Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Compass High School, Inc.
School: Compass High School, Inc. (Data shown as Alternative and Traditional School)
Date Submitted: November 14th 2014
Purpose of Demonstration of Sufficient Progress *(check one):*

☐ Annual Monitoring
☐ Interval Review
☐ Renewal
x Failing School
☐ Expansion Request

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

x FY2013
x 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.

d.

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 - Compass High School (As Alternative School)

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.

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	☐	x	☐	x	x
Student Median Growth Percentile (SGP) – Reading	x	☐	x	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☐	☐	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☐	☐	☐	☐
Improvement – Math (Alternative High Schools Only)	☐	x	☐	x	x
Improvement – Reading (Alternative High Schools Only)	☐	x	x	☐	x
Percent Passing – Math	☐	x	☐	x	x
Percent Passing – Reading	x	☐	x	☐	☐
Subgroup, ELL – Math	☐	x	☐	☐	☐
Subgroup, ELL – Reading	☐	☐	☐	☐	☐
Subgroup, FRL – Math	☐	☐	☐	☐	☐
Subgroup, FRL – Reading	☐	☐	☐	☐	☐
Subgroup, students with disabilities – Math	x	☐	☐	x	x
Subgroup, students with disabilities – Reading	x	☐	x	☐	☐
High School Graduation Rate	x	☐	x	☐	☐
Academic Persistence (Alternative Schools Only)	x	☐	x	☐	☐

[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.

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

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 comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent 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:

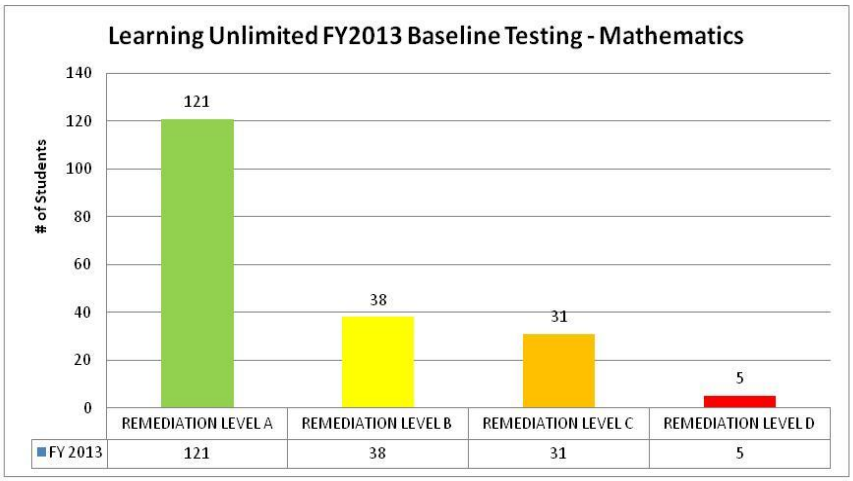
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

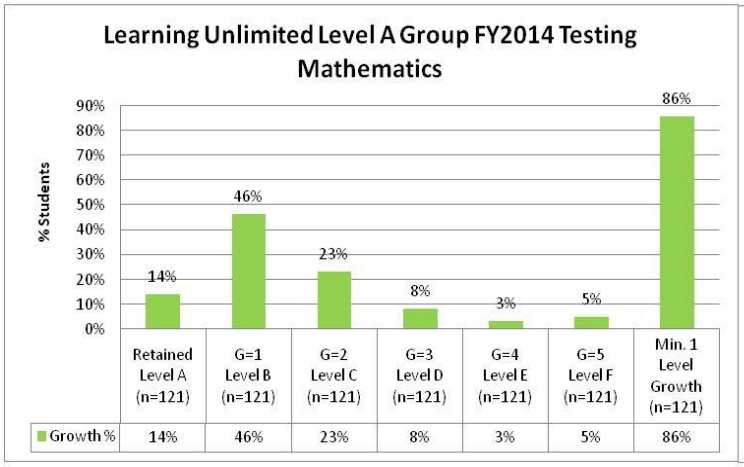
Calculated as an Alternative School for this DSP Report

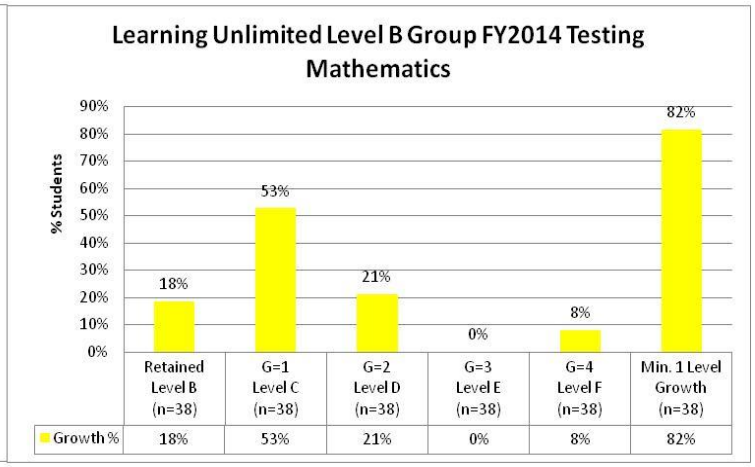
		2012 Alternative High School (9-12)			2013 Alternative High School (9-12)			2014 Alternative*** High School (9-12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32.5	75	2.5	14	25	2.5	12.5	25	2.5
	Reading	44	75	2.5	55	75	2.5	46	75	2.5
1b. Improvement	Math	31.5	75	12.5	17.9	25	12.5	24.5	50	12.5
	Reading	39.5	50	12.5	37.3	50	12.5	56.7	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a Precent Passing	Math	19 / 19.5	50	10	16.6 / 19.2	50	10	11.9 / 20.5	25	10
	Reading	45 / 48.7	50	10	54.3 / 53.2	75	10	64.7 / 55.3	75	10
2c. Subgroup ELL	Math	NR	0	0	8.3 / 20.5	50	5	NR	0	0
2c. Subgroup SPED	Math	0/ 4.8	50	5	7.1 / 5.9	75	2.5	5.6 / 5.7	50	5
	Reading	22 / 20.3	75	5	33.3 / 24.5	75	2.5	50 / 29.1	75	5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	D-ALT	25	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		91	100	20	93	100	20	94	100	20
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or + to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		68.12		100	63.12		100	68.13		100

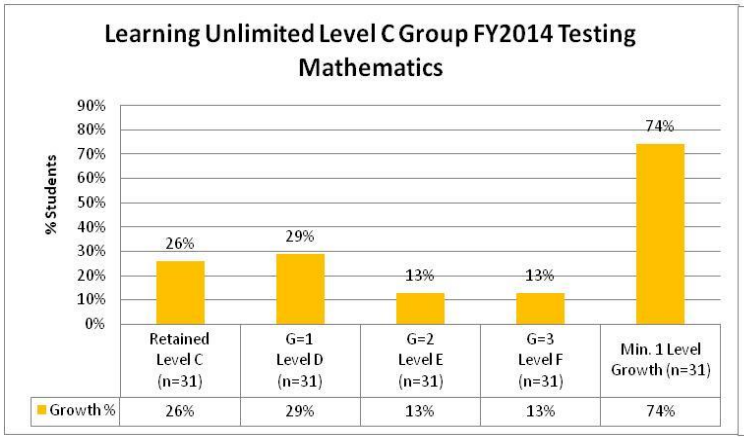
<u>Insert data here:</u>

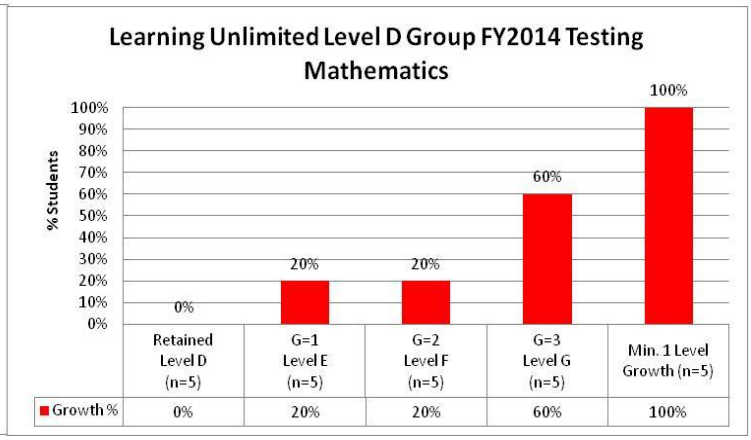
Insert Student Median Growth Percentile (SGP) – Math data here:











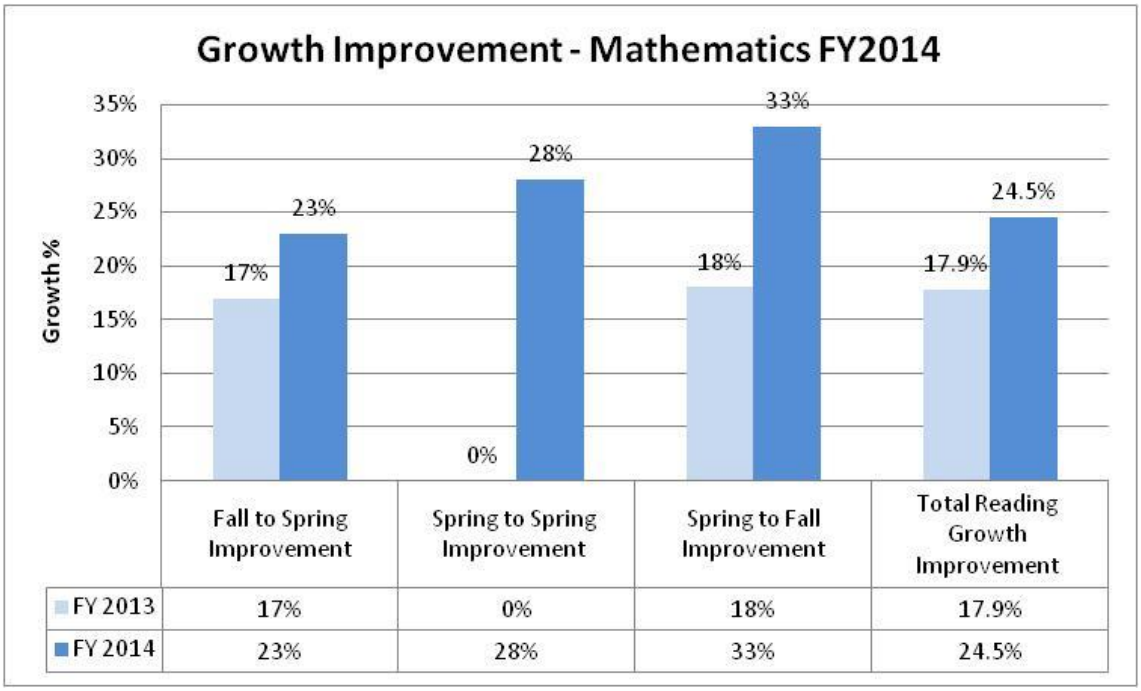
Insert Improvement – Math data here:
(Alternative High Schools Only)

