



MAY 15, 2017

Charter Renewal Report

Cochise Community Development Corporation



AGENDA ITEM: Charter Renewal Application—Cochise Community Development Corporation

Request

Cochise Community Development Corporation (“Charter Holder”) submitted a charter renewal application package (Appendix A. Renewal Application) on January 3, 2017 to continue operation of Berean Academy serving grades K–12 in Sierra Vista.

Background

History

The Charter Holder was granted a charter in 2003, which is currently approved for grades K–12, and operates one school: Berean Academy.

Governance

The Charter Holder is governed by a corporate board that consists of three individuals. The corporate principals listed on ASBCS Online and the website of the Arizona Corporation Commission are listed in the table below.

Member Name	Position
James Fogarty	President
Elizabeth Fogarty	Secretary
Frank Yanez	Treasurer

The corporate principals also act as the governing body and are responsible for the policy decisions of the school.

Associated Schools

The Charter Holder has no associated schools.

Compliance

As stated in Board policy, prior to a renewal application being considered by the Board, staff conducts a compliance check. The Charter Holder does not have any compliance issues.

The Charter Holder has not been before the Board for any items or actions in the past 12 months.

Performance Summary

The Charter Holder’s performance for each of the Board’s frameworks (Academic, Operational, and Financial) is summarized below. The Charter Holder’s dashboards are included in Appendix B. Renewal Summary Review.

Academic Performance

The academic performance of Berean Academy for the 2012–2014 fiscal years, based on the Board’s academic framework in effect at that time, is represented in the table below.

School Name	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Berean Academy	56.25 / C	65 / B	59.06 / B

The Board’s current academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018 the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, Berean Academy has not been designated for school improvement in FY 2017.

Operational Performance

The Operational Performance Framework includes expectations the Charter Holder and the school it operates are required to meet through state and federal law, the charter contract, and administrative rule. The Charter Holder currently meets the Board’s Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

Financial Performance

The Financial Performance Framework gauges both near-term financial health and longer term financial sustainability of the Charter Holder. Six measures are used in the financial framework: Going Concern, Unrestricted

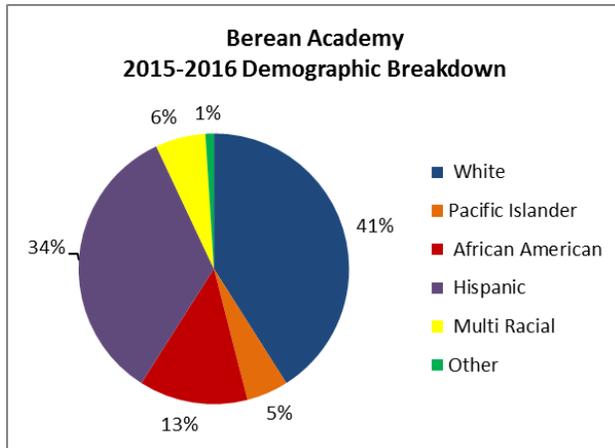


Days Liquidity, Default, Net Income, Cash Flow, and Fixed Charge Coverage Ratio. The Charter Holder meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board.

Charter Holder Profile

The Charter Holder was granted a charter that became effective on June 2, 2003, which is currently approved for grades K–12. The Charter Holder operates one school: Berean Academy.

