Demonstration of Sufficient Progress

DSP Report

Charter Holder Name:
School(s):
Date Submitted:
Purpose of Demonstration of Sufficient Progress *(check one):*

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

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

- ☒ FY2013
- ☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

c. To locate the DSP Online Technical Assistance presentations on the Board's website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the "For Charter School Operators" section in the middle of the page.
   iii. Select the "Performance Expectations & Reviews" link.
   iv. Select the "Academic Interventions" tab.
   v. Scroll down to the "Demonstration of Sufficient Progress" section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: _____

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	☐	☐	☐	☒	☐
Student Median Growth Percentile (SGP) – Reading	☐	☐	☐	☒	☐
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	☒	☐	☒	☐	☐
Percent Passing – Reading	☒	☐	☒	☐	☐
Subgroup, ELL – Math	☐	☒	☐	☒	☐
Subgroup, ELL – Reading	☐	☒	☐	☒	☐
Subgroup, FRL – Math	☐	☒	☐	☒	☐
Subgroup, FRL – Reading	☐	☒	☐	☒	☐
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☐
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☐

[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.

High School Graduation Rate	☒	☐	☐	☒	☐
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

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

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

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

<u>Insert data here:</u>

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

DVA is the single school in the Deer Valley Charter School District. DVA offers courses in six sessions beginning in July and ending in June. Each session offers core content classes with curriculum based on state standards (CCRS) and taught by highly qualified/certified teachers. Pre and post assessments are a part of the data collected session-to-session and analyzed to demonstrate academic growth in the standards-based, core classes.

In addition to the pre and post assessments, grade distribution and percent passing a core class, DVA has implemented a district assessment that is aligned to the state standards (CCRS) and the DVA curriculum. The DVA Comprehensive Assessment was first administered in fall 2014. The assessment will be given in spring 2015. Benchmarks and median scores have been established for the comprehensive assessment.

Below is a sample of the on-going pre and post assessment data collected and analyzed in math and reading.

Math data: Pre and post assessments are administered in the first and last week of each session. Academic growth is demonstrate by percentages in the data below.

Session 1 – 2013-14

	Pre	**Post**	**SGP**
Algebra 1	51.6 %	62.2 %	10.6 %
Algebra 2	4.4 %	21.6 %	17.2 %
Geometry	5 %	8 %	3%

Session 2 – 2013-14

	Pre	**Post**	**SGP**
Geom 1-2	7%	100%	93 %
Alg 1-2	9%	100%	91 %

Session 3 – 2013-14

Alg Apps	0%	94%	94 %
Geom 1-2	0%	96%	96 %

Session 1 – 2014-15

Alg. Apps 1	28%	76%	48%

Alg. 1	12%	62%	50%
Alg. 2	45%	89%	44%
Geom. 2	32%	74%	42%
Session 2 – 2014-15			
Alg. Apps 2	32%	69%	37%
Geom. 2	34%	72%	38%
Session 3 – 2014-15			
Alg. Apps	0%	57%	57%

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

Reading data: Pre and post assessments are administered in the first and last weeks of the sessions. Academic growth is demonstrated in the data below.

Session 1 – 2013-14	**Pre**	**Post**	**SGP**
LA 1-2	34.4 %	57 %	22.6 %

Session 2 – 2013-14	**Pre**	**Post**	**SGP**
LA 7-8	10%	100%	90 %
LA 5-6	17.5%	80%	62.5 %

Session 3 – 2013-14	**Pre**	**Post**	**SGP**
LA 5-6	9.7%	91%	81.3 %

Session 1 – 2014-15	**Pre**	**Post**	**SGP**
ELA 1	64%	96%	30%

ELA 6	61%	84%	23%
Session 2 – 2014-15			
ELA 3-4	21%	78%	57%
ELA 7-8	58%	93%	35%
Session 3 -2014-15			
ELA 1-2	86%	90%	16%
ELA 5-6	33%	100%	67%
Session 4 – 2014-15			
ELA 3	30.5%	64.4%	33.9%

Deer Valley Academy

Comprehensive Assessment Results 2014

Mathematics

Demographics:

Students tested were enrolled at DVA as their home school. Of the 19 students tested, two had an IEP. As is the norm at DVA, the majority of students were in grades 11 and 12 with 2 of the students in 10th grade and one in the 9th grade.

Thirteen students were Caucasian, four Hispanic and two African American. Ten female students were tested and nine male students were tested.

Scores did not reflect any deviation related to ethnicity. All students scored within a range consistent with the expectations of the assessment.

Total number tested	**19**
Students with IEP	2
Male students	9
Female students	10
Caucasian	13
Hispanic	4
African American	2
Grade 9	1
Grade 10	2
Grade 11	7

Concepts included on the mathematics assessment:

- Number and Operations
- Statistics and Data Analysis
- Patterns, Algebra and Functions
- Geometry and Measurements
- Structure and Logic

Following the administration of the mathematics assessment, the assessment committee reviewed the results. Specific questions were reviewed and determined to be invalid. Ten questions on the assessment (form 1) will be removed on form 2 that will be administered in the spring 2015.

Language Arts

Demographics:

Students tested were enrolled at DVA as their home school. Of the 18 students tested, one had an IEP. As is the norm at DVA, the majority of students were in grades 11 and 12 with three of the students in grade 10 and one in grade 9.

Twelve of the students tested were Caucasian, four were Hispanic and two were African American. Ten female students were tested and eight male students were tested.

Scores did not reflect any deviation related to ethnicity. All students scored within a range consistent with the expectations of the assessment.

Total number tested 18	
Students with IEP	1
Male students	8
Female students	10
Caucasian	12
Hispanic	4
African American	2
Grade 9	1
Grade 10	3
Grade 11	4

Concepts included on the language arts assessment:

Writing

- Writing Elements
- Conventions

Reading

- Reading Process
- Vocabulary
- Reading Comprehension

Following the administration of the language arts assessment, the assessment committee reviewed the results. It was determined that the assessment met the standards and expectations. The committee suggested that form 2 include a variation in vocabulary application.

Summary of Scores:

Mathematics Benchmark Scores		Number of Students Reaching Scores
Passing score	56%	6
Approaching score	46%	3
Far below passing score		10

(Scores based on 10 questions removed from the mathematics assessment)

Language Arts Benchmark Scores		Number of Students Reaching Scores
Passing score	60%	12
Approaching score	50%	2
Far below passing score		4

Data Application:

Teachers were provided the assessment data and concepts at the October (2014) professional development session. Discussion regarding instructional methods and content concepts were discussed. Implementation of the modifications in mathematics and language arts began during session 3.

