any adjustments to assessment system (if applicable).

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

Area IV: Monitoring Instruction

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction?	Carpe Diem uses a continuous observation model that operates on the iObservation platform and is built on the Charlotte Danielson framework to evaluate teacher effectiveness. Integration of standards is one of many areas covered through the model.
How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	Through the review of lesson plans weekly and the observation of classroom practice, the school leader verifies that ACCRS-aligned instruction is taking place in the classroom. The curriculum is already aligned and the implementation is controlled as noted in the curriculum section.
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	The combination of observations and data analysis is used to monitor instructional effectiveness. School leadership reviews student performance in the digital curriculum and on other standards-based assessments throughout the year to ensure instruction is effectively helping students learn.
What is the Charter Holder's process for evaluating instructional practices?	The process for evaluating instructional practices is included in the observation process described above. The Danielson model includes an entire domain focused on instructional practices.
How does this process evaluate the quality of instruction?	The review process evaluates all aspects of instruction to ensure quality instruction is taking place based on the framework established by Charlotte Danielson.
How does this process identify individual strengths, weaknesses, and needs?	Teachers are rated as Distinguished, Proficient, Basic, or Unsatisfactory in each category of each domain in the Danielson framework. Through regular review, areas of relative strength and weakness are identified for each teacher. Through a circular follow-up discussion, needs are identified and plans for improvement may be created.
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Each observation is sent to the staff member automatically through the iObservation system. Staff members can see exactly what was observed in each area and the corresponding rating. A dialog is then started between the instructional leader and the staff member observed to discuss the outcome and ensure proper understanding of each area of strength or weakness or need.

Guiding Questions	Reflection Response
How does the Charter Holder analyze this information?	School leadership regularly reviews the data to track teacher performance and growth. Data is compared over time and correlated to other points of data in areas of student achievement and growth. The data is also reviewed and submitted formally to the state as required.
What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Recent data has indicated that classroom instruction in certain content areas could improve in some areas. School leadership is providing guidance and professional development on strategies and methods for successful instruction to appropriate staff members. Leadership is also reviewing this data along with Standards Assessment Inventory (SAI) survey data to evaluate appropriate PD plans.
How does the Charter Holder evaluate instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?	In our school education for the bottom 25% is largely the same as that of the rest of the school so the process is the same. One additional element in this area is that our MTSS instructor is evaluated using the same system.
How does the Charter Holder evaluate instruction targeted to address the needs of ELLs?	The same evaluation system is used for our ELA teacher regardless of whether she is teaching general education students or ELL students. The building leader makes sure to evaluate some sessions where the ELA teacher is working with ELL students to see that the instruction in such cases is equally effective.
How does the Charter Holder evaluate instruction targeted to address the needs of FRL students?	Again, in our school, the educational needs of most subgroups is met in the same manner as the general education students, so the same process is used to ensure that instruction for FRL students is effective.
How does the Charter Holder evaluate instruction targeted to address the needs of students with disabilities?	The Special Education teacher is evaluated using the same model and tools to ensure that instruction for students with disabilities is appropriate and effective.
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as processes that require improvement?	The feedback cycle in the process needed to be improved somewhat. The teachers were not always engaging in an effective dialog to help them improve their instructional practices. This was addressed by requiring the follow-up to be scheduled within a week of the observation.

Guiding Questions	Reflection Response
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	<p>The overall process has been effective. Teachers have recognized areas of weakness and needs and professional development has been given to help ensure teachers are able to grow and improve. Positive feedback from multiple teachers has given us evidence that they appreciate the process and it is improving instructional practices.</p>

Plan for Monitoring Instruction

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive system for monitoring instruction:

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

The action steps must identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Monitoring Instruction

Guiding questions:

- What will be the Charter Holder’s process for monitoring the integration of standards into classroom instruction?
- How will the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?
- How will the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



1. Monitoring Instruction

Guiding questions:

- What will be the Charter Holder’s process for monitoring the integration of standards into classroom instruction?
- How will the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?
- How will the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Teachers are evaluated in Domain 1 Items C & F in the Danielson model	<ul style="list-style-type: none"> • Principal observes instruction using the Charlotte Danielson model and iObservation software. • Observations include Domain 1, subdomains C and F, which monitor lesson preparation and standards-alignment specifically. 	Principal	Informal observations weekly, formal observations quarterly.	Observation records.
2. Data from curriculum and assessments is analyzed to evaluate effectiveness of instruction	<ul style="list-style-type: none"> • Data from the curriculum and outside assessments is analyzed by teachers and instructional leadership. • Analysis is used to evaluate the effectiveness of standards-based instruction. 	Instructional staff	Informal analysis on an ongoing basis, formal analysis at least every 6 weeks.	Meeting minutes, data analysis.