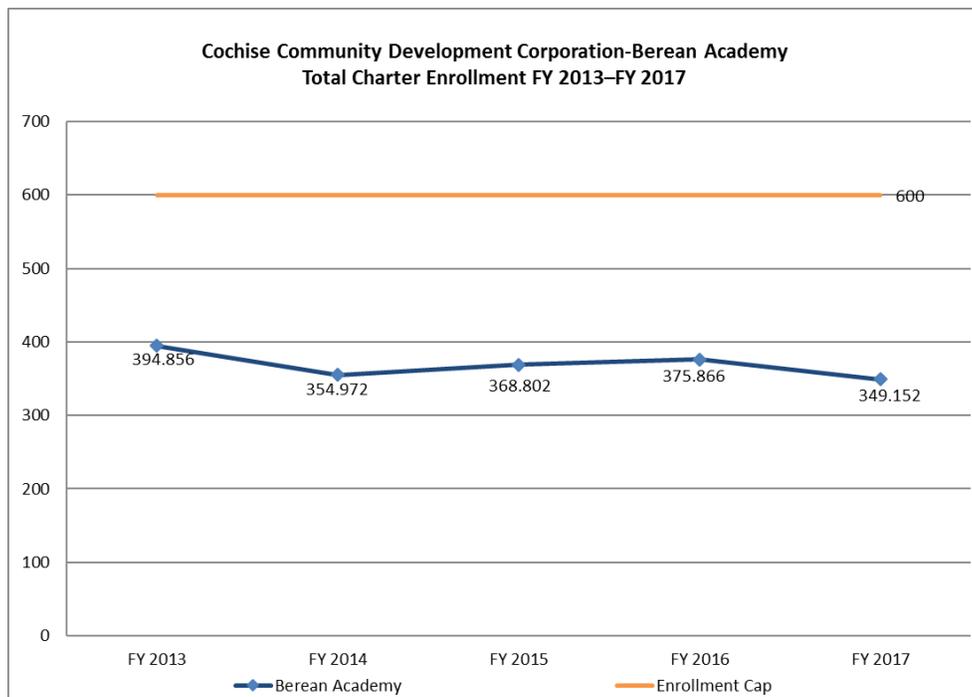
The tables below identify the percentage of students in each demographic group and subgroup identifier.



2015-2016 Subgroup Data	
Category	Berean Academy
Free and Reduced Lunch	62%
English Language Learners	*
Special Education	16%

**If the percentage of students is 0% or 100% or the group includes less than 10 students, the percentage for that group is redacted.*

The enrollment cap for the Charter Holder is 600. The graph below shows Average Daily Membership (“ADM”) for the Charter Holder based on 100th day ADM for FY 2013 – FY 2017.



Academic Systems Review

As part of the renewal process, Board staff conducted an Academic Systems Review (“ASR”) to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guides the staffs’ visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The visit was conducted by Rachel Hannah, Education Program Manager and Dan Cobin, Education Program Manager on March 29, 2017.

At the ASR site visit, three areas were found to be out of compliance. The Charter Holder’s mission statement and the school name were out of alignment with the charter contract. Additionally, the availability of information about some staff members’ experience was not available. The Charter Holder filed amendments to update the mission statement and school name to bring the contract into compliance. Resumes were provided to Board staff after the visit to bring this area into compliance.

Classroom observations completed during the ASR site visit confirmed that the Charter Holder is adhering to the Program of Instruction on file in the contract.

Additionally, at the ASR site visit, the Charter Holder was able to provide documentation and describe processes in place to show that the school implements a curriculum that improves student achievement, a system for monitoring and documenting student proficiency, and a professional development plan that supports effective implementation of the curriculum. The Charter Holder was not able to provide documents or describe a process to fully demonstrate that it has a system in place to monitor the integration of State academic standards in instruction.

Detailed information regarding the Academic Systems Review is provided in Appendix C. Academic Systems Review Report.

Additional School Choices

Berean Academy

Berean Academy received a letter grade of B and an Overall Rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school is located in Sierra Vista near Colombo Avenue and East Charleston Road. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are nine schools serving grades K–12 within a five-mile radius of Berean Academy that received an A–F letter grade. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the Arizona Department of Education. The table identifies if those schools scored above average on the AzMERIT, had comparable scores to those of Berean Academy, and the number that are charter schools.

2014 Letter Grade	Berean Academy			2016 AzMERIT ELA 27%	2016 AzMERIT Math 24%	Charter Schools
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	
A	3	3	2	3	2	1
B	6	6	6	6	6	0



Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:

I move to approve the charter renewal application package and grant a renewal contract to Cochise Community Development Corporation.

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 performance, 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 Cochise Community Development Corporation. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)

APPENDIX A
RENEWAL APPLICATION

Renewal Application—Cochise Community Development Corporation

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership

 [Download File](#) — Our Board is correctly reflected on the Corp Commission Website

Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

James Fogarty 01/03/2017

APPENDIX B
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

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Report Date:	05/03/2017	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	Cochise Community Development Corporation		
Charter CTDS:	02-87-01-000	Charter Entity ID:	81027
Charter Status:	Open	Contract Effective Date:	06/02/2003
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Bereran Academy: 180
Charter Grade Configuration:	K-12	Contract Expiration Date:	06/01/2018
FY Charter Opened:	2004	Charter Signed:	06/02/2003
Charter Granted:	02/10/2003	Charter Enrollment Cap	600
Corp. Type	Non Profit		