Teacher evaluations reflect implementation of academic goals. Expectations have been presented and timelines reviewed. Administration of the comprehensive assessment will take place during session 5 (2015).

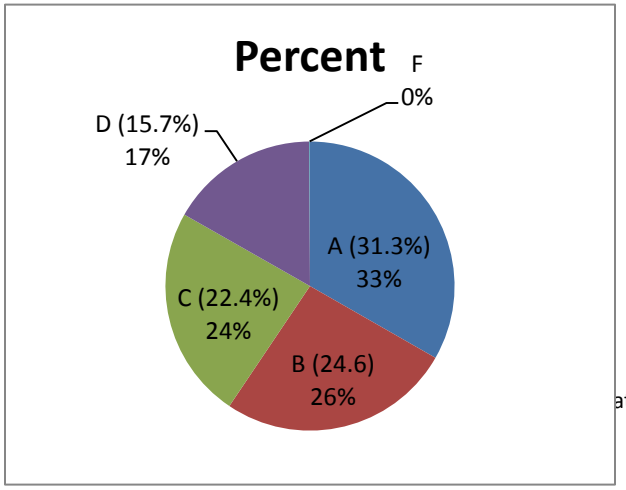
Students who may be in the bottom 25% in math and/or are included in the pre and post assessments and the DVA Comprehensive Assessment. In addition, students are monitored and provided academic support by participating in the tutoring program.

Percent Passing Example

The following chart identifies the percent passing for core classes.

DVA Session One 2013 - 2014

Percent Passing Core Classes



Number of students: 361

Percent passing: 91.6%

Core classes: Math, Language arts, science and social studies

DVA Percent Passing Math or English Language Arts

Session 5, 2014

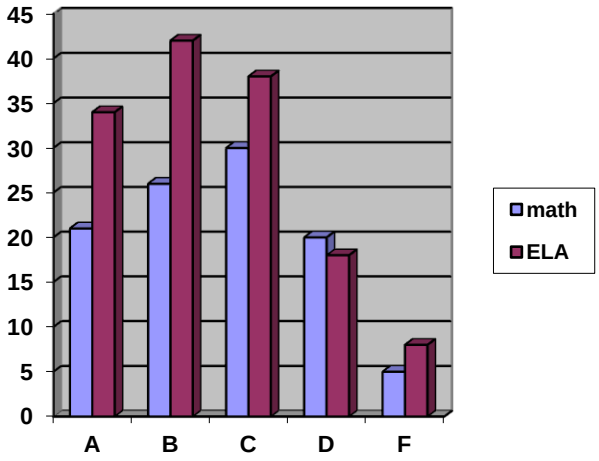
The chart reflects the percentage of letter grades, A through F, received by students completing Session 5 (2014) at DVA. Further, students enrolled and completing a core academic class (80) with a total of 97.5% of the students passing the class demonstrates academic growth for the majority of students taking the class.

Deer Valley Academy – Session 5 (2014)

Core Classes: Math, English Language Arts

Total number of students = 80

Total percent passing = 97.5%



The chart above demonstrates another format in the analysis of student performance data. Data is presented in staff meetings and professional development sessions. Additional charts are maintained at the school and reflect SGP in each session.

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:
Data is included in the math percentages above.
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:
Data is included in the reading data above.
Insert Improvement – Math data here:
(Alternative High Schools Only)

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

Insert Percent Passing – Math data here: 88%

Insert Percent Passing – Reading data here: 93%

Insert Subgroup, ELL – Math data here: N/A

Insert Subgroup, ELL – Reading data here: N/A

Insert Subgroup, FRL – Math data here: N/A

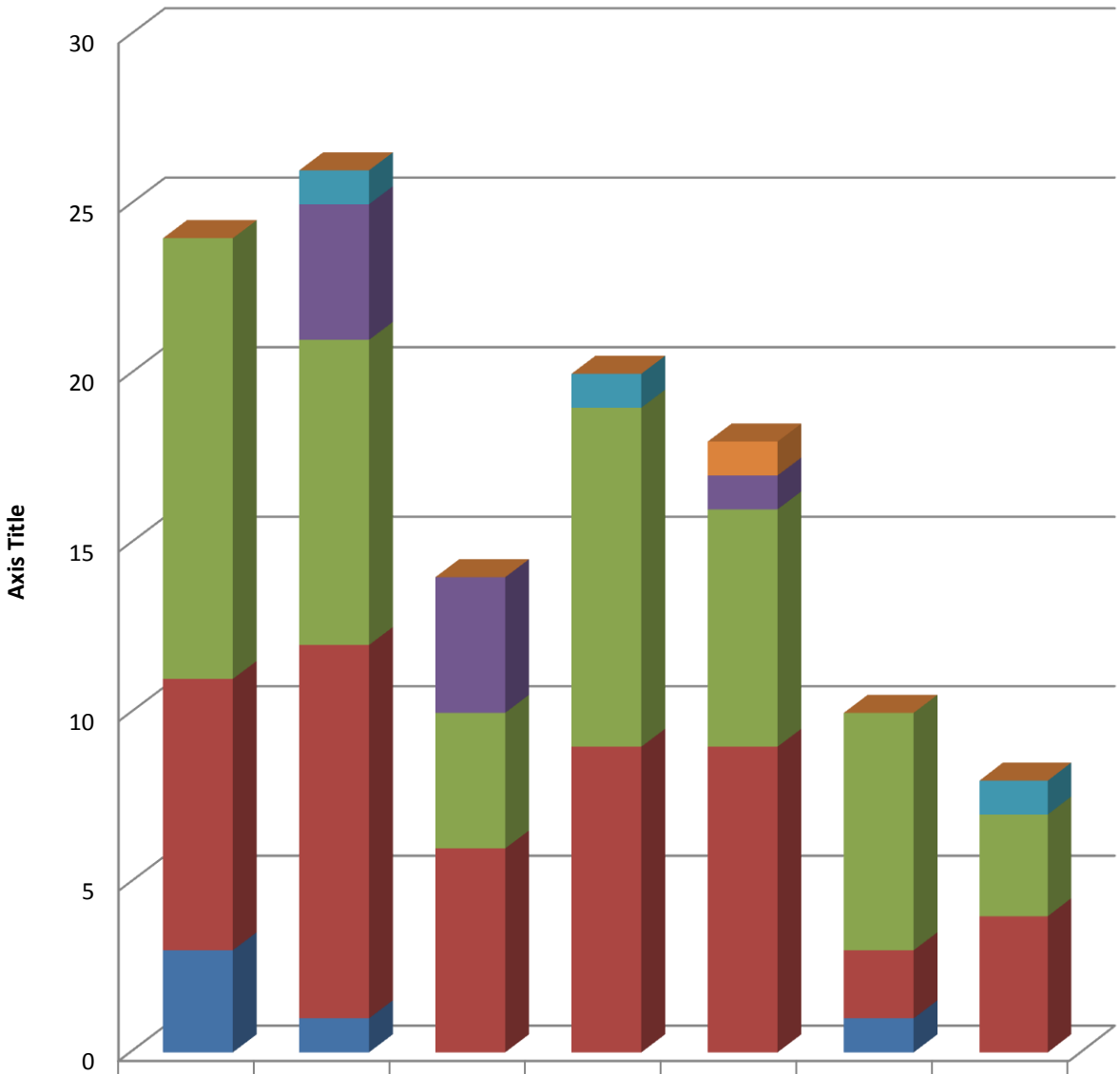
Insert Subgroup, FRL – Reading data here: N/A