2. Evaluating Instructional Practices

Guiding questions:

- What will be the Charter Holder’s process for evaluating instructional practices?
- How will this process evaluate the quality of instruction?
- How will this process identify individual strengths, weaknesses, and needs?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



2. Evaluating Instructional Practices

Guiding questions:

- What will be the Charter Holder’s process for evaluating instructional practices?
- How will this process evaluate the quality of instruction?
- How will this process identify individual strengths, weaknesses, and needs?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Teachers are evaluated on Domain 2 and 3 of the Danielson model	<ul style="list-style-type: none"> • Instructional staff is evaluated on Domain 2 and 3 of the Danielson model through the iObservation software – these domains focus on instructional practices. • Instructional practices are observed informally at least weekly and formally at least quarterly. • Staff receives observation feedback within 2 days in iObservation. • Staff has scheduled time to close the feedback loop with the leader doing the evaluation within one week of the observation. • Data is compiled to identify areas where staff members are strong, where they have opportunities to grow, and where they have need of development. Analysis is ongoing with a formal annual review. 	Instructional leaders and instructional staff	Weekly for informal observations, quarterly for formal evaluations. Ongoing and annually for compilation and analysis of overall data and identification of needs.	Individual and compiled observations including staff and leadership feedback.



3. Providing Feedback that Develops the Quality of Teaching

Guiding questions:

- How will the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?
- How will the Charter Holder analyze this information?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Observer provides prompt feedback to teachers and make appointments for discussion	<ul style="list-style-type: none"> • Instructional staff receives feedback within two days of the completion of the observation. • Teachers schedule an appointment to discuss feedback within one week of completion of observation. 	Instructional leaders, instructional staff	Weekly for observations, feedback, and follow-up.	Observations, including feedback from instructional leaders and teachers.
2. School leadership reviews and analyzes observation data	<ul style="list-style-type: none"> • School leadership compiles and analyzes observation data quarterly and annually. • Leadership looks at data for individual and composite strengths, weakness, and learning opportunities. 	School leadership	Quarterly and annually.	Observations, meeting agendas, notes (if applicable).



4. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the Charter Holder evaluate instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder evaluate instruction targeted to address the needs of ELLs?
- How will the Charter Holder evaluate instruction targeted to address the needs of FRL students?
- How will the Charter Holder evaluate instruction targeted to address the needs of students with disabilities?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Multi-tiered System of Supports (MTSS) & Special Education teachers are evaluated	<ul style="list-style-type: none"> • The existing framework for observation and evaluation is used for the Special Education teacher, teachers working with ELL students, and the MTSS teacher who works with the bottom 25%/non-proficient students. 	Principal, MTSS, and Special Education teachers	Weekly, quarterly, and annually.	Observations, including feedback from principal and teachers.
2. Data from students in each subgroup are evaluated for effectiveness	<ul style="list-style-type: none"> • All data that is reviewed for instructional effectiveness is also evaluated by the subgroups of ELL, disabilities, and our bottom tier to ensure instruction for those students is effective. 	Principal	Informal analysis on an ongoing basis, formal analysis at least every 6 weeks.	Meeting minutes, data analysis with subgroups identified.