Charter Contact Information

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Mailing Address:	4699 East Highway 90 Sierra Vista, AZ 85635	Website:	—
Phone:	520-459-4113	Fax:	520-459-4121
Mission Statement:	Berean Schools (dba Berean Academy) is committed to providing the highest quality education to enable children to achieve their full academic potential. The will be accomplished by individualized instruction in core curriculum, with the arts and technology integrated into a multi-intelligences model of learning, low student-teacher ratio, an excellent teaching and support staff who are committed to the physical, mental and emotional well-being of each student and a commitment to the continuing education of all staff personnel. Our goal is to provide a safe, structured environment that encourages the development of strong family values, in which a child becomes a well rounded scholastic student and a lifelong responsible citizen.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. James Fogarty	jfogarty@berean-academy.com	11/01/2017

Academic Performance - Bereran Academy

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School Name:	Bereran Academy	School CTDS:	02-87-01-001
School Entity ID:	81028	Charter Entity ID:	81027
School Status:	Open	School Open Date:	08/25/2003
Physical Address:	1169 N. Colombo Drive Sierra Vista, AZ 85365	Website:	—
Phone:	520-459-4113	Fax:	520-459-4121
Grade Levels Served:	K-12	FY 2014 100th Day ADM:	354.973

Academic Performance Per Fiscal Year

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Bereran Academy

2012

2013

2014

		Traditional K-12 School (K-12)			Traditional K-12 School (K to 12)			Traditional K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	24	25	10	42	50	10	50	75	10
	Reading	42	50	10	51	75	10	49.5	50	10
1b. SGP Bottom 25%	Math	56	75	10	50	75	10	55.5	75	10
	Reading	43	50	10	62	75	10	49	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	43 / 60.4	50	7.5	47.8 / 61	50	7.5	53.1 / 60.6	50	7.5
	Reading	68 / 77.2	50	7.5	78.1 / 78.2	50	7.5	79.5 / 79.1	75	7.5
2b. Composite School Comparison	Math	-17.3	25	5	-15.6	25	5	-6.9	50	5
	Reading	-9.6	50	5	-2.8	50	5	-0.3	50	5
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	40 / 51.6	50	3.75	38.9 / 51.7	25	3.75	50.5 / 51	50	3.75
	Reading	68 / 69.9	50	3.75	75.3 / 70.6	75	3.75	76 / 72.4	75	3.75
2c. Subgroup SPED	Math	18 / 19.3	50	3.75	9.5 / 21.2	50	3.75	15.4 / 20.6	50	3.75
	Reading	25 / 35.2	50	3.75	30 / 38.9	50	3.75	33.3 / 36.9	50	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5	B	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		87	100	15	87	100	15	77	50	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		56.25			65			59.06		

Academic Performance - The Berean Schools

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School Name:	The Berean Schools	School CTDS:	02-87-01-002
School Entity ID:	87680	Charter Entity ID:	81027
School Status:	Closed	School Open Date:	08/01/2005
Physical Address:	400 Arizona Street Bisbee, AZ 85603	Website:	—
Phone:	520-459-4113	Fax:	520-459-4121
Grade Levels Served:	K-6	FY ??? 100th Day ADM:	—

Academic Performance Per Fiscal Year

[Hide Section](#)

There are no Academic Performance Frameworks for this school.

Financial Performance

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Charter Corporate Name: Cochise Community Development Corporation
 Charter CTDS: 02-87-01-000 Charter Entity ID: 81027
 Charter Status: Open Contract Effective Date: 06/02/2003

Financial Performance

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Cochise Community Development Corporation

Fiscal Year 2015

Fiscal Year 2016

Near-Term Measures

	Fiscal Year 2015		Fiscal Year 2016	
	No	Meets	No	Meets
Going Concern				
Unrestricted Days Liquidity <small><30, but ≥15: Does Not Meet <15: Falls Far Below</small>	18.45	Does Not Meet	38.57	Meets
Default	No	Meets	No	Meets

Sustainability Measures*

	Fiscal Year 2015		Fiscal Year 2016			
	No	Meets	No	Meets		
Net Income <small>≤0: Does Not Meet</small>	(\$122,295)	Does Not Meet	\$75,310	Meets		
Fixed Charge Coverage Ratio <small><1.10: Does Not Meet</small>	0.91	Does Not Meet	1.09	Does Not Meet		
Cash Flow (3-Year Cumulative) <small>Negative: Does Not Meet**</small>	\$515,144	Meets	\$142,667	Meets		
Cash Flow Detail by FY	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	\$98,248	(\$142,217)	\$559,113	\$186,636	\$98,248	(\$142,217)

Meets Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
 ** Target effective beginning with FY16 audits.