Insert Subgroup, students with disabilities – Math data here: Data is included in math above.

Insert Subgroup, students with disabilities – Reading data here: Data is included in reading above.

Insert High School Graduation Rate data here:

Graduation data follows:



	2008	2009	2010	2011	2012	2013	2014
-4	0	0	0	0	1	0	0
-3	0	1	0	1	0	0	1
-2	0	4	4	0	1	0	0
-1	13	9	4	10	7	7	3
Cohort	8	11	6	9	9	2	4
Early	3	1	0	0	0	1	0

Insert Academic Persistence data here:
(Alternative Schools Only)

Valid and Reliable Data

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

Pre and post assessments have been implemented at DVA. The assessments are standardized, aligned to the state standards and inclusive of the core content standards. Professionals in the core content areas designed the pre and post assessments to be free of bias, valid and reliable. The pre and post assessments are clearly focused and have reflected accurate measures of the content. Further, the pre and post assessments reflect consistent scores over time and with various instructors.

The DVA Comprehensive Assessment is aligned with the state standards and has been reviewed by math and language arts experts along with the curriculum specialists. Sample assessments from Arizona, Oregon and California were made available to the committee as the sample assessments align to Common Core Standards and were used as resources. State standards and DVA curriculum in math, reading and writing were also a part of the resources provided in developing the assessment.

The committee followed a validity and reliability checklist, as suggested by the North Central Regional Educational Laboratory, to ensure the appropriateness of the assessment. Following development of the DVA Comprehensive Assessment, a final review was done by DVA math and language arts teachers to check for bias and fairness. The next step was to pilot the assessment.

Data from the pilot test was presented to the committee for review. The format was familiar to students and the timeframe for administration of the assessment was ample. The DVA Comprehensive Assessment was administered in the spring of 2014. The assessment is new and analysis is on-going. Test questions were multiple choice and scoring was consistent as two writing teachers scored the written portion of the test. Reliability was also analyzed on the basis of comparable measures and projected outcomes. Student scores, strengths and challenges were similar to those identified in the AIMS results. Confirmation of reliability is on-going as the test is new and will be given again in spring 2015.

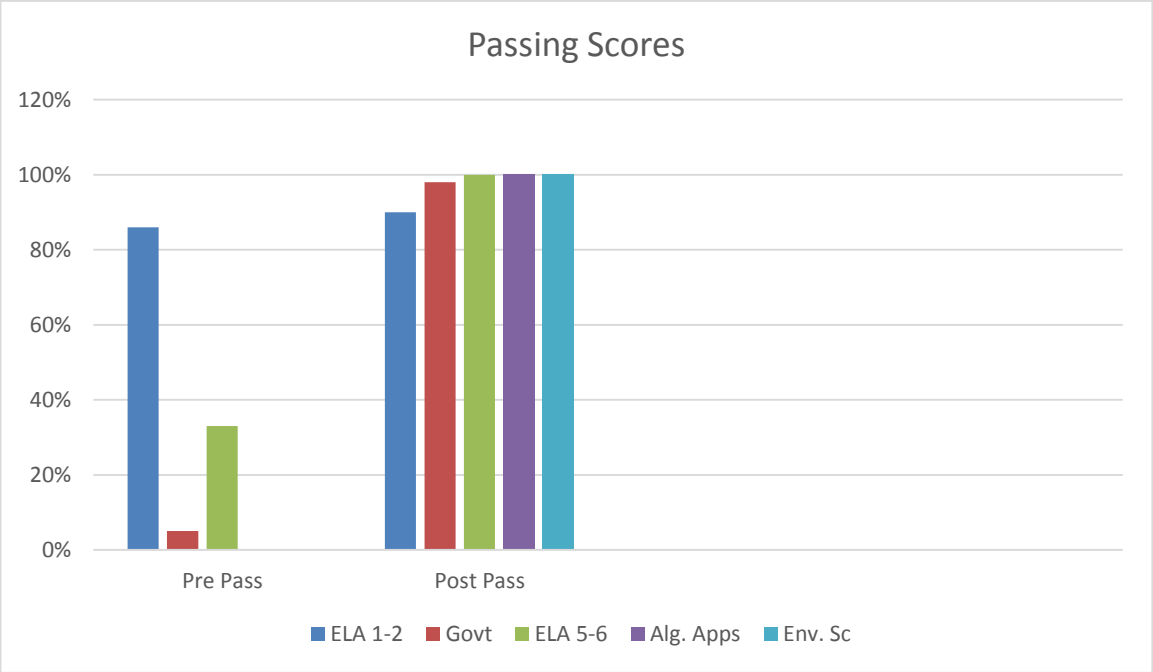
Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations to understand current year performance as compared to prior year(s) performance? What change in academic performance does the analysis indicate? How does the analysis indicate the identified change in academic performance?
DVA has used pre and post assessments for several years as an indicator of academic growth in core classes. Pre and post assessments are standardized and given in the first and last weeks of the sessions. As part of the multiple measures, DVA teachers administer mid-term assessments that are analyzed and compared to final assessments. Grade distributions and percent passing (a course) are also part of the student academic growth. The new district assessment is administered in the fall and spring of the school year and is aligned to the state standards. The assessment will continue to be administered, evaluated and refined as a part of the overall picture of student academic growth. In analyzing the data from each assessment, the scores are recorded in percentages. For example, the pre and post assessment scores for each student are recorded in percentages. This allows teachers to monitor individuals for academic growth. The scores are then averaged to determine, in a particular core class, the pre assessment average and the post assessment average. The average growth is then recorded. This process allows for consistency in the analysis of data. In addition, DVA reviews the percent of students passing a core class during each session. Along with the percent passing, DVA monitors the grade distribution in each class. The practice of collecting percent passing data and grade distributions provides a larger picture of the student progress and instruction. The following are examples of Pre and Post data, percent passing data and grade distribution data. All data are provided to teachers in professional development sessions and are part of the discussion and planning for curriculum, instruction and continuous improvement goals. Analysis of student performance data reveals a continued need for the tutoring program to assist those students who have not met the standards in math and reading. Trends are revealed and concepts identified to broaden the scope of instruction in providing support to all students in core areas. As new students enter and exit every six weeks, predicting outcomes and reviewing trends becomes a part of the overall analysis of data.