Growth Improvement - Mathematics
FY2013

	Students Earned (Reading)	Students Eligible (Reading)	Percent Improvement %
Spring to Fall Improvement	11	60	18%
Fall to Spring Improvement	9	52	17%
Spring to Spring Improvement	0	0	0%
Total Mathematics Growth Improvement	20	112	17.9%

Growth Improvement - Mathematics
FY2014

	Students Earned (Reading)	Students Eligible (Reading)	Percent Improvement %
Spring to Fall Improvement	5	18	28%
Fall to Spring Improvement	18	77	23%
Spring to Spring Improvement	1	3	33%
Total Mathematics Growth Improvement	24	98	24.5%



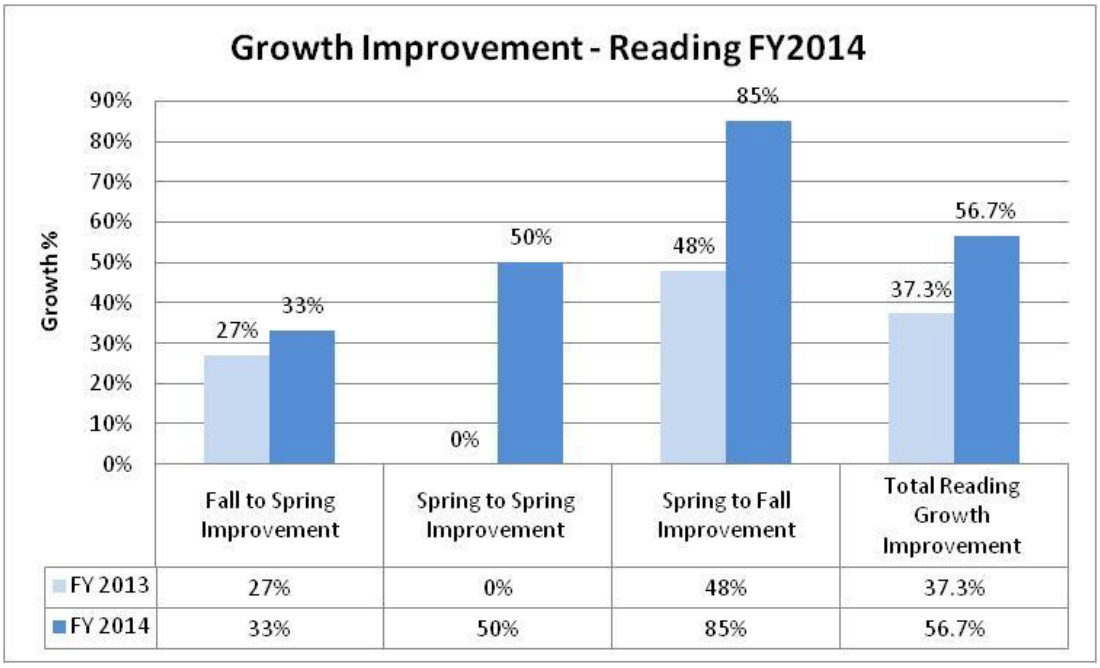
Insert Improvement – Reading data here:
(Alternative High Schools Only)

Growth Improvement - Reading FY2013

	Students Earned (Reading)	Students Eligible (Reading)	Percent Improvement %
Spring to Fall Improvement	12	25	48%
Fall to Spring Improvement	7	26	27%
Spring to Spring Improvement	0	0	0%
Total Reading Growth Improvement	19	51	37.3%

Growth Improvement - Reading FY2014

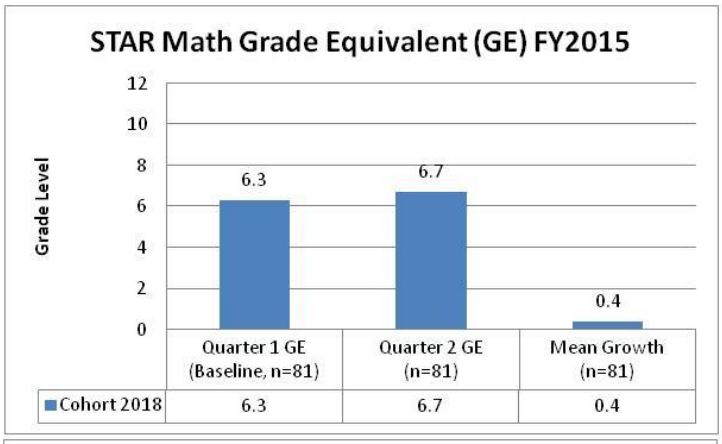
	Students Earned (Reading)	Students Eligible (Reading)	Percent Improvement %
Spring to Fall Improvement	11	13	85%
Fall to Spring Improvement	5	15	33%
Spring to Spring Improvement	1	2	50%
Total Reading Growth Improvement	17	30	56.7%

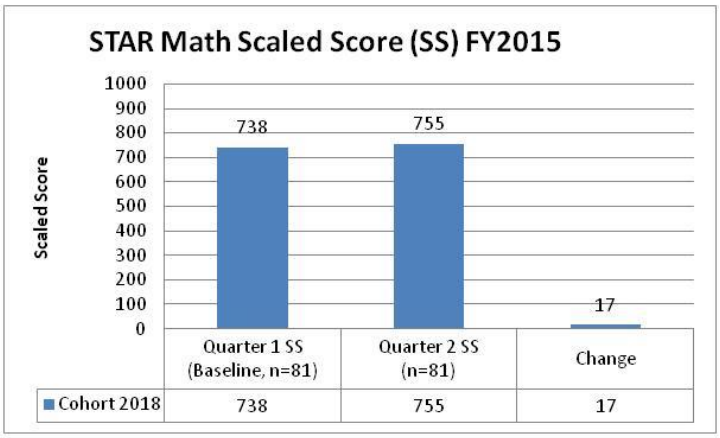


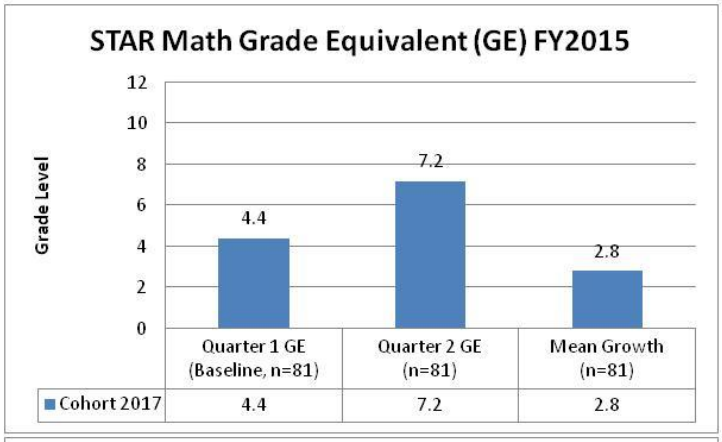
Insert Percent Passing – Math data here:

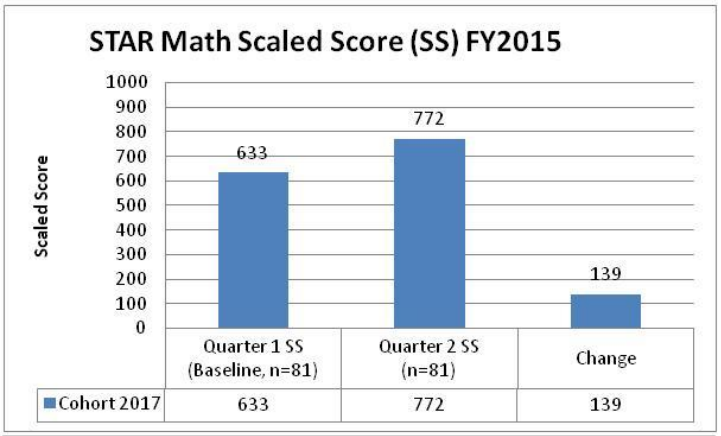
AIMS Cohort Comparative Analysis			
Cohort 2014: Math 2012-2013 AIMS Testing Total Tested: 94			
		#	%
Exceeds	0	6	6.38%
Meets	6		
Approaches	10	88	93.62%
Falls Far Below	78		
Cohort 2014: Math 2012-2013 AIMS Testing Total Tested: 88			
		#	%
Exceeds	0	6	6.82%
Meets	6		
Approaches	16	82	93.18%
Falls Far Below	66		

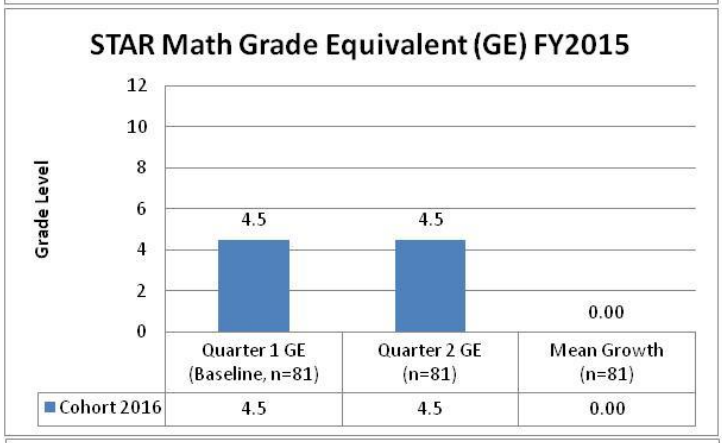
Insert Subgroup, students with disabilities – Math data here:

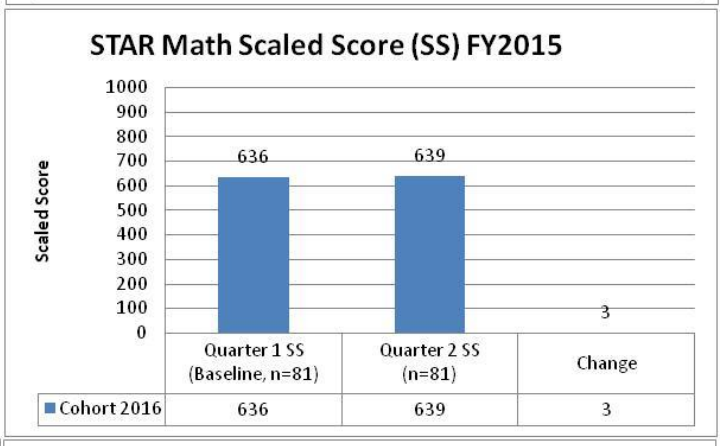


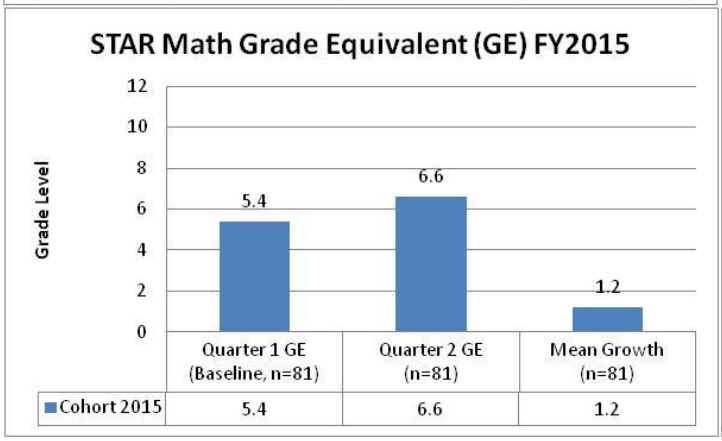


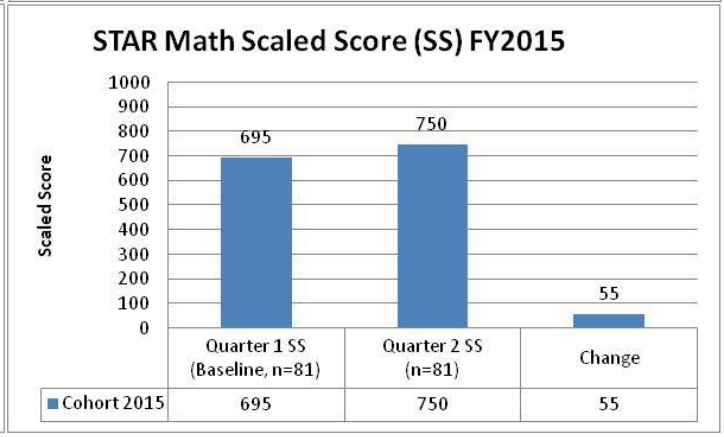












Area I: Data - Compass High School (As Traditional School)

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	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	☐	x	☐	x	x
Student Median Growth Percentile (SGP) – Reading	x	☐	☐	x	x
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☐	☐	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☐	☐	☐	☐
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	x	☐	x	x
Percent Passing – Reading	x	☐	☐	x	x
Subgroup, ELL – Math	☐	x	☐	☐	☐
Subgroup, ELL – Reading	☐	☐	☐	☐	☐
Subgroup, FRL – Math	☐	☐	☐	☐	☐
Subgroup, FRL – Reading	☐	☐	☐	☐	☐
Subgroup, students with disabilities – Math	x	☐	☐	x	x
Subgroup, students with disabilities – Reading	x	☐	x	☐	☐
High School Graduation Rate	x	☐	☐	x	x
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

[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.

Data for All Applicable Measures and Subgroups

2. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

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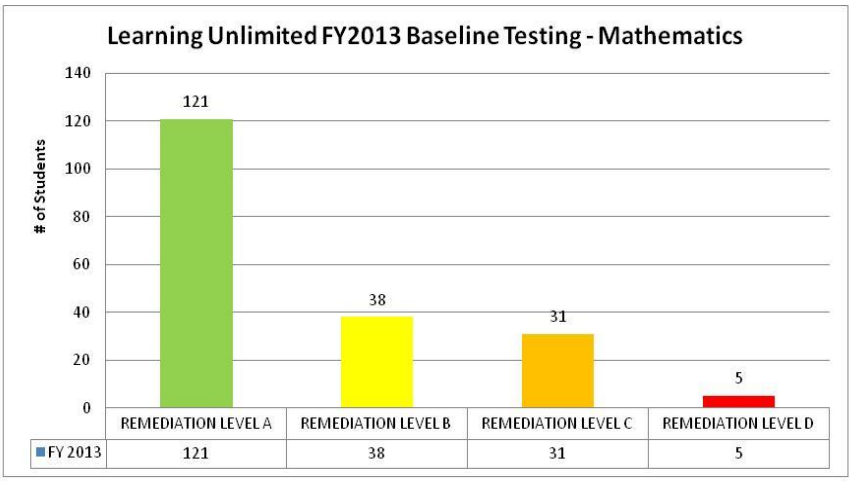
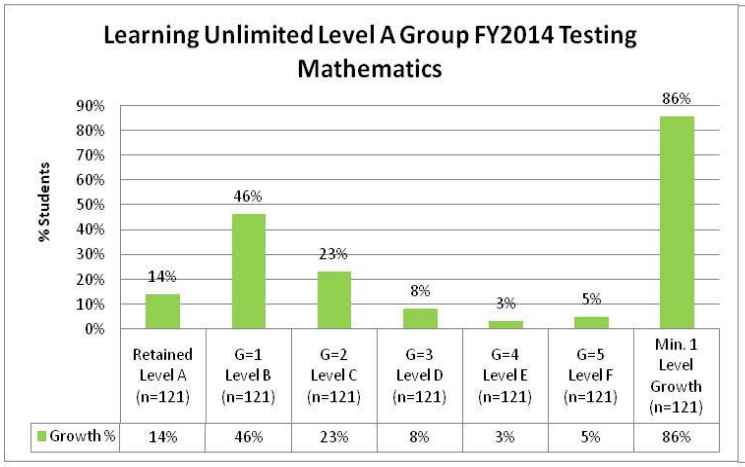
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

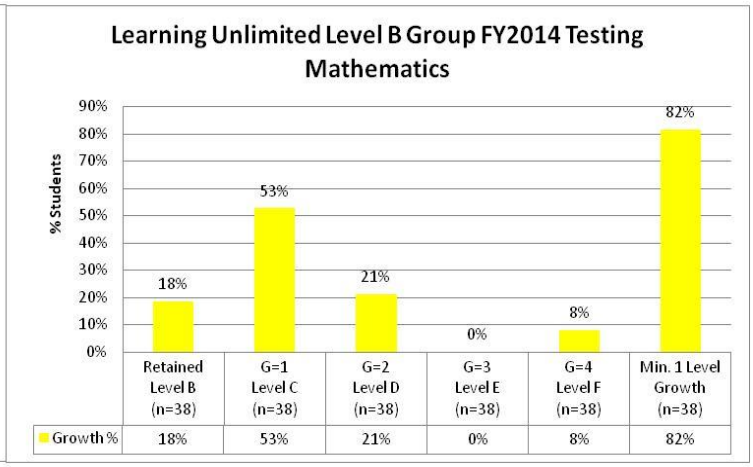
		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)			2014 Traditional High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32.5	75	2.5	14	25	2.5	12.5	25	15
	Reading	44	75	2.5	55	75	2.5	46	50	15
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	31.5	75	12.5	17.9	25	12.5	NR	0	0
	Reading	39.5	50	12.5	37.3	50	12.5	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	19 / 19.5	50	10	16.6 / 19.2	50	10	11.9 / 43.2	25	10
	Reading	45 / 48.7	50	10	54.3 / 53.2	75	10	64.7 / 70.2	50	10
2b. Composite School Comparison	Math	NR	0	0	NR	0	0	-33.5	25	7.5
	Reading	NR	0	0	NR	0	0	-10	50	7.5
2c. Subgroup ELL	Math	NR	0	0	8.3 / 20.5	50	5	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	0 / 4.8	50	5	7.1 / 5.9	75	2.5	5.6 / 10	50	7.5
	Reading	22 / 20.3	75	5	33.3 / 24.5	75	2.5	50 / 35.2	75	7.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	D-ALT	25	5	F	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	19	25	15
4b. Academic Persistence		91	100	20	93	100	20	NR	0	0
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		68.12		100	63.12		100	38.75		100

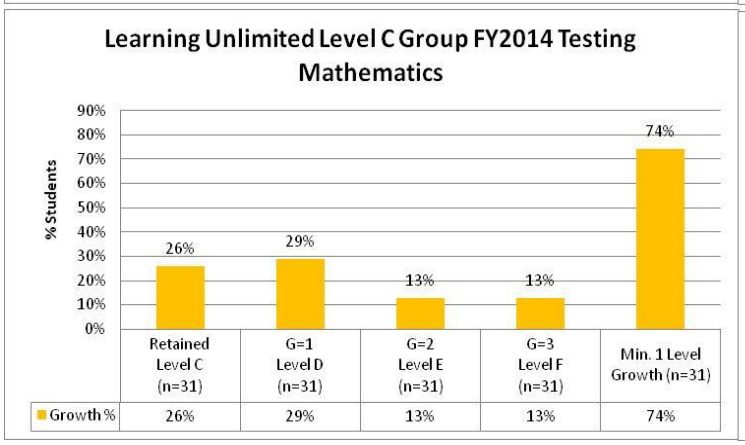
<u>Insert data here:</u>

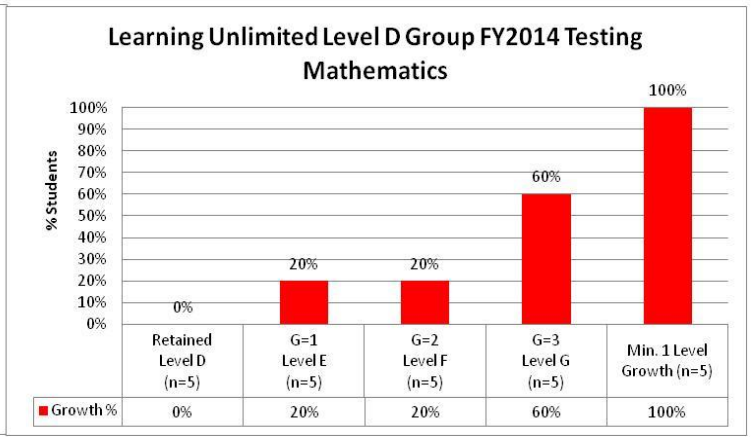
Insert Student Median Growth Percentile (SGP) – Math data here:



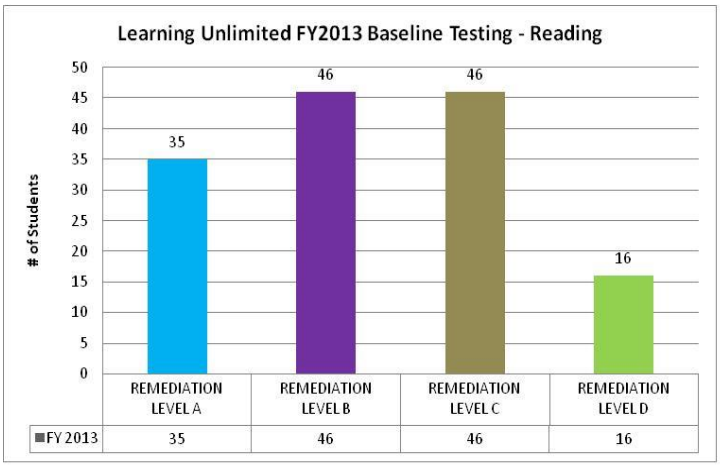


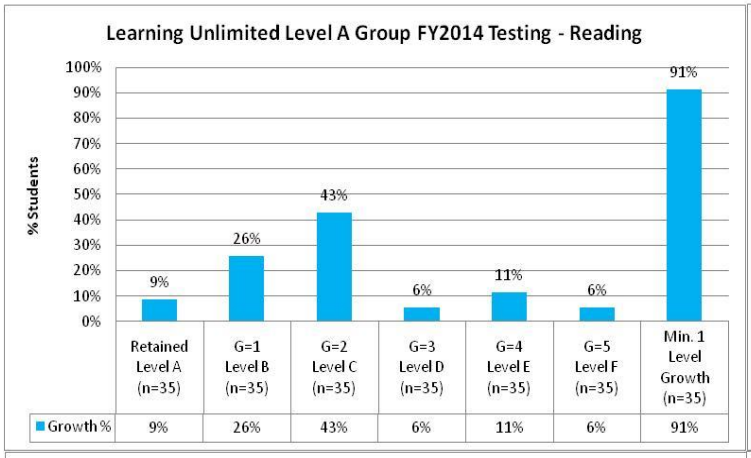


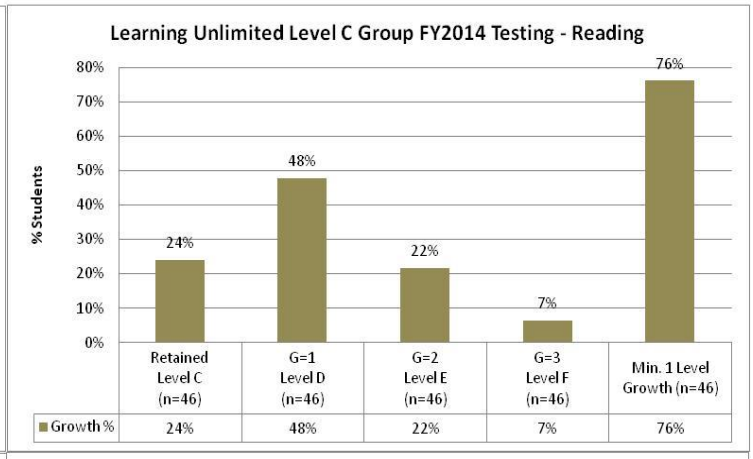


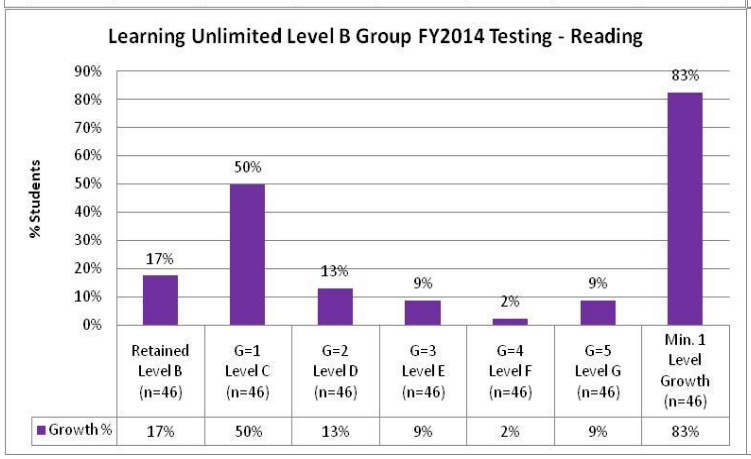


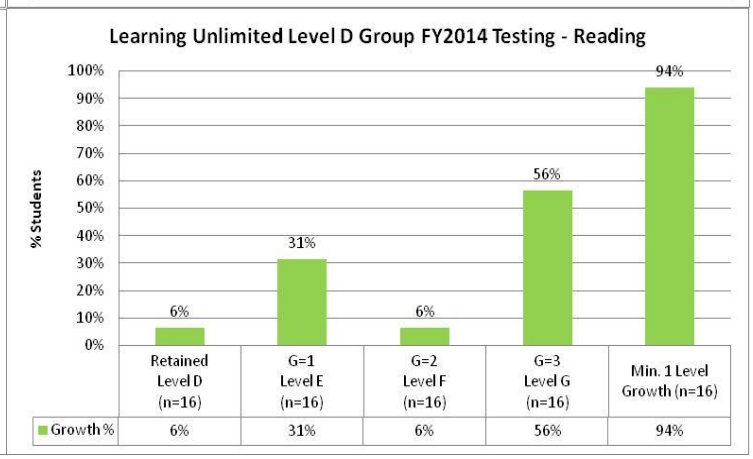
Insert Student Median Growth Percentile (SGP) – Reading data here:











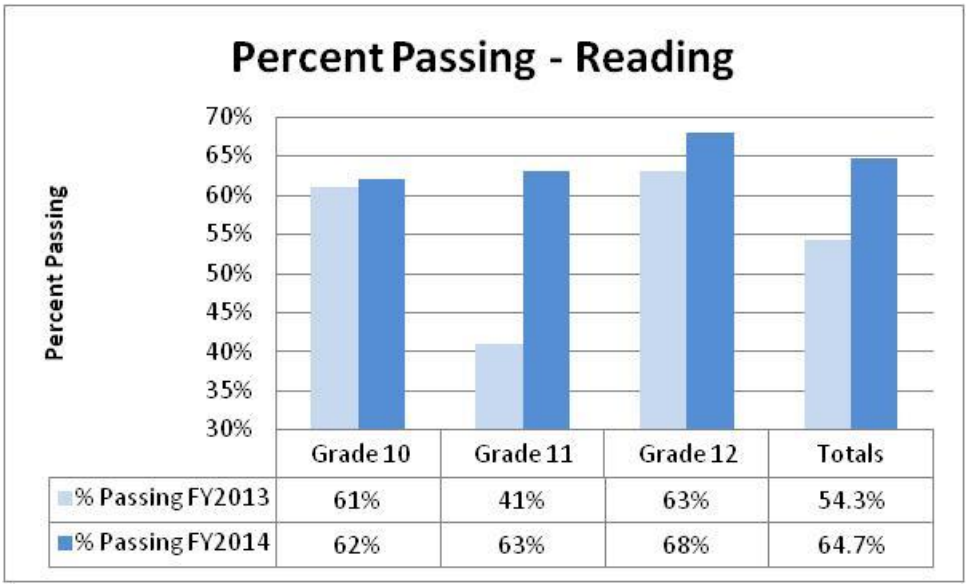
Insert Percent Passing – Math data here:

AIMS Cohort Comparative Analysis			
Cohort 2014: Math 2012-2013 AIMS Testing Total Tested: 94			
		#	%
Exceeds	0	6	6.38%
Meets	6		
Approaches	10	88	93.62%
Falls Far Below	78		
Cohort 2014: Math 2012-2013 AIMS Testing Total Tested: 88			
		#	%
Exceeds	0	6	6.82%
Meets	6		
Approaches	16	82	93.18%
Falls Far Below	66		

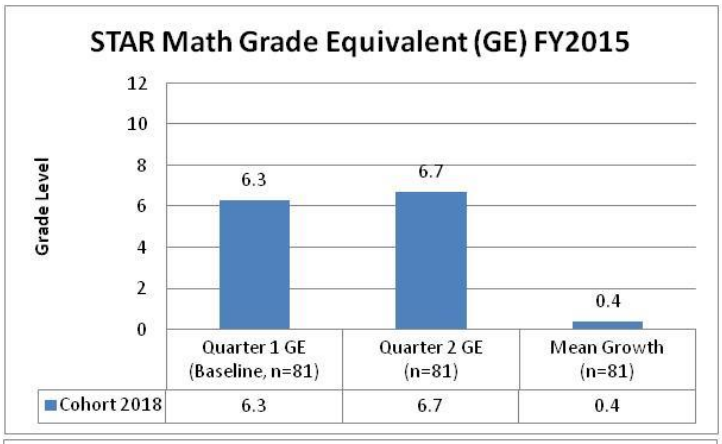
Insert Percent Passing – Reading data here:

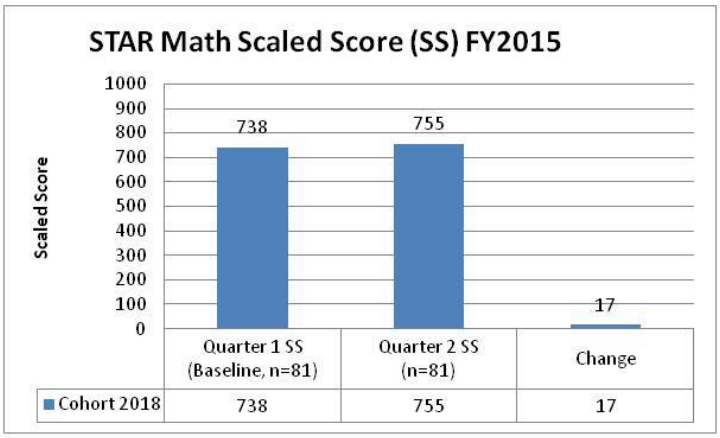
Percent Passing - Reading

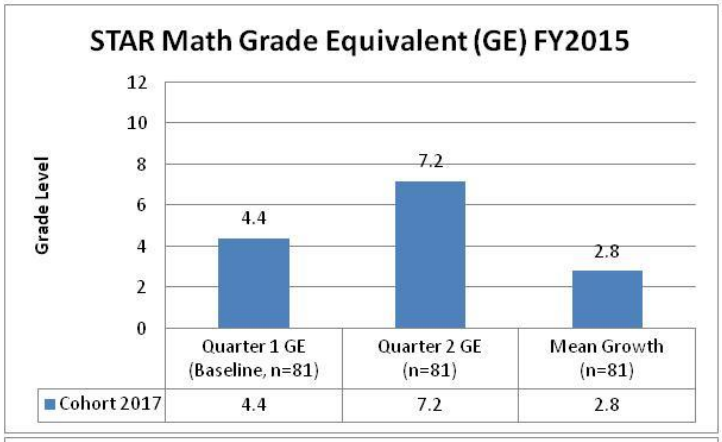
Grade	Reading Tested FY2013	Reading Passing FY2013	% Passing FY2013	Reading Tested FY2014	Reading Passing FY2014	% Passing FY2014
10	49	30	61%	21	13	62%
11	46	19	41%	30	19	63%
12	32	20	63%	34	23	68%
Totals	127	69	54.3%	85	55	64.7%

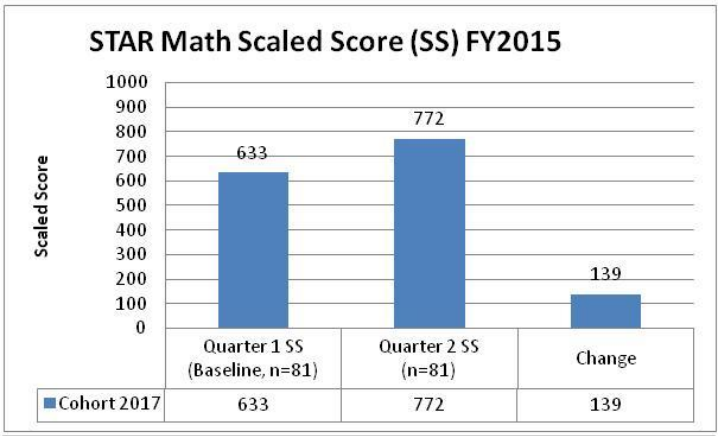


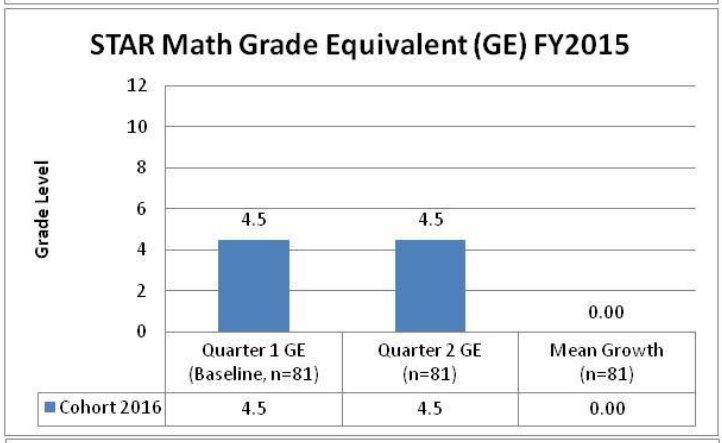
Insert Subgroup, students with disabilities – Math data here:

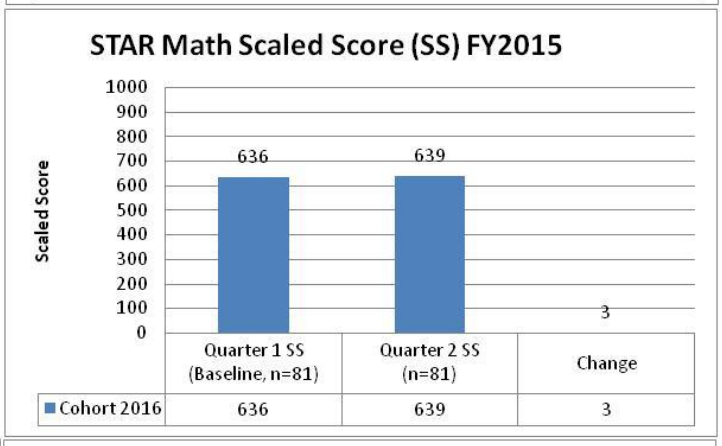


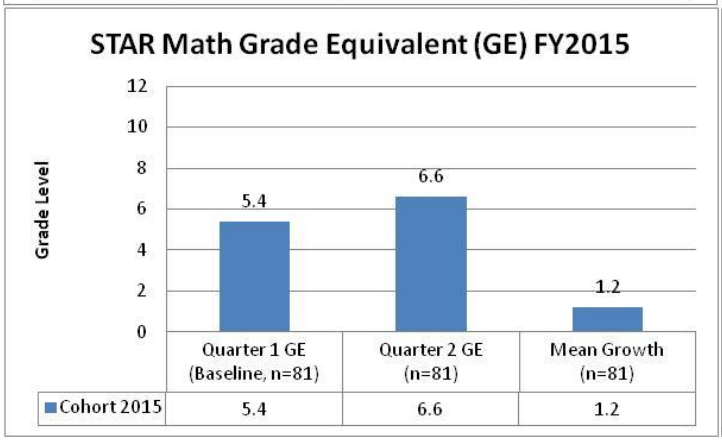


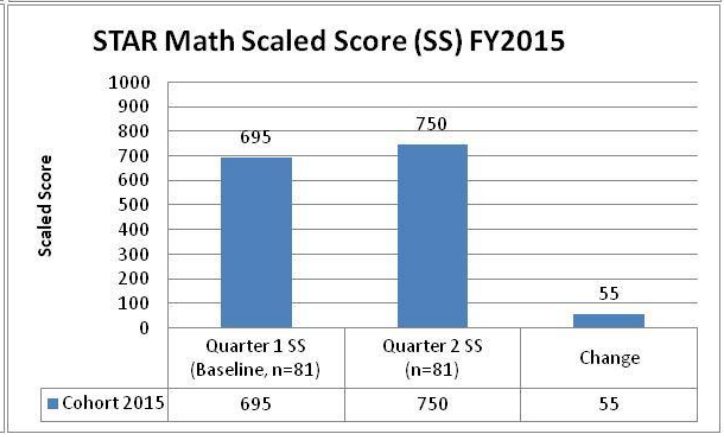




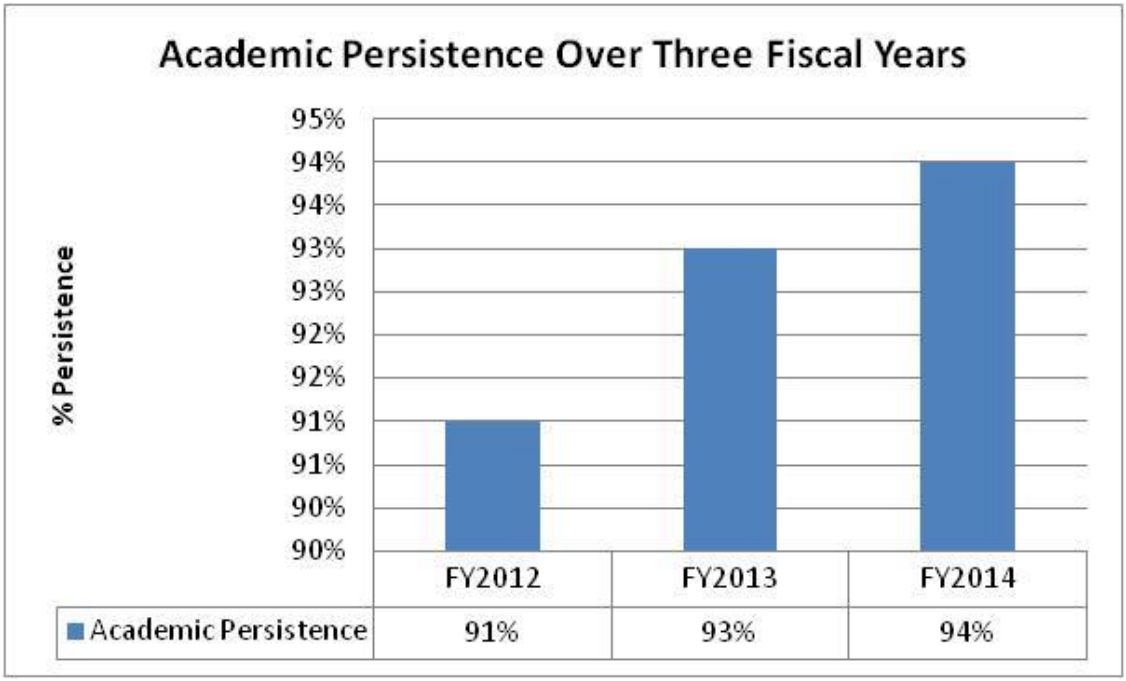








Insert High School Graduation Rate data here:



Valid and Reliable Data

3. How does the Charter Holder know that the data described above is valid and reliable?

Answer (suggested word count is 400 words):

To ensure the validity and reliability of the above data, several measures were taken.

1) Data
   a) Data used was carefully chosen to maintain valid and reliable data. (see "Sources of Data" below)
   b) Canvas LMS, Learning Unlimited, and A+LS have all been used to track, administer and provide data with high confidence in validity and reliability.
2) Assessments
   a) Staff are trained to administer the various assessments including but not limited to AIMS, interval computer-generated assessments, and human scored benchmark testing. Secure testing procedures are maintained.
   b) State Assessments are compared to student data including but not limited to baseline tests and quantitative participation/engagement data to identify students overall performance.
   c) CHS has chosen assessments to directly align with Arizona State Standards.
3) Possible Gaps in valid and reliable data
   a) Because our Learning Unlimited data must be scored individually and by hand; there are possibilities of human error. To counter future possible errors we have started the tranistion to our new mathematics assessment and remediation system Renaissance Learning Star Math and Accelerated Math program. Data will have a higher level of confidence and information will be more timely. We are in the process of reliability testing.
      i) Possible reading programs being considered to replace Learning Unlimited are Scholastics Read 180, McGraw-Hill's Flex Literacy and Renaissance Star Reading.
4) Sources of Data
   a) AZ LEARNS Database
      i) A-F Letter Grade Evaluations
      ii) Used Test Data
      iii) Grad Rate 4yr-7yr
      iv) AIMS Raw Data
      v) Improvement Data
   b) Pearson
      i) Roster Report Summary
   c) Meadow Hawk - Learning Unlimited
      i) Individual Skills Profiles
   d) Renaissance Learning
      i) Star Math Assessment Progress Reports
      ii) Accelerated Math Participation and Engagement Data
   e) School Master
      i) Student Detail Database

Conclusions Drawn From Data

4. 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?