Operational Performance

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Charter Corporate Name: Cochise Community Development Corporation
 Charter CTDS: 02-87-01-000 Charter Entity ID: 81027
 Charter Status: Open Contract Effective Date: 06/02/2003

Operational Performance

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

Measure	2015	2016	2017
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	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--

Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Does Not Meet	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	Minutes (Contract Amendment)	No issue identified	Minutes (Contract Amendment)
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Does Not Meet	--
Timely Submissions	No issue identified	Financial Performance Response	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--

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

Last Updated: 2017-01-25 10:18:47

APPENDIX C

ACADEMIC SYSTEMS REVIEW REPORT

Academic Systems Review Report

CHARTER INFORMATION

Charter Holder Name	Cochise Community Development Corporation	School	The Berean Schools
Charter Holder Entity ID	81027	Site Visit Date	March 29, 2017
Academic Systems Review due to: Charter Renewal			

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	N/A
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	School was missing information about the background and experience of 14 instructional staff members.	The Charter Holder submitted resumes by email including the required information for each staff member that was missing a resume.
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	N/A
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	N/A

Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	Mission Statement in school materials (Parent/Scholar Handbook) does not align with the mission on file with the Board.	On April 5, 2017, the Charter Holder filed a Charter Holder Mission Amendment request that is both administratively and substantively complete and is included on the Consent Agenda of the May 15, 2017 Board Meeting.
Other	School name on file with ASBCS does not align with the school name found in the school's materials.	The Charter Holder filed a School Name Change Notification request that was approved on April 21, 2017.

Program of Instruction

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder's contract, as amended, to identify the program of instruction the Charter Holder is contracted to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder's program of instruction specifies the use of group activities, student mentoring, learning centers, team teaching, and computer assisted learning.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed kindergarten students working in groups at rotating centers. Second grade students were working independently in Spanish class following instructions from the teacher. Middle School math students were asking and responding to questions while being provided direct instruction on Slope-Intercept. High School English students were working on close reading a text, and the listed plan and materials for the day indicated that the next activity would be to break into groups to work on discussion questions.

Academic Systems

Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?

- i. The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels
- ii. The school's curriculum provides explicit content and skills to be taught for each grade level and/or content area

iii. The school's curriculum provides an explicit, organized sequence of content and skills within an academic year	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. Curriculum Calendars provide dates that chapters are started and ended. The calendars include the standards for each chapter as well as when the pre- and post-tests are given. Beyond Textbooks curriculum calendars list specific standards as well as skills for each grade level. In addition, the specific pacing (number of days) for each set of skills/standards is listed.	Algebra and Geometry Curriculum Calendars ELA High School Curriculum Calendars Middle School Curriculum Calendars Beyond Textbooks Curriculum Calendars
ii. Beyond Textbooks curriculum calendars list specific standards as well as skills for each grade level. In addition, the specific pacing (number of days) for each set of skills/standards is listed.	Beyond Textbooks Curriculum Calendars
iii. Beyond Textbooks curriculum calendars lay out the standards and skills for the entire school year.	Beyond Textbooks Curriculum Calendars
Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?	
i. The school has described a future process that is still being developed to identify specific timeframes for monitoring, evaluating, and reviewing curriculum	
ii. The school has described a future process that is still being developed to identify key personnel responsible for monitoring, evaluating, and reviewing curriculum	
iii. The school has a described a future process that is still being developed that will generate a plan of action based on findings	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. Mastery Connect Reports allow the school to determine which standards have been mastered, and which have not. The school described a process in which this is combined with Galileo and is used to determine whether the curriculum is working for students. Anecdotal note: The new administration is working toward creating an implementable process for monitoring, evaluating and reviewing curriculum. Reviews will be based on scores from assessments to determine where deficiencies lie, and whether the school wants to keep Beyond Textbooks. This review will be to determine whether the curriculum is currently viable for the school.	Mastery Connect Reports
ii. Anecdotal: The new administration is working toward creating an implementable process for monitoring, evaluating and reviewing curriculum. Reviews will be based on scores from assessments to determine where deficiencies lie, and whether the school wants to keep Beyond Textbooks. This review will be to determine whether the curriculum is currently viable for the school.	No documentation provided