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



Area V: Professional Development

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What is the Charter Holder's professional development plan?	Carpe Diem builds the professional development plan based on up-to-the-moment data collected from multiple sources. Data is collected from the SAI survey, observations, student achievement data, curriculum data, and staff input. All of this data is analyzed and needs are identified. A plan is initially developed at the beginning of the year but that plan is modified as appropriate when new data is available. Staff has two to three weeks of professional development prior to the beginning of each year and then one day per month scheduled for professional development. Additional time may be used if needed. As we have several new staff members, the plan for this year was to give basic instruction to staff on our model, our system of behavior management, and our curriculum. Teachers were also given training in standards and instructional practices since most of the new staff members are from outside Arizona. Ongoing training for the remainder of the year is focused mainly on data analysis and how to inform and modify instruction based on that data.
How was the professional development plan developed?	As described above, Carpe Diem builds the professional development plan based on up-to-the-moment data collected from multiple sources. Data is collected from the SAI survey, observations, student achievement data, curriculum data, and staff input. All of this data is analyzed and needs are identified. A plan is initially developed at the beginning of the year but that plan is modified as appropriate when new data is available. Staff has two to three weeks of professional development prior to the beginning of each year and then one day per month scheduled for professional development. Additional time may be used if needed.
How is the professional development plan aligned with instructional staff learning needs?	The plan is aligned by taking into consideration the feedback from the SAI survey, the observation data, input directly from staff, and student data. This data, collectively, informs us of the needs of our staff. From there, we develop a plan to accomplish everything we can, keeping in mind that the plan is flexible and able to adjust as need arises.



Guiding Questions	Reflection Response
How does this professional development plan address areas of high importance?	In our system, an understanding of data and how to use it to inform instruction is most critical after an understanding of our model. The plan was designed with that in mind. Due to several new teachers this year, we did not yet have a firm grasp on what our new staff would need, but this information is the highest importance for the time being.
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	The building leader will frequently make a list of the most important things from a PD session that he expects to see implemented in the classroom. With the regular observations he is then able to evaluate verify that the strategies are implemented and provide feedback or support on an effective implementation.
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Due to the uniqueness of our model, often times the model must be implemented in a way that is different than what is common. In any case, Carpe Diem provides what the teacher requests as necessary, within reason, to allow them to effectively implement a new strategy or practice. The teacher need only fill out a requisition for the materials required.
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	As mentioned above, the monitoring of the strategies happens through observation of the classroom happening no less than weekly.
How does the Charter Holder follow-up to support and develop implementation of the strategies learned in professional development?	During the feedback part of the observation process, the building leader will provide feedback and ideas about how to be successful in implementing strategies. The school will provide training in how to take ideas presented for professional development and apply them to our model.
How does the Charter Holder provide professional development that addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Professional development is provided through any possible means for strategies in working with at-risk students. However, like much of our system, the same general principles apply to all students so often our normal PD is relevant to these same students.



Guiding Questions	Reflection Response
How does the Charter Holder provide professional development that addresses the needs of ELLs?	ELL staff attends training on ELL strategies and processes. Trainers are brought in to provide staff strategies for working with ELL students in all capacities.
How does the Charter Holder provide professional development that addresses the needs of FRL students?	This subgroup makes up about half of our student population and so again falls into the scenario that our PD needs are not really differentiated for this subgroup, with the exception of strategies for at-risk students which is provided through a local training.
How does the Charter Holder provide professional development that addresses the needs of students with disabilities?	Our resource staff is able to request trainings specific to existing populations, as well as areas of need. The process for staff working with students with disabilities is the same as others. Various sources of data are used to identify staff areas of weakness and needs and the data is used to create individual PD plans for the staff.
<p>Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed?</p> <p>What required elements have been identified as processes that require improvement?</p>	Our PD for ELL students could be improved. Because of our small ELL population, our staff and our data sometimes overlook that area. We need to be more deliberate in evaluating our ELL needs and planning accordingly.
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	The system and plan for PD as a whole has been effective. Staff feedback directly and through the SAI index has historically been positive.





Professional Development Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive professional development system:

- identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;
- identifying and providing professional development that addresses the needs of subgroup populations;
- supporting high quality implementation of the strategies learned in professional development; and
- providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.

The action must steps identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive professional development system.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Developing the Professional Development Plan

Guiding questions:

- What will be the Charter Holder’s professional development plan?
- How will the professional development plan be developed?
- How will the professional development plan be aligned with instructional staff learning needs?
- How will the professional development plan address areas of high importance?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



1. Developing the Professional Development Plan

Guiding questions:

- What will be the Charter Holder’s professional development plan?
- How will the professional development plan be developed?
- How will the professional development plan be aligned with instructional staff learning needs?
- How will the professional development plan address areas of high importance?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Follow existing PD plan	<ul style="list-style-type: none"> • Current plan provides training in student management, acclimation to our system (especially as the majority of the staff is in their first year or two with the school), understanding of our standards and curriculum, and understanding, analysis and use of data. • Current plan allows for daily meetings in the morning to continue education on the Active Teaching method used for student management. • Current plan provides three weeks of initial training prior to school in Active Teaching, ACCRS, ACT QC, and NWEA MAP training. • Current plan includes monthly PD days that are designed around needs identified through a needs assessment but modified if necessary based on ongoing data and feedback. 	All Staff	Ongoing for feedback, daily for minor topics, monthly for half- or full-day trainings, and annually for the major training.	Meeting agendas, July PD schedule.