Pre and Post Assessment Data:

Session 4 2013-14	**Pre**	**Post**	**SGP**
Language Arts 3	52%	89%	37%

Session 1 2014-15	**Pre**	**Post**	**SGP**
Geometry 1	32%	74%	42%
Algebra Apps. 1	28%	76%	48%
Lang. Arts 5	61%	84%	23%
Session 2 2014-15			
Geometry 2	34%	72%	38%
Algebra Apps. 2	32%	69%	37%

Pre and Post Assessment Results
Session 3, 2014



As reflected in the chart, a pre-test was administered in the first week of the session. Post assessments were given in the last week of the session. Evidence of academic improvement is apparent in the data below:

Academic improvement:

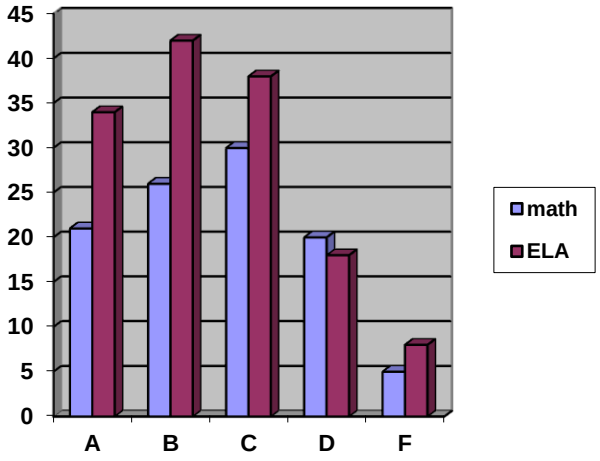
ELA 1-2	= 4%	ELA 5-6 = 67%	Alg. Apps. = 77%
Govt.	= 98%	Env. Sci. = 57%	

DVA Percent Passing Math or English Language Arts
Session 5, 2014

The chart reflects the percentage of letter grades, A through F, received by students completing Session 5 (2014) at DVA. Further, students enrolled and completing a core academic class (80) with a total of 97.5% of the students passing the class demonstrates academic growth for the majority of students taking the class.

Deer Valley Academy – Session 5 (2014)

Core Classes: Math, English Language Arts
Total number of students = 80
Total percent passing = 97.5%



The chart above demonstrates another format in the analysis of student performance data. Data is presented in staff meetings and professional development sessions. Additional charts are maintained at the school and reflect SGP in each session.

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?	
Deer Valley Academy's curriculum is based on the Arizona State College and Career Readiness Standards and has a formalized curriculum process that includes reviewing, evaluating, revising and writing. Instructional materials are selected in conjunction with curriculum revisions. The entire curriculum process follows an established timeline, which details each part of the annual review, evaluation and revision. In addition, a formalized curriculum writing process is scheduled every five years. New curricula is written for each core course taught at DVA. Newly adopted text, audio/visual and instructional materials are implemented along with the newly written curriculum. The curriculum review process includes a structured timeline and action plan. The timeline revolves around DVA's year-long schedule beginning in July and culminating in June of the following year. The yearly review allows for curriculum adjustments and modifications to lesson designs. Student performance data is critical in the review process as are the CIP goals and stakeholder input. In evaluating the curriculum, teachers complete review documents identifying strengths and areas of concern in their content area. The process allows significant input by teachers as they analyze student learning and performance in each session taught. Department leaders meet with members of the content area staff to discuss the curriculum, suggestions and modifications. In addition, curriculum pacing guides, lesson design and daily lesson plans are revised as needed.	Curriculum timeline, documents and common assessments

Curriculum review forms include the following: • Accuracy of curriculum pacing • Alignment to CCRS and district curriculum • Effectiveness of lesson design • Alignment of assessments • Areas for improvement • Comments External alignment in each core content area has been accomplished by using the state documents to guide curriculum writing. Evaluations of alignment were conducted by experts in the field and the curriculum director. Curriculum mapping was included in the evaluation process to align standards and to strengthen instructional content. The newly written core curriculum was implemented at DVA in the 2014 school year. Curriculum standards were aligned with the state and paralleled core curriculum from the neighboring district. This practice ensures that dual enrolled students are able to transition smoothly and maintain academic integrity. In addition, common assessments were developed that aligned to the curriculum and are provided to content area teachers. Student performance data is another factor in the evaluation of curriculum. Pre and post assessments are administered in core classes each session. Teachers complete an evaluation of student assessment performance by identifying concepts and standards that need enhancement and those students have mastered. Teachers complete an action plan stating the instructional methods, strategies and techniques that will be utilized to promote improvement. Growth percentages are calculated and returned to teachers at the end of each session. This practice provides information for instructional and lesson adjustments. Mid-term grades for all students are reviewed by the administration. Students having academic difficulty are identified	

and provided additional support during the remainder of the session. Performance data sources: • Pre and post assessments (results) • Pre and post assessment analysis (forms completed by teachers) • Mid-term grades • Common assessments (final exams) • DVA Comprehensive Assessment (math, reading and writing) • AIMS • Grade distribution in core classes	
2. How does the Charter Holder identify gaps in the curriculum?	
Area II: Curriculum DVA incorporates strategies to ensure that the curriculum is aligned to the state standards and taught in the classroom. Curriculum analysis is one strategy to assist in identifying gaps in the curriculum. Research has demonstrated that analysis allows teachers the opportunity to more closely "break down" the standards as they align curriculum and further create lesson designs. DVA core teachers create lesson plans that are specific to the days in each session and block schedule. Plans include standards, objectives, relevant activities and assessments. Analyzing pre and post assessments provides information regarding student prior knowledge and academic growth. Teachers utilize results to modify instruction as needed. Further, reviewing the assessment results allows teachers to identify academic needs and areas to improve instruction. Administrators review the data to draw conclusions related to instruction, performance and the possible need to make adjustments to curriculum.	Curriculum docs, pacing guides, pre/post assessment data