<p>iii. Anecdotal: The new administration is working toward creating an implementable process for monitoring, evaluating and reviewing curriculum. Reviews will be based on scores from assessments to determine where deficiencies lie, and whether the school wants to keep Beyond Textbooks. This review will be to determine whether the curriculum is viable for the school currently.</p>	<p>No documentation provided</p>
<p>How is integration of the state academic standards into the teachers' instructional practices assessed?</p>	
<p>i. Administration described a process in which classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction</p> <p>ii. The school consistently uses a tool to assess the integration of standards into instruction</p> <p>iii. The school consistently uses a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.)</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Anecdotal: The administrator is looking to move to a new tool, possibly the Danielson framework. Currently, when administrators are in classrooms, they check for the objective on the board, and its relation to standards. Additionally, lesson plans are checked to see if the standards are included.</p>	<p>No documentation provided</p>
<p>ii. The Performance Pay Evaluation includes a component that evaluates whether teachers use state standards and adopted materials.</p>	<p>Berean Academy Proposition 301 Performance Pay Evaluation</p>
<p>iii. The Performance Pay Evaluation includes a component that evaluates whether teachers use state standards and adopted materials.</p>	<p>Berean Academy Proposition 301 Performance Pay Evaluation</p>
<p>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</p> <p>ii. The school is able to provide evidence of observations with feedback provided to teachers after each observation</p> <p>iii. The school is able to provide evidence that the evaluations of teacher performance include a final, summative component</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Teacher Evaluation Procedure document indicates that teachers are formally observed twice a year, once in the fall and once in the spring.</p>	<p>Teacher Evaluation Procedure Document</p>

<p>ii. Observations demonstrate that teachers are scored in equitable learning, high expectations, supportive learning, active learning, progress monitoring, well-managed learning, and digital learning. The ratings provided are feedback to teachers for each of the individual criteria.</p>	<p>Completed Observations</p>
<p>iii. The Teacher Evaluation Procedure document indicates that the summative component is a rating out of 150 points. This rating is based on observations/evaluations, non-negotiables, and Galileo scores. Teacher Aide Evaluations are conducted at specified monthly periods, as well as annually, as indicated by checkboxes on the documents.</p>	<p>Teacher Evaluation Procedure Document Teacher Aide/Paraprofessional Evaluation</p>
<p>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</p>	
<p>i. The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels</p> <p>ii. The school is able to describe a process that uses assessment data to create a plan for instruction</p> <p>iii. The school has a process that clearly identifies who is responsible for evaluating student data</p> <p>iv. The school assessment plan identifies the types of data collected, and administration described periods of review for identified data</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Assessment calendar identifies dates for benchmark assessments, AIMS web (K-2), AIMS, AzMERIT, and AZELLA testing throughout the school year.</p> <p>AIMS web results indicate that second grade students are assessed in reading using the AIMS web MAZE-Comprehension and Curriculum Based Measurement assessment.</p> <p>Galileo results demonstrate that students are assessed on Galileo in ELA and Math.</p>	<p>Assessment Calendar AIMSweb Results Galileo Results</p>
<p>ii. Mastery Connect reports demonstrate that teachers input test data for Language Arts and Math to indicate the percentage of students at mastery, near mastery, or needing remediation for individual standards.</p> <p>Anecdotal: Mastery Connect data is taken to PLCs. PLCs discuss the data and determine how to best mitigate the areas that need to be worked on.</p>	<p>Mastery Connect Reports</p>
<p>iii. Mastery Connect Reports demonstrate that data is inputted into the system.</p> <p>The non-negotiables document demonstrates that teachers are required to input the mastery connect data and review it for performance and next steps.</p>	<p>Mastery Connect Reports Non-negotiables Document</p>