1. Developing the Professional Development Plan

Guiding questions:

- What will be the Charter Holder’s professional development plan?
- How will the professional development plan be developed?
- How will the professional development plan be aligned with instructional staff learning needs?
- How will the professional development plan address areas of high importance?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
2. Review, evaluate, and modify (as necessary) PD Plan	<ul style="list-style-type: none"> • The school collects data from multiple sources to evaluate the effectiveness of our PD plan, to include SAI surveys, observations, academic data, curriculum data, and direct staff input. • Principal and LEA leadership meet on an ongoing basis and annually to analyze the data, consider current staff needs, and modify the plan as appropriate. 	Principal, teachers, LEA Leadership	Ongoing for discussion, annually for SAI surveys, annually near the end of school year for evaluation.	Meeting agendas, summer PD Plan.

2. Supporting High Quality Implementation

Guiding questions:

- How will the Charter Holder support high quality implementation of the strategies learned in professional development sessions?
- How will the Charter Holder provide the resources that are necessary for high quality implementation?



Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Principal provides expectations, observes staff, and provides feedback	<ul style="list-style-type: none"> The principal outlines for staff the specific strategies and practices expected to be implemented from each PD at least two days prior to the event so staff has time to review and clarify. Following the PD, the principal incorporates the expected strategies into the observation process, noting the effectiveness of implementation. Per the observation plan, the principal provides feedback within two days to the observed staff member that includes specific feedback on the implementation of strategies from PD. 	Principal	Notice of expectations at least two days prior to event, evaluations weekly, feedback within two days of observation.	Observations, notice of expectations from PD.
2. Leadership staff meets to discuss resources needed	<ul style="list-style-type: none"> Upon revision to the PD Plan for each year, LEA leadership and principal review the plan and allocate budget for upcoming year based on best estimates. If plan is changed mid-year based on data, leadership will review the resources needed and create a plan to get those materials. 	Principal, LEA leadership	Annually near the end of the school year, and as needed throughout the year.	PD Plan, Meeting Minutes.

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



3. Monitoring Implementation

Guiding questions:

- How will the Charter Holder monitor the implementation of the strategies learned in professional development sessions?
- How will the Charter Holder follow-up to support and develop implementation of the strategies learned in professional development?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Leadership conducts staff observations and provides timely feedback	<ul style="list-style-type: none"> • Following the PD, the principal incorporates the expected strategies into the observation process, noting effectiveness of implementation. • Per the observation plan, the principal provides feedback within two days to the observed staff member that includes specific feedback on the implementation of strategies from PD. • Teachers follow-up with the principal within a week of the observation to review the observation. At this time, the principal provides support and strategies for effective implementation of concepts from PD, and the teacher can request more support if desired. 	Principal, Teachers	Evaluations weekly, feedback within two days of observation, follow-up within a week.	Observations.



4. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the Charter Holder provide professional development that addresses the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder provide professional development that addresses the needs of ELLs?
- How will the Charter Holder provide professional development that addresses the needs of FRL students?
- How will the Charter Holder provide professional development that addresses the needs of students with disabilities?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. Evaluate needs of teachers working with ELL and disabled students	<ul style="list-style-type: none"> • The professional develop plan includes teachers working with specific subgroups and special attention will be given to the specific needs of those teachers. • Unique and specific training opportunities are provided as determined from the needs assessment for teachers in the subgroups. • School leadership reviews data at least every six weeks to evaluate effectiveness and identify potential areas for PD. This will be discussed at meetings with the teachers responsible for each subgroup. 	Principal, Teachers and coordinators of Special Education, MTSS & ELL subgroups	At least every 6 weeks for meetings and data review, training as needed and available.	PD Plan, Meeting minutes, data sets used in analysis.