Common assessments are another way in which DVA can monitor standards being taught and possible gaps in the curriculum. Performance data is compiled for each session and provided to teachers in a professional development session. In content area groups, performance results are reviewed and discussion takes place related to strengths and areas of concern. Curriculum standards, instructional methods and academic rigor are the topics discussed prior to revisions or modification to curriculum and instruction. Monitoring the implementation of pacing guides provides another avenue for identifying gaps in the curriculum. Pacing guides have been established by experienced professionals in the content areas and align to the block schedule timeframe. While they are guides, teachers are expected to use the guides to ensure standards are met in each session. Currently, DVA is analyzing content area testing as it relates to Bloom's Taxonomy. Teachers are preparing questions on classroom quizzes and tests to encourage higher levels of thinking for students. Professional development sessions support this process and continue to address rigor in the classroom.	
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): Deer Valley Academy's curriculum is based on the Arizona State College and Career Readiness Standards and has a formalized curriculum process that includes reviewing, evaluating, revising and writing. Instructional materials are selected in conjunction with curriculum revisions. The entire curriculum process follows an established timeline, which details each part of the annual review, evaluation and revision. In addition, a formalized curriculum writing process is scheduled every five years. New curricula is written for each core course taught at DVA. Newly adopted text, audio/visual and instructional materials are implemented along with the newly written curriculum. The curriculum review process includes a structured timeline and action plan. The timeline revolves around DVA's year-long	Curriculum guides, timeline and curriculum process calendar

schedule beginning in July and culminating in June of the following year. The yearly review allows for curriculum adjustments and modifications to lesson designs. Student performance data is critical in the review process as are the CIP goals and stakeholder input. Further, monitoring the implementation of curriculum is done by classroom observations and assessment results. Professional development sessions and staff meetings allow additional conversation related to curriculum and student performance. Deer Valley Academy's formal curriculum review process involves all staff members, the curriculum committee and administration. Stakeholder involvement takes place in the form of surveys and participation on the curriculum committee. Questions related to instruction, curriculum, rigor and student performance are included on the survey. Survey results are compiled for the curriculum committee's use. The curriculum writing process is conducted every five years (unless major changes are made at the state level). The writing committee meets numerous times to review all documents, performance data, state standards, lesson design and lesson mapping/pacing. Considering all documents, the committee breaks into content area groups to begin the writing process. Instructional materials are reviewed to ensure alignment. Final curriculum documents are presented to the Board of Directors for approval.	

Curriculum Calendar:

Deer Valley Academy

Curriculum Process

Deer Valley Academy reviews and evaluates the curriculum, lesson design, pacing guides, assessments and instructional materials on an annual basis. The curriculum writing cycle takes place every five years or as directed by changes in the state standards.

The process is as follows:

July — Teachers complete the curriculum review form (A) at the end of session 1.

August — The Curriculum committee consisting of one teacher from math, language arts, science, social studies, one administrator and the curriculum specialist.
The completed curriculum review forms (both A and B) along with pre/post assessment results, AIMS results and additional relevant data from the previous year are evaluated.

September — The curriculum committee makes recommendations for modifications to the curriculum, lesson designs, pacing guides, assessments and as recommended by teachers and approved by the committee.
Final approval is determined by the administrator and curriculum specialist.
Modifications are made during the five year curriculum cycle or as necessary to meet state standards.

October — Instructional materials are evaluated by the curriculum committee. Recommendations for changes and additions to educational and technical materials are made to the administration. The final approval and appropriation of funding is completed by the administration with Board approval.

December — Teachers complete the curriculum review form (B) at the end of the session.

January — The curriculum committee convenes to evaluate the curriculum forms and assessment data from the previous fall sessions. Recommendations for modifications are submitted to the administration.

February Assessment data, curriculum recommendations and standards are presented in the professional development sessions. April-May Curriculum committee meets and begins the revision process. During the five year curriculum writing cycle, the curriculum committee convenes to write new or revised curriculum. This process concludes by June.	
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Deer Valley Academy's formal curriculum review process involves all staff members, the curriculum committee and administration. Stakeholder involvement takes place in the form of surveys and participation on the curriculum committee. In addition, the curriculum is presented to the parent group at the annual meeting in December. Surveys are given to all stakeholders. Questions related to instruction, curriculum, rigor and student performance are included on the survey. Survey results are compiled for the curriculum committee's use. Surveys are administered at registration times each session to garner the highest percentage of returns. In addition, focus groups are held twice a year with staff, students and parents. Focus groups provide information for both curriculum and instruction. Data and comments from focus groups are valued and a significant part of the decision making process at DVA. The curriculum writing process is conducted every five years (unless major changes are made at the state level). The writing committee meets numerous times to review all documents, performance data, state standards, lesson design and pacing guides. Considering all documents, the committee breaks into content area groups to begin the writing process. Instructional materials are reviewed to ensure alignment. Final curriculum documents are presented to the Board of Directors for approval. Monitoring the implementation of curriculum is done by classroom observations and assessment results. Professional development	Focus group plan, focus group responses, surveys, curriculum pacing guides

sessions and staff meetings allow additional conversation related to curriculum and student perform.	
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): The DVA curriculum committee begins the process with multiple documents as the revision/writing takes place. Following the timeline (calendar), committee members and additional stakeholders meet to set goals and objectives for the curriculum. The primary documents used in the process are the state standards/CCRS and previous curriculum materials. The state standards/CCRS are the guide for the DVA curriculum committee during the writing process. The committee was provided with assessment data, Bloom's Taxonomy charts and pacing guides. In addition, core curriculum documents from the neighboring district are available to assist in paralleling as is necessary for transitioning students. The partnership with the neighboring district continues with open communication between teachers, curriculum staff and counselors. Materials included in the curriculum adoption process are evaluated by committee members. Each member is skilled in their content area and experienced in student performance. Additionally, DVA curriculum members participate as curriculum review members at their home (day) schools. The continuous involvement is an added benefit to DVA as curriculum options are evaluated.	Curriculum documents and assessments (pre/post and grade distributions)
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): Deer Valley Academy is the singular school under the umbrella of Deer Valley Charter Schools, Inc. Ensuring implementation of the curriculum is the responsibility of administration and teachers. The DVA curriculum, lesson design and assessments are aligned to the state standards/CCRS. Teachers are tasked with delivering curriculum in the content areas and monitoring the performance of students. The implementation of curriculum is monitored in several ways.	Evaluation (teacher) documents, pacing guides, lesson plans