<p>iv. Data is collected through the Galileo System and AIMSweb (K-2). Teachers input assessments into Mastery Connect to determine the percentage at mastery.</p> <p>Anecdotal: Teachers look at Beyond Textbooks and classroom data every week in PLCs. Galileo data is reviewed after benchmarks.</p>	<p>AIMSweb Results Galileo Results Mastery Connect Reports</p>
<p>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</p>	
<p>i. The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</p> <p>ii. The school is able to provide evidence of the types of professional development that occur</p> <p>iii. The school is able to provide evidence of how the implementation of professional development is monitored</p> <p>iv. The administration described process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The non-negotiables document lists expectations for the use of school processes and procedures. Specifically, teachers must upload grades to Mastery Connect, utilize formative assessments, and use Love and Logic.</p> <p>PD sign-in sheets demonstrate that scheduled trainings, as indicated on the Professional Development Plan have taken place.</p> <p>The October agenda indicates that data was an agenda item. Anecdotal: The discussion was of the cycle of data and how data is used and how it informs instruction.</p>	<p>Berean Academy Non-Negotiables March 1, 2017 Staff Meeting Agenda Professional Development Sign-in Sheets October 9, 2016 Agenda</p>
<p>ii. The professional development plan lists the PD for the year. This PD includes Reading, Centers, Galileo, Beyond Textbooks, Autism Training, Love & Logic, and Lesson Planning/Curriculum. PD topics are broken out by month.</p> <p>The Staff Meeting agenda indicates that teacher reviewed non-negotiables as part of Professional Development.</p> <p>Love and Logic training sign-in demonstrates that staff attended the training in January of 2016. The materials for this training were provided as additional evidence.</p>	<p>Professional Development Plan Staff Meeting Agenda Love and Logic Training Sign-in and Materials</p>
<p>iii. Performance Pay Evaluation rates teachers in 11 areas. These areas include whether lesson plans are turned in and whether Love and Logic is utilized. These are both areas which are included on the Professional Development Plan, and demonstrate monitoring of these areas.</p>	<p>Berean Academy Proposition 301 Performance Pay Evaluation</p>

<p>iv. Anecdotal: Since Love and Logic has been re-trained, implemented with fidelity, and monitored by administration, student scores have increased in the second semester, based on Mastery Connect Reports. Additionally, administration states that informal conversations with teachers indicate that improved behavior in classrooms is leading to positive outcomes.</p>	<p>No documentation provided</p>
<p>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</p>	
<p>i. The school provides professional development activities that support implementation of the school’s program of instruction</p> <p>ii. The professional development provided is aligned to the curriculum</p> <p>iii. The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The professional development plan lists the PD for the year. This PD includes Reading, Centers, Galileo, Beyond Textbooks, Autism Training, Love & Logic, and Lesson Planning/Curriculum. Love and Logic training sign-in demonstrates that staff attended the training in January of 2016. The materials for this training were provided as additional evidence.</p>	<p>Professional Development Plan Love and Logic Training Sign-in and Materials</p>
<p>ii. The professional development plan lists the PD for the year. This PD includes Reading, Centers, Galileo, Beyond Textbooks, Autism Training, Love & Logic, and Lesson Planning/Curriculum. Love and Logic training sign-in demonstrates that staff attended the training in January of 2016. The materials for this training were provided as additional evidence.</p>	<p>Professional Development Plan Love and Logic Training Sign-in and Materials</p>
<p>iii. Love and Logic Materials demonstrate training provided by an outside vendor. Classroom Management training includes things to watch for and strategies for teachers to use. The sign-in demonstrates that staff attended the training.</p>	<p>Love and Logic Training Materials Classroom Management and Behavior Sign-in and Materials</p>
<p>What types of professional development follow-up occur?</p>	
<p>i. The school is able to provide evidence of follow-up activities conducted by leadership and/or staff</p> <p>ii. The school described one instance where it provided an opportunity for feedback to be given regarding professional development</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>

<p>i. The administrator sends emails as “homework” for follow-up. These emails have included providing scenarios and coming prepared to a training, watching videos about providing choices (which was trained prior), and follow-up reading materials.</p>	<p>Love & Logic “Homework” Emails</p>
<p>ii. Anecdotal: The school surveyed staff in November to see what they were interested in. Administration already has a plan in place for what will need to be trained and implemented moving forward in order to achieve necessary objectives. These plans include additional training in centers for lower grades and continued needs in Love & Logic.</p>	<p>No documentation provided</p>