Answer (suggested word count is 400 words):

As we reviewed the FY2013 and FY2014 data we found some obvious student performance problems in our mathematics SGP, Improvement, Percent Passing and SPED. We believe that these performance problems have been identified by following negative factors:

- For FY2013 and FY2014 a full time math teacher has either quit or was let go for lack of performance.
- Four years ago resources where shifted to a school wide reading, writing and literacy program to combat the staggering amount of young adult literacy issues. Because of this emphasis our literacy levels, assessment data and AIMS Reading scores have all increased dramatically including our Improvement, SGP, Percent Passing and SPED Proficiency.
    - This year we have began to addressed our mathematics performance by starting a school-wide numeracy program that will initially begin with our SPED students.
- A reason for our success in our literacy program was because of our constant professional development when starting the program and continuing throughout the year, we hope to duplicate this effort in PD for our numeracy program. We have identified PD in mathematics intervention as a weakness and a negative factor for past student performance but as mentioned the improvement in mathematics will include excellent PD.

NOTE: Included in this DSP are two sets of "Area I: Data", one with CHS as a Traditional School, which our current dashboard reflects and one with CHS calculated as an Alternative School because of two reasons:

- Data will be easier to review.
- CHS is an Alternative School and has been for eight years but this year is not designated as such because CHS did not submit an alternative status application.

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?	
Answer (suggested word count is 400 words): ALS has been used by CHS since 2001. CHS is developing our process for evaluating curriculum. Curriculum team has been formed per our 2011 Performance Management Plan to move away from American Learning System for our Mathematics curriculum. ALS was NOT aligned with the ACCRS standards and although self paced did not provide sufficient flexibility to serve the needs of our lowest performing students. We had complimented ALS with Learning Unlimited as a diagnostic / assessment tool but it too proved inadequate to help remediate our lowest performing students. Although our school wide reading program did result in better performance on the AIMS test our best efforts fell short of similar progress in Math. Data is analyzed to reveal targeted areas for improvement using results from all available assessments. Criteria for the selection and implementation and critical review of new Curriculum is established to assist in the final determination of the best choice to reach the improvement goal intended. Students, teachers and administrators contribute in our process to identify particular needs of sub groups of learners that may require a variety of approaches in curriculum to meet those needs.	List documents that serve as evidence of implementation of this process: ALS Learning Systems Learning Unlimited Accelerated Math and Star Math

CHS Curricular Features: • Aligned with Common Core Standards • Self Paced for differentiated instruction • Must be compatible with Canvas (Our LMS or Learning Management System) • Provides means to evaluate grade level • Provide content for ALL grade levels • Ability to identify and provide content AT the student's level for differentiated and remedial instruction. • Provide content for Gifted students • Provide content for Remedial students • Teacher accepted and respected • Ease of use and student friendly • Quality, immediate feedback • Affordable Using CHS assessments, state assessments and ASBCS dashboard over the past several years our team identified a consistent weakness in our former Math curriculum and assessment tool. After consideration of many possible options Accelerated Math and Star Math from the Renaissance corporation was selected. We introduced this program at the beginning of the 2014-15 school year. Teachers and students report a high level of acceptance as more and more of our students are embracing this new learning tool. We started with 81 students and intend to be school wide by the second semester. Baseline assessments and interval test results will be used to evaluate this new tool and determine how effective it is in enabling students to meet standards. This program has the ability to track by skill level and is aligned with the ACCRS. Our goal for 2014-2015 is to show across the board improvement in all of our assessment data for all groups of Math learners as a result of this change in Math curriculum. Our teachers, administration and Curriculum Team will participate in a critical review of this new	

curriculum including any weaknesses in alignment with ACCRS Standards. This evaluation will be an on-going process and is greatly enhanced with the use of Canvas (Our LMS). Canvas has the power to organize data, review standards alignment, communicate daily student progress and improve communication at all crossroads in the learning process. This process will be used as we continue to evaluate and improve All of CHS curriculum.	
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): Our LMS, Canvas, provides the ACCRS Standards and is useful in a variety of ways to help teachers, designers, administrators, the Curricular Team and other stakeholders to continuously evaluate instructional materials and lesson plans to assure ALL the standards are presented and tested in a given area. • Teacher training in review of ACCRS Standards. • Classroom Observation • Continuous emphasis by staff on the importance of consistent alignment with standards • Curricular Team review of All instructional materials for ACCRS Alignment. • Teacher Triad Feedback • Student Performance Data • Continuous dialog in Canvas to encourage vigilance in all aspects of curricular implementation.	List documents that serve as evidence of implementation of this process: CHS Teacher Evaluation ALS scope and sequence Accelerated Math scope and sequence Canvas Common Core Standards

Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): We are developing our process and HOPE to finalize this development as we find and adopt a new program for reading, writing and Language Arts.	List documents that serve as evidence of implementation of this process: Accelerated Math and Star Math
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Special Education Staff and Director Director of Education for CHS Principal Curriculum Team Board Members, parents, students, teachers	List documents that serve as evidence of implementation of this process:
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): These are the key characteristics used to select the Accelerated Math and the Star Math curriculum CHS Curricular Features: • Aligned with ACCRS Standards • Self Paced for differentiated instruction • Must be compatible with Canvas (Our LMS or Learning Management System) • Provides means to evaluate grade level • Provide content for ALL grade levels • Ability to identify and provide content AT the student's level for differentiated and remedial instruction. • Provide content for Gifted students • Provide content for Remedial students • Teacher accepted and respected • Ease of use and student friendly • Quality, immediate feedback • Affordable	List documents that serve as evidence of implementation of this process: ALS Anywhere Learning Systems Accelerated Math

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?	
Answer (suggested word count is 400 words): With the exception of our elective course offerings and our practical skills classes all other curriculum is delivered in a self paced, individualized, computerized format which provides the structure and assurances of consistent implementation.	List documents that serve as evidence of implementation of this process:
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?	
Answer (suggested word count is 400 words): We use ALS which is a self paced curriculum program which is necessary for the low performing students that make up the majority of our enrollment. Our new Accelerated Math curriculum is also self paced and is not limited to time frame either.	List documents that serve as evidence of implementation of this process: ALS Accelerated Math
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): All of our ACCRS core classes are provided by self paced, individualized computerized programs that assure consistency for the student the teacher and the school.	List documents that serve as evidence of implementation of this process: ALS
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): All of our ACCRS core classes are provided by self paced, individualized computerized programs that assure consistency for the student the teacher and the school. Consistency is assured in the structure of the program as well as the assurance of alignment with either the old Arizona State Standards or now the ACCRS standards.	List documents that serve as evidence of implementation of this process: Accelerated Math AlS Anywhere Learning System

Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): CHS has always used ALS to deliver curriculum and it was aligned with Arizona State standards when we bought it in 2001 and has been updated several times since then with similar assurances. Our new Accelerated Math curriculum claims to be aligned with the ACCRS and we are reviewing this program to assure ourselves that that is the case.	List documents that serve as evidence of implementation of this process: ALS learning system Accelerated Math
Adapted to Meet the Needs of Subgroups*(Address allrelevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Our Accelerated Math curriculum was chosen in part because of its ability to provide all necessary accommodations for use for ALL low performing students including students with special needs. It was our special education specialist, Dr Beal, that recommended this program as a solution to our problems in dealing with our lowest performing students in math.	List documents that serve as evidence of implementation of this process: Accelerated Math
12. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Our Accelerated Math curriculum was chosen in part because of its ability to provide all necessary accommodations for use for ALL low performing students including students with special needs. It was our special education specialist, Dr Beal, that recommended this program as a solution to our problems in dealing with our lowest performing students in math.	List documents that serve as evidence of implementation of this process: Accelerated Math

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): As a school that serves a large population of at risk and SPED students our school as always several assessment systems including Learning Unlimited, A+LS, CHS Canvas (our LMS) and formative/summative observational assessment of hands on projects. With the start of the FY2015 school year CHS began using the Renaissance Systems Star Math and Accelerated Math for standards aligned assessment for our RTI, SPED and Gen-Ed Math courses. This is a replacement of the pervious math assessments in A+LS and Learning Unlimited. This change was to not only have an assessment aligned to ACCR standards but have a system with more reliable data at a lightning speed.	List documents that serve as evidence of implementation of this process: A+LS Results Learning Unlimited Results Canvas Results Star Math Results Accelerated Math Results
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): Potential Assessment systems are first identified with several factors: • State Standards Alignment • System creates actionable, and reliable data • Allows differentiation and accommodation for subgroups • Ease of use and cost considerations A committee is then formed with appropriate members depending on assessment system needed. For the decision to switch to Star Math the Business Manager, IEP Director, Principal, Vice Principal and two teachers were part of collecting relevant data and reviewing for final decision.	List documents that serve as evidence of implementation of this process: Assessment system notebook and purchase journal Meeting Notes

Examples of this is: • Evaluating Assessment data and determine if system creates valid data. • Pro and con list of assessment systems • Meetings and discussions abilities to use assessment in the classroom, learning lab, and tutoring center. • Ability of system to adapt to curriculum needs in a timely basis. • Necessary PD and implementation needs. Final decision is agreed upon by committee.	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Requirement of any assessment system used at CHS is that it must be aligned to the curriculum and instructional methodology. If adaptations or accommodations are needed then the assessment systems question banks are reviewed to ensure alignment. Question/assessments will be tested and assessed to see if the assessment fulfills standards addressed.	List documents that serve as evidence of implementation of this process: Reports of standards alignment from A+LS, Accelerated Math and Canvas LMS.
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?	
Answer (suggested word count is 400 words): Our assessment intervals include a baseline assessment at the beginning of the school year, and subsequent assessments throughout the school year, typically a minimum of every nine weeks. CHS is self-paced school and so we allow for assessment to be as frequent as the progression of the student. Learning Unlimited is used for baseline testing and summative assessment along with A+LS to see students progress. Advising MAPs are used as goal setting and formative assessment throughout the year. Based on these assessments the teacher can review a	List documents that serve as evidence of implementation of this process: Advising MAP Assessment Data Learning Unlimited Assessment Data Canvas Assessment Data Star Math Assessment Data

students' progress weekly or bi-weekly and correlate that information with the data in A+LS, Learning Unlimited, Star Math and Canvas.	

Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): Our computer-based assessment systems are able to effectively provide analysis like the scaled score and grade equivalent data sheets that Star Math provides upon command. At least every quarter this data will be reviewed to make sure intervention for low performing students is happening. A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement.	List documents that serve as evidence of implementation of this process: Star Math Scaled Score and Grade Equivalent Data A+LS Scores Canvas Scores
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): Computer-based assessment systems output reports such as: • Students mastery on assessments • Students most missed questions • Student most correct questions • Standards most missed • Students overall score • Class average score Teachers and Administrators are able to look at this data and make revisions to the assessments so that all standards are being covered and are part of the next assessment.	List documents that serve as evidence of implementation of this process: A+LS Report Wizard Star Math Custom Reports Canvas Log of Changes to Assessment Curriculum Maps

7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): Because analysis can obtained almost instantly, an evaluation of instructional content can be done as much as needed. Curriculum and instruction adjustment is done when needed. Because reviews of curriculum are on a semester basis the adjustment is done at least once a year.	List documents that serve as evidence of implementation of this process: Accelerated Math ALS
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Our Accelerated Math curriculum was chosen in part because of its ability to provide all necessary accommodations for use for ALL low performing students including students with special needs. It was our special education specialist, Dr Beal, that recommended this program as a solution to our problems in dealing with our lowest performing students in math.	List documents that serve as evidence of implementation of this process: ALS Anywhere Learning System Accelerated Math
9. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): Our Accelerated Math curriculum was chosen in part because of its ability to provide all necessary accommodations for use for ALL low performing students including students with special needs. It was our special education specialist, Dr Beal, that recommended this program as a solution to our problems in dealing with our lowest performing students in math.	List documents that serve as evidence of implementation of this process: ALS Anywhere Learning System Accelerated Math

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?	
Answer (suggested word count is 400 words): Administrators observe teachers in classroom settings and using a teacher evaluation performance rubric give feedback to the teacher. Each teacher submits a lesson plan which is aligned to the ACCRS. These observations are as often as possible but at least twice a month.	List documents that serve as evidence of implementation of this process: Teacher Evaluation Observation Rubric report Lesson Plan
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): Administrators perform classroom observations and walk-throughs that result in feedback to teachers in several ways. Our teachers are required to submit a lesson plan that is aligned with the ACCR .	List documents that serve as evidence of implementation of this process: Observation Rubric report Lesson plans

Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): Administrators use a performance rubric as a tool to evaluate teacher's performance in a number of areas during each observation or walk through. This assessment is shared with the teacher and discussed. If the teacher struggles in a particular area of concern additional coaching may be provided or a more experienced teacher may be involved to work with the skills that may need improvement.	List documents that serve as evidence of implementation of this process: Teacher Evaluations Observation Rubric results
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): The process of teacher evaluation is ongoing and constant. We are always looking for new ways to improve each teachers skills and encourage the teachers themselves to work in Triads, for instance, to work with each other to improve all aspects of their approach to their practice.	List documents that serve as evidence of implementation of this process:

Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): The administrator observes a classroom and provides feedback in the form of a Teacher Evaluation form. We are working to get this done in our LMS, Canvas but for now it is a paper form. Teacher meet with administrators to discuss observation feedback. These observations are kept and future observations are made with expectations of improvement in areas of concern. Additional discussion and alternative approaches are discussed and additional strategies may be employed. Triad members may be involved to provide support and additional perspective.	List documents that serve as evidence of implementation of this process: Teacher Evaluations Triad notes
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?	
Answer (suggested word count is 400 words): Records of all observations and discussions and results are kept to compare with other staff results used. It may be an indication that a school wide issue needs to be addressed. The administrator will include these areas of concern for discussions at the staff meetings and may recommend study or review by a teacher Triad.	List documents that serve as evidence of implementation of this process: Teacher Evaluations Triad notes Observation notes

Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Classroom observation Canvas After testing students may be placed in remedial learning programs. CHS has hundreds of students with grade school level math abilities. The new math assessment tool and the self paced Accelerated Math program	List documents that serve as evidence of implementation of this process: Accelerated Math and Star Math Learning Unlimited

together are tools that are monitoring the progress of these students and providing targeted intervention resulting in at least one grade level advance for all 81 tested students to initiate the program. We are looking for a program to serve this population in reading as we move away from ALS and Learning Unlimited. We have had uneven success in reading with these programs and are committed to finding better solutions for serving the needs of our remedial students in reading as well as our students in Math.	
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): Instruction for students with disabilities is monitored by the special education team and reviewed by state employees frequently. Dr. Beal heads up this department and reports to the Director of Education each quarter and provides an annual report once a year. She provides IEP reports for every student after the required meetings.	List documents that serve as evidence of implementation of this process IEPs Adapted lesson plans Accelerated Math and Star Math

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): As a continuation of the 2012 Performance Management Plan Strategy IV which is now in its 3rd and final projected year, there are three areas of emphasis to guide our Professional Development : 1. In 2014-15 our new Math assessment tool and curriculum is implemented, as planned. 2. Our school wide literacy program to develop reading and writing skills is continued. 3. Use of Canvas as the main tool for continued development of teacher knowledge and skill in curricular alignment with ACCR, mapping and backward design as we move away from ALS. For the future, CHS will move to a continuous improvement model as we complete our 3 year performance plan in 2014-15. Our Professional Plan System will integrate the needs of that model for staff training and skills with our continued commitment to school improvement as measured by higher student performance. Our teacher evaluations need to be revised to include an increased expectation of teacher involvement and competencies in all areas of curriculum. Our summer training program in 2015 needs to reflect that emphasis. Although our PMP contemplated growth in teacher abilities in curriculum a renewed and heightened commitment to this goal is needed in our continuous improvement plan and in our Professional Development Plan for 2015-16.	List documents that serve as evidence of implementation of this process: Teacher Evaluation Reports CHS calendar Triad notes Staff meeting notes Summer training agendas Checks paid for travel and attendance at various conferences over the years. 2012 CHS Performance Management Plan

CHS starts each year with a week of in house professional development and training for new staff. Presentations and workshops are provided from outside professionals in areas of need or interest each year. Weekend conferences and weeklong summer workshops are made available to all the staff to attend in their areas of interest or education. Upon their return the traveling learner presents their own workshop to share their learning with the rest of the staff. CHS has staff meetings twice weekly and have formed teacher Triad groups that meet to address school issues of interest or need. These Triads may be formed to deal with a specific problem or for the purpose of study or discussion to offer ideas or strategies for improvements at CHS. Again the Triad may bring recommendations back to the staff meetings or present their research or opinions on particular issues of interest. These Triad meetings take place during the school day as all professional staff have scheduled free periods for lesson preparation, meeting and discussions with students and collaborative activities with other staff including the Triads. Continued formal education is encouraged and supported for staff by CHS with flexible hours or tuition reimbursement.	
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): In conjunction with CHS 2012 Performance Management Plan our formal Professional Development System was launched and the three year plan started. With our intent to now begin a continuous improvement model our system will remain but the plan will follow the needs of the new model. In 2012 our development plan revolved around the chronic problems of low skills and performance in	List documents that serve as evidence of implementation of this process: Staff meeting notes 2012 Performance Management Plan

literacy and Math and the need to introduce new curriculum to deal with these chronic problems. We will continue to align the Professional Development Plan with identified areas of need including those of the lowest performers in both the regular population and our special education students.	
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): Feedback from Teacher Evaluations and suggestions from the Administration Teacher Triads Goals of the PMP Goals of our continuous improvement plan Student Performance assessments	List documents that serve as evidence of implementation of this process: Staff meeting notes Triad notes PMP Continuous improvement plan
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): Consistent emphasis in weekly staff meetings Assign PD goals and exercises to Triads Schedule intense workshop for summer Include demonstration of new skills as part of Teacher Evaluations Discussion and feedback from staff	List documents that serve as evidence of implementation of this process: Staff meeting notes Triad notes Teacher Evaluations Summer training agenda

Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Include continued training in weekly meetings Assign exercises and practice for Triads Include demonstration of new skills as part of Teacher Evaluations	List documents that serve as evidence of implementation of this process: Staff meeting notes Staff meeting notes Teacher Evaluations Triad notes
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): CHS sends staff to conferences, workshops, ADE training and allocates time for in house discussions about issues and ideas to support implementation Assigns exercises and practice in Triads	List documents that serve as evidence of implementation of this process: Triad Notes Recorded expenditures for travel and admission

Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Classroom observations by Administration Discussions with staff Feedback from staff and students	List documents that serve as evidence of implementation of this process: Staff meeting notes Teacher Evaluations
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?	
Answer (suggested word count is 400 words): Classroom observations by Administration Discussions with staff Staff meetings Assign exercises and practice in Triads Include newly acquired skills demonstration in Teacher Evaluations	List documents that serve as evidence of implementation of this process: Staff meeting notes Teacher Evaluations Triad Notes

Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): As an alternative school that serves almost exclusively the bottom 25% least proficient students, ALL strategies, expenditures and professional development include full consideration of the myriad of factors that complicate learning for these students. Serving the needs of the mis educated and discarded is our school's mission. Our special education staff are included in all professional development programs and are in continuous training with our regular teaching staff to identify and implement best practices in differentiated teaching. They attend all staff meetings and are part of our Triads.	List documents that serve as evidence of implementation of this process: Triad notes Staff meeting notes Summer training agenda
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): As an alternative school that serves almost exclusively the bottom 25% least proficient students, ALL strategies, expenditures and professional development include full consideration of the myriad of factors that complicate learning for these students. Serving the needs of the mis educated and discarded is our school's mission. Our special education staff are included in all professional development programs and are in continuous training with our regular teaching staff to identify and implement best practices in differentiated teaching. They attend all staff meetings and are part of our Triads.	List documents that serve as evidence of implementation of this process: Triad notes Staff meeting notes Summer training agenda