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



Area VI: Graduation Rate (if applicable)

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
How does the Charter Holder monitor, review and update individual student plans for academic and career success?	Every student has a plan for academic and career success on file. Each plan is reviewed at least annually for all students while Juniors and Seniors are reviewed semi-annually. In addition, each plan is reviewed every time a course is completed.
How does the Charter Holder identify students experiencing academic difficulty?	Student progress through coursework is monitored in real time. Students falling behind the established pace and students who are not demonstrating proficiency in their work are identified through system reports. The reports are reviewed by school leadership daily and weekly to identify students who are at-risk.
What strategies does the Charter Holder utilize to address early academic difficulty?	The school offers increased instructional support through Learning Coaches, interventions, and small group support. Students also have the opportunity to attend extra sessions to receive support outside normal school hours. There are also peer support programs such as the Ambassador program where students are paired with a successful student with similar demographics for additional support.



Guiding Questions	Reflection Response
<p>Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed?</p> <p>What required elements have been identified as processes that require improvement?</p>	<p>Carpe Diem Collegiate High School has consistently met the graduation rate. iSchool2020, our Arizona Online Instruction (AOI) school, has fallen below the expected graduation rate. At iSchool2020, many of our at-risk students did not respond to the services (counseling, coaching, emails, phone calls, parent conferences) we provided. Upon identification of those who were not responding, we referred them to traditional schools in which they could be more successful. Unfortunately, some of the students chose to pursue their GED or not to continue their education despite our continued counseling to the contrary.</p>
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	<p>Contrary to iSchool2020, Carpe Diem Collegiate High School has been very successful in graduating students. Showing students what they have left to do to be successful in high school and prepare for post-secondary life through our use of ECAP documents has been very effective. Our connection to College and Career Readiness has helped inspire may at-risk student to complete high school. Since the implementation of our current system, class completion rate is up substantially. The system has helped Carpe Diem Collegiate High School to have a very solid graduation rate for its history, including 91%, 91%, and 85% percent for the last three years respectively.</p>



Graduation Rate Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:

- creating and monitoring academic and career plans; and
- timely addressing academic and social difficulty.

The action steps must identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Graduation Rate

Guiding questions:

- How will the Charter Holder monitor, review and update individual student plans for academic and career success?
- How will the Charter Holder identify students experiencing academic difficulty?
- What strategies will the Charter Holder utilize to address early academic difficulty?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
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* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.



1. Graduation Rate

Guiding questions:

- How will the Charter Holder monitor, review and update individual student plans for academic and career success?
- How will the Charter Holder identify students experiencing academic difficulty?
- What strategies will the Charter Holder utilize to address early academic difficulty?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1. LEA will maintain the existing ECAP system and early interventions with at-risk students	<ul style="list-style-type: none"> • All students receive an ECAP plan upon enrolling. ECAP plan is reviewed annually for 6th – 10th grade students, semiannually for 11th and 12th grade students. All students’ plans are reviewed and updated upon completion of a course and assignment of a new course. • Students not making adequate progress through courses or not experiencing academic success are identified through review of daily progress data and work with learning coaches to work through challenges and achieve goals for course completion and academic success. • Students not responding to support from learning coaches are identified at weekly meetings of learning coaches and referred to school leadership for counseling with principal or learning administrator and parent, which may include an Academic Success Plan. 	School Leadership, Learning Coaches, Teachers, Parents, Students	ECAP review annually or semi-annually, and upon course completion. Review of progress and academic data daily, with all-coach meetings weekly. Referrals as needed.	ECAP Plans, meeting agendas, Academic Success Plans.



Area VII: Academic Persistence (if applicable)

Reflection Response

Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
How does the Charter Holder identify students who are at risk of dropping out or failing?	
How does the Charter Holder provide timely interventions for students who are at risk of dropping out or failing?	
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as processes that require improvement?	



Guiding Questions	Reflection Response
<p>Based on your reflection what processes have you identified as effective?</p> <p>Describe the data and documentation that demonstrate the effectiveness of that process.</p>	



Plan for Academic Persistence

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school:

- measuring levels of engagement; and
- providing timely interventions for students who demonstrate potential for disengagement.

The action steps must identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board’s Academic Performance Framework and Guidance.

1. Strategies for Continuous Enrollment

Guiding questions:

- How will the Charter Holder identify students who are at risk of dropping out or failing?
- How will the Charter Holder provide timely interventions for students who are at risk of dropping out or failing?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
1.				

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