The teacher evaluation is reflective of the state recommendations. The DVA evaluation instrument is based on Charlotte Danielson's methods as presented in "The Framework for Teaching Evaluation Instrument" workshops and materials. Teachers are evaluated during each session, including the summer session. In addition, lesson plans are written and include curriculum standards. Observations are unannounced and frequent to monitor implementation of curriculum and instructional delivery. DVA has common assessments for core content areas. Assessments are provided to teachers as are pacing guides and curriculum documents. It is a clearly stated expectation that both new and veteran teachers follow the DVA curriculum. Assessment data, lesson plans and evaluations are reviewed to assist in monitoring the implementation of curriculum.	
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): DVA has a detailed set of curriculum documents and pacing guides that provide the format for daily lesson plans in each core content area. Due to the structure of the school, six sessions and block schedule, daily pacing guides are specific and provided to teachers. Teachers may adjust lesson plans as needed for time but must implement standards as directed. The school year at DVA begins in July and ends in June. The year-round calendar reflects the timeframe for each session (6) and the time of day sessions are held. The uniqueness of DVA includes dual enrolled students and a small number of students who attend DVA as their home school. Secondary courses are aligned to the state requirements for graduation and include a number of electives to provide numerous options for students. Curriculum documents, pacing guides and lesson plans are available for all courses and provided to teachers. Following the curriculum and lesson plans ensure that the standards are taught and students are assessed for progress. Monitoring by observation, evaluation, assessment and conferencing provides evidence of implementation of standards and meeting the timeline	Curriculum pacing guides, lesson plans, syllabus

of the course. Identifying what must be taught: • State Standards • Curriculum Documents • Pacing Guides • Lesson Plans Monitoring content standards: • Lesson Plans • Observations • Assessments	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): DVA conducts staff meetings, professional development sessions and informal gatherings that focus on school goals and expectations. All staff are given a school calendar for planning. Attendance at PD and staff meetings is mandatory for session teachers with three yearly meetings that are mandatory for all staff who wish to continue as a part of the DVA team. The purpose of the mandatory meetings is to ensure that all staff are aware of pertinent information regarding expectations and any changes in policies as a part of the Continuous Improvement Plan at DVA. New teachers are involved in meetings that are specific to their needs and will assist them in becoming acquainted with the procedures and practices at the school. Expectations related to curriculum and instruction are clearly presented at meetings and professional development sessions. New teachers are observed more frequently as a part of DVA's on-going continuous improvement. Teachers may choose to access curriculum documents electronically or in hard copy form. Lesson plans, pre/post assessments, common assessments, texts and audio visual materials are made available to teachers along with a technology lab.	PD sessions, staff meetings, teacher evaluations

Teachers are encouraged to integrate technology as part of the instructional toolbox and utilize a sign-up sheet to reserve the lab. Technology training is conducted as needed for new staff. The open door policy at DVA offers another avenue for communication and clarification as may be necessary. Meetings and PD sessions are designed to communicate expectations to staff and are followed with written information to support topics discussed.	
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): The DVA instructional staff is keenly aware of the overall requirements of the state and district related to student performance. The expectation is that teachers will use the adopted curriculum, materials and assessments and that students will continue to demonstrate growth in performance. The uniqueness of DVA, and the frequency of entries and exits form each session (6), contributes to the complexities of measuring performance growth. Performance trends are analyzed in monitoring academic growth as well as assessment results. In addition to performance measures, unannounced observations are conducted on a regular basis. Teachers are aware of the evaluation process, instrument and expectations. The evaluation instrument is aligned with instructional standards and expectations. Teachers have been provided with PD related to differentiated instruction, Bloom's Taxonomy, curriculum standards, lesson plans and assessments. Monitoring the use of instructional materials and technology usage coincides with instructional monitoring. Instructional lesson plans are submitted and must include standards and objectives that align with the curriculum. Teachers may utilize both the curriculum documents and the lesson design to assist them in daily planning. Instructional observations include looking for clearly defined objectives that relate to the standards, relevant activities and academic rigor. Conferencing that follows observations offers the opportunity to review the implementation of curriculum, academic standards and student progress.	Curriculum, lesson plans, teacher evaluations

Alignment of Curriculum	
10. What process does the Charter Holder use to ensure the curriculum is aligned to Arizona's College and Career Ready Standards?	
Answer (suggested word count is 400 words): The DVA curriculum committee follows the timeline for writing and revising curriculum. Part of the process includes assessing the alignment of core curriculum with the state standards. The analysis involves the core academic lead teachers and administrators who are tasked with "breaking down" the standards to decode the performance requirements embedded therein. Along with curriculum mapping and lesson design, the committee is able to ensure alignment of district curriculum with state standards. The final part of internal alignment takes place when instructional strategies and assessments demonstrate meeting the instructional standards. Evaluating student performance provides data to confirm progress or identify gaps in instruction or learning. In the classroom, teachers consistently monitor the implementation of the standards with the actual learning experience. Observations and conversations involving both teachers and administrators are important factors in the process. The timeline for curriculum revision is followed to adjust, modify or rewrite should alignment to the standards be in question. Assessments provide data used in alignment of curriculum. Assessment questions are routinely monitored for higher levels of thinking, content standards and rigor. Assessments related to this area: • Pre and post • Classroom tests • Common assessments • DVA Comprehensive Assessment	Curriculum review process, curriculum documents
Adapted to Meet the Needs of Subgroups *(Address all relevant 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): DVA is a small school with six entry and exit dates in the school year beginning in July and ending in June. With each of the six	Tutoring program, performance data(Pre/post

sessions, dual enrolled students from the neighboring district enter to take one or two classes. These students may remain at DVA for only one session. All students enrolling meet with the counselor to ensure that all information is current and correct. Students with special needs are immediately identified and accommodations established. DVA identifies students who have not met the proficiency level by reviewing the following: • Transcripts • Enrollment packet information • Counselor recommendations and comments • Parent/student information • School Records (AIMS Scores) Once students are enrolled, the content area teachers administer a pre-test during the first week of school. Results are evaluated by the teacher to identify learning levels and prior knowledge. By the second week of the session, students who are having difficulty are recommended to the tutoring program. The tutoring program, which has proven to be successful, provides additional support in reading, writing and math. Students who have not met the standards on the AIMS Assessment are automatically placed in the tutoring program. The tutoring is a standards-based program with specific, individualized instruction.	and grade distributions)
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): DVA has no ELL students.	N/A
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) eligible students?	
Answer (suggested word count is 400 words): DVA has no FRL students.	N/A