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?	
Answer (suggested word count is 400 words): All students are assigned an Advisor as they arrive at our school. Our assumption is that a resistant or non learner needs to form an attachment to our learning community before any progress can be made. The advisory is the foundation of that intent. Each Advisor gets to know the individual student in an attempt to form some kind of a positive working relationship with the student. We encourage the student to begin to take a personal interest in their own future by constructing a MAP (Mutually Agreed Plan) with the Advisor (and parents, when appropriate) that spells out the student's intended path in personal growth and learning which leads to graduation. The MAP is a commitment to learning by the student and is constantly monitored and updated as the student's learning career progresses and matures. All new student's transcripts are reviewed by our registrars and critical information made available to the Advisor such as total credits earned to date. When a student arrives at the semester before the semester when graduation is possible the Registrar provides a Graduation Review document for the student, the parents and the Advisor. This document shows specifically what a student needs to do/achieve in order to graduate in their next semester enrollment. Our new LMS system, Canvas, allows individual teachers and student Advisors access to information about each student's progress on a daily basis. A myriad of strategies are employed to confront issues and problems faced by the student to encourage a positive outcome.	List documents that serve as evidence of implementation of this process: Course Completion Sheet Transcripts Registrar's Graduation Review (New) Accelerated Math and Star Math

55% of our student enrollment are "Super Seniors" with deficient credits earned. Most have a history of transience, truancy, destructive behavior and test in reading and math at grade school levels. Our new Accelerated Math and Star Math program will track student improvement by grade level as they remediate their skills in Math and provides self paced curriculum aligned to the Common Core Math standards as they progress through their required High School math classes. Early baseline results are very encouraging for this new program. It has a splendid ability to report progress per student in a variety of ways so our Math teachers can follow and respond to the needs of each student AT the student's current learning level. Each semester the MAP is reviewed and updated to monitor progress of credits earned and adherence to the agreed path toward graduation for each student.	
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 word: We are an alternative school that serves a population of students with long histories of not fitting in a conventional learning environment for a myriad of reasons. Consequently, being prepared to deal with all of the issues presented by this group of students is fundamental to our intent to educate. There is a great deal of research that shows that student achievement for "at risk" students is directly related to persistence. Our population of students have a history of disruption to their focus in learning and a habit of quitting at the first signs of adversity. Our registrars work closely with our Advisors and teachers to monitor students that arrive at our school with factors we know to predict continued failure. Our introduction of our LMS, Canvas, in FY2013, has greatly improved our ability to do this.	List documents that serve as evidence of implementation of this process: Progress Reports Grade Reports Guidance Logs MAP (Mutually Agreed Plan) Canvas Struggling Student Sheet Student Attendance records (New) Accelerated Math and Star Math

Expanding our use of this tool is our goal. Our advisors meet with groups of their advisees for discussions about life and learning. Local field trips and overnight camping trips and a myriad of other activities are arranged by the Advisors to help engage students in our learning community and make them aware of all the possibilities of learning that exist here at CHS. Advisees are encouraged to participate in extra curricular activities and off campus volunteer activities. When teachers inform Advisors of issues a meeting would follow with the student to discuss what problems exist and formulate a plan to stay on the course prescribed in the MAP or modify the plan as needed to go forward. Progress reports are prepared quarterly and are available to the Advisors. As are the grade reports. Each teacher and advisor has access to Schoolmaster's guidance log where updates on a student's behavior or performance can be found daily. Because Canvas now allows for same day real time information to be made available our response time to arising issues has been greatly improved. Making up a Struggling Student Sheet is another way to begin the process of intervention at the earliest possible moment.	
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): Advisors are available to discuss problems in learning that are identified by the teacher, an administrator, a parent or the student. Students have access to remediation in our Tutor Labs for English and Math. Tutors are available. Our new Accelerated Math program is available now and can assess a student's needs and provide a supported learning experience. Remedial classes in English and Math are available to all CHS students. Our special education lab and staff are available for evaluation and instruction as well.	List documents that serve as evidence of implementation of this process: Advising Notes Tutor Lab (Learning Unlimited documents) IEP's (New) Accelerated Math and Star Math

For our students, life's circumstances are often at the root cause of failure to attend school or problems in a focus on learning while they're in school. Encouraging students to take responsibility for their own learning includes finding solutions to any problem that interferes with learning goals. Our advisory system is in place to deal with that reality. As we implement the LMS, Canvas, our ability to monitor, become aware and respond to a student's needs will continue to improve. Our goal is that no student falls through the cracks at CHS.	
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): The focus of CHS has always been to serve the struggling high school student. Our Advisory system was put in place as we recognized the actual needs of our student population. First we met the challenge of forming relationships with all of our students to establish what we call "buy in". Each student has his or her unique set of problems and possible solutions so the individual MAP was required for each student to begin the dialog about their future in education and introduce the concepts of self directed learning and the fact of their own responsibility to become educated. We monitor, cajole, nudge, encourage and challenge our students to challenge themselves in every way every day. We are looking for progress that we can celebrate. And so we have a plethora of ways we keep track of student progress of these at risk students and their progress is our measure of the effectiveness of our Advisory system and virtually all that we do here at CHS. The oversight of that system is greatly improved with the introduction of our LMS, Canvas. Our staff meet every week and share information and strategies about individual students that have been identified as being on the "edge". Our	List documents that serve as evidence of implementation of this process: Canvas Teacher / Advisor notes Individual Student Progress Reports Discussions: Admin, teachers, advisors, parents and students Revised MAP Drop out Rate Graduate Rate CHS Dashboard Academic Persistence Data Baseline and interval testing results Student Attendance records (New) Accelerated Math and Star Math

guidance log and now Canvas help make this oversight a daily possibility. The immediate drivers we use are attendance data, behavior data, progress reports, personal discussions with the students and/or parents by Advisors or Teachers or Administrators. Grade reports and progress with credit earned toward graduation in line with the MAP is an essential tool in assessing this program. School wide indicators are our Graduate Rate and improvements in grade level in reading and math and staff observation of student participation and buy in.	

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words): Please NOTE: This answer is the same as Area VI # 2 We are an alternative school that serves a population of students with long histories of not fitting in a conventional learning environment for a myriad of reasons. Consequently, being prepared to deal with all of the issues presented by this group of students is fundamental to our intent to educate. There is a great deal of research that shows that student achievement is directly related to persistence. Our population of students have a history of disruption to their focus in learning and a habit of quitting at the first signs of adversity. Our registrars work closely with our Advisors and teachers to monitor students that arrive at our school with factors we know to predict continued failure. Our introduction of our LMS, Canvas, in FY 2013, has greatly improved our ability to do this. When teachers inform Advisors of issues a meeting would follow with the student to discuss what problems exist and formulate a plan to stay on the course prescribed in the MAP or modify the plan as needed to go forward. Progress reports are prepared quarterly and are available to the Advisors. As are the grade reports. Each teacher and advisor has access to Schoolmaster's guidance log where updates on a student's behavior or performance can be found. Because Canvas now allows for same day real time information to be made available our response time to arising issues has been greatly improved. Making up a Struggling Student Sheet is another way to begin the process of intervention at the earliest possible moment.	List documents that serve as evidence of implementation of this process: Progress Reports Grade Reports Guidance Logs MAP (Mutually Agreed Plan) Canvas Struggling Student Sheet

2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words): Please Note: Same answer for VI Graduation Q #1 All students are assigned an Advisor as they arrive at our school. Our assumption is that a resistant or non learner needs to form an attachment to our learning community before any progress can be made. The advisory is the foundation of that intent. Each Advisor gets to know the individual student in an attempt to form some kind of a positive working relationship with the student. We encourage the student to begin to take a personal interest in their own future by constructing a MAP (Mutually Agreed Plan) with the Advisor (and parents, when appropriate) that spells out the student's intended path in personal growth and learning which leads to graduation. The MAP is a commitment to learning by the student and is constantly monitored and updated as the student's learning career progresses and matures. 55% of our student enrollment are "Super Seniors" with deficient credits earned. Most have a history of transience, truancy, destructive behavior and test in reading and math at grade school levels. Our new Accelerated Math and Star Math program will track student improvement by grade level as they remediate their skills in Math and provides self paced curriculum aligned to the Common Core Math standards as they progress through their required High School math classes. Early baseline results are very encouraging for this new program. It has a splendid ability to report progress per student in a variety of ways so our Math teachers can follow and respond to the needs of each student at the student's current learning level.	List documents that serve as evidence of implementation of this process: Course Completion Sheet Transcripts Registrar's Graduation Review (New) Accelerated Math and Star Math Course

All new students transcripts are reviewed by our registrars and critical information made available to the Advisor such as total credits earned to date. When a student arrives at the semester before the semester when graduation is possible the Registrar provides a Graduation Review document for the student, the parents and the Advisor. This document shows specifically what a student needs to do/achieve in order to graduate in their next semester enrollment. Our new LMS system, Canvas, allows individual teachers and student Advisors access to information about each student's progress on a daily basis. A myriad of strategies are employed to confront issues and problems faced by the student to encourage a positive outcome. Each semester the MAP is reviewed and updated to monitor progress of credits earned and adherence to the agreed path toward graduation for each student.	
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words): Please Note: This answer is the same as VI Graduation Rate Q # 4 The focus of CHS has always been to serve the struggling high school student. Our Advisory system was put in place as we recognized the actual needs of our student population. First we met the challenge of forming relationships with all of our students to establish what we call "buy in". Each student has his or her unique set of problems and possible solutions so the individual MAP was required for each student to begin the dialog about their future in education and introduce the concepts of self directed learning and the fact of their own responsibility to become educated. We monitor, cajole, nudge, encourage and challenge our students to challenge themselves in	List documents that serve as evidence of implementation of this process: Canvas Teacher / Advisor notes Individual Student Progress Reports Discussions: Admin, teachers, advisors, parents and students Revised MAPs Drop out Rate Graduate Rate CHS Dashboard Academic Persistence Data Baseline and interval testing results Student Attendance records (New) Accelerated Math and Star Math

every way every day. We are looking for progress that we can celebrate. And so we have a plethora of ways we keep track of student progress of these at risk students and their progress is our measure of the effectiveness of our Advisory system and virtually all that we do here at CHS. The oversight of that system is greatly improved with the introduction of our LMS, Canvas. Our staff meet every week and share information and strategies about individual students that have been identified as being on the "edge". Our guidance log and now Canvas help make this oversight a daily possibility. The immediate drivers we use are attendance data, behavior data, progress reports, personal discussions with the students and/or parents by Advisors or Teachers or Administrators. Grade reports and progress with credit earned toward graduation in line with the MAP is an essential tool in assessing this program. School wide indicators are our Graduation Rate and improvements in grade level in reading and math and staff observation of student participation and buy in.	