14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Deer Valley Academy is recognized as a small school with a majority of students in the eleventh and twelfth grades. DVA has no students in the ELL or FRL categories. However, DVA does have a small number of students with disabilities enrolled. DVA continues to meet all state and federal guidelines for students with disabilities including all required reports and documents related to enrollment, 45 day screening, instruction, IEP's, conferencing, assessments, transition plans and graduation plans. Students with disabilities are mainstreamed into regular classes, a least restricted environment, and are monitored closely by the classroom teacher, support specialist, counselor and special education teacher. Each student's IEP is implemented in class and monitored during the course session. Teachers are accountable for the implementation of the IEP and working directly with each special needs student to encourage and support their success. The (special education) support specialist meets with all special needs students during each session. Meetings include a review of classes and progress being made. Needs are discussed and adjusted as necessary. Communication between the support specialist and classroom teachers is an on-going practice. In addition to classroom support, students with disabilities are involved in the tutoring program, another means of increasing student proficiency. The tutoring program is structured to include hands-on activities that engage students in active learning and retention of information. Pre and post assessments are given in the tutoring session to identify each student's area of need and specific skills for reinforcement. Parents are involved in all aspects of the educational process for all students with disabilities. Parents must attend enrollment meetings, IEP meetings and other meetings as needed. Progress reports are provided to students at the mid-term and follow-up calls are made for any student not meeting the academic standards. To further assist special needs students, classroom numbers are kept low so that the teacher to student ratio (1 to 25) is more likely to allow for	IEP's, pre/post performance data, tutoring program

individualized instruction in content area classes. While this practice is beneficial to all students, it is especially important to students with a need for extra support and instruction. Professional development topics have included working with students with disabilities. Sessions have focused on topics such as teaching in the block, helping students with learning disabilities, monitoring the individual education plan, and modified assessment strategies. Teaching the Best Practice Way, by Daniels and Bizar, is another resource available to DVA teachers. Drawing from these research-based methods have enhanced the presentations in class and assisted teachers in better planning for block scheduling at DVA. The pacing guides provided to DVA teachers are aligned with the curriculum and include activities that are directly related to meeting the instructional objectives and achieving specific outcomes. The goal at Deer Valley Academy is to provide the optimum educational experience for all students attending. Special needs students are more likely to be successful and benefit when the instructional program is organized, structured, specific and uniformly implemented with clearly defined outcomes for student achievement.	

Area III: Assessment

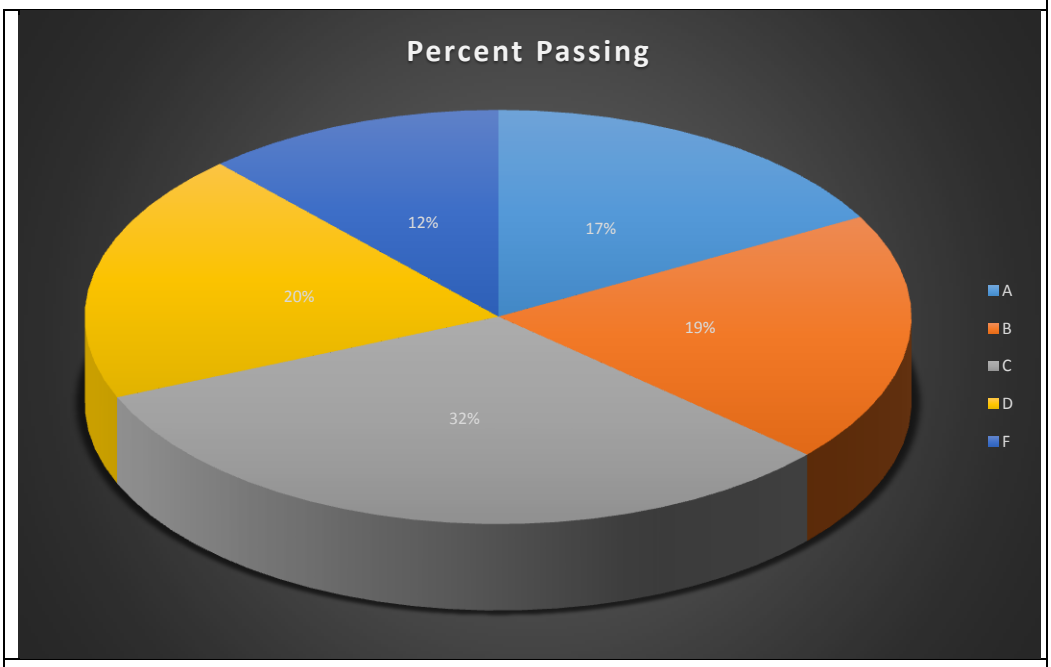
Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): Analyzing performance growth is an on-going process at DVA and includes multiple measures. As a small, unique secondary school, DVA incorporates the data from the following sources to measure academic performance: • AIMS Results • Pre and Post Tests • Common Assessments (finals) • DVA Comprehensive Assessment • Grade Distributions • Percent Passing Due to the overall enrollment at DVA, a small number of students take the AIMS each year. As a result, DVA receives an NR as few of the students attending are in the 10th grade and enrollment does not reflect a minimum number of FAY students. Individual results are analyzed to indicate growth for each student. Performance charts are developed along with academic trends to demonstrate and identify strengths and challenges in standards and concepts. AIMS results are provided to teachers along with concept indicators that will assist them in classroom instruction. Pre and post assessments have been developed by core area teachers to identify academic levels, prior knowledge and lesson planning. Pre and post testing is evaluated with results provided to teachers. Common assessments are provided for core content areas. Improvement in these assessments is on-going as teachers review questions for clarity and changes are made in curriculum. In addition, DVA has developed a comprehensive assessment that is aligned to the state standards and curriculum. This assessment focuses on concepts addressed in the AIMS and is another tools for	Comprehensive assessment, Pre/Post assessments, grade distributions and percent passing

measuring student performance. The assessment focuses on mathematics, reading and writing. Bench mark data, scores and overall performance results are analyzed and presented to teachers. DVA includes the analysis of grade distribution and percent passing in core content areas as a part of the overall measure of performance. As a school with multiple entry and exits, DVA has identified valuable information regarding student performance and instruction from these sources. All data is provided to teachers in PD sessions.

DVA maintains an assessment system with a clearly defined timeline and list of assessments.

Note: Examples of student performance charts are attached.

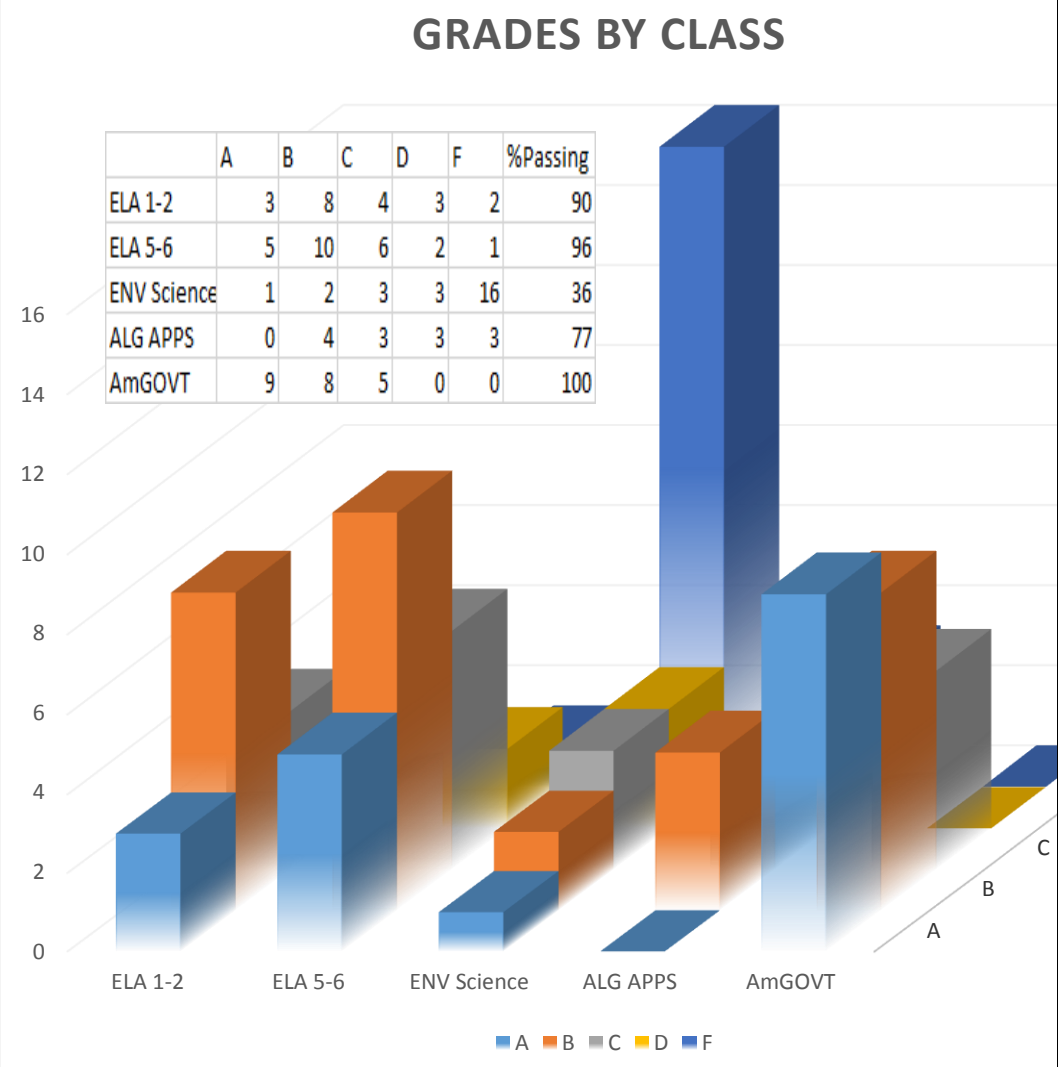
Session 2 – 2014-15



Percent Passing = 88% (N=153)

Core Classes: Language Arts, Math, Social Studies, Science

Session 3 – 2014-15



	A	B	C	D	F	%Passing
ELA 1-2	3	8	4	3	2	90
ELA 5-6	5	10	6	2	1	96
ENV Science	1	2	3	3	16	36
ALG APPS	0	4	3	3	3	77
AmGOVT	9	8	5	0	0	100

2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): The process of designing or selecting assessments includes teachers and administrators. Content area teachers work as a team to identify the assessments that best align to curriculum, meet the standards, include high level thinking skills and maintain academic rigor. In each core content, teachers have identified common assessments (finals) that meet the criteria for the course and curriculum. Adjustments are made as an on-going process to maintain accuracy and integrity in testing. The DVA Comprehensive Assessment was developed by a team of experts in their field: math, reading and writing. Sample assessments from Arizona, Oregon and California were made available as they aligned to the Common Core Standards. The process included the following: • Team preparation/objective • Materials gathered – AIMS practice tests, sample Common Core Standards Assessments, DVA curriculum and CCRS documents • Meeting dates established • Review of all materials • Identify standards and align questions • Compile questions in math, reading and writing • Formulate the assessment and establish testing schedule • Profession development session for overview of assessment • Pilot testing • Review results and adjust assessment • Finalize DVA Comprehensive Assessment • Implement/administer assessment • Gather results/analyze data • Present data to teachers Following the administration of the DVA Comprehensive Assessment, the results were used to identify gaps in the concepts, strengths and areas of challenge for students. Commonly missed questions were evaluated for possible bias, word choice and clarity.	Committee meetings, curriculum documents

As many as 10 questions on the math test were either removed or modified for content clarity or relevance. Math and Language Arts teachers continue as a part of the team to review test results and offer suggestions for improvement as needed. Teacher generated testing takes place in all content areas and is left to the discretion of the teacher. Mid-term testing is teacher generated to better meet their instructional pacing and provides immediate feedback for individualized instruction.	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): The assessment system is aligned to the curriculum by identifying the content standards and checking for reliability and validity. The consistency of DVA's Comprehensive Assessment has demonstrated a high level of reliability. Strands/concepts in AIMS are also consistent with those in DVA's assessment. The DVA assessment will be administered in late spring (2015) to determine reliability and identify correlations between scores. This process will further the strength of the DVA Comprehensive Assessment. Pre and post assessments and common assessments (finals) provide a window into the strength and consistency of teacher generated assessment. These assessments have been developed by content area specialists and are subject to modification as is needed to maintain integrity. Research has proven that aligning curriculum with state standards, including instruction that is based on the curriculum and administering assessments that identify opportunities for students to demonstrate competencies is a system that promotes growth in performance. DVA has continued to follow this format in establishing a system that fits the instructional methodology and academic goals. Teachers are tasked with following the pacing guides, preparing daily lessons and activities that address curriculum standards. Monitoring instruction is accomplished by observation and evaluation to ensure the alignment of curriculum, instruction and assessment.	Curriculum documents, pre/post assessments, grade distributions, percent passing, lesson plans

DVA is a secondary school that integrates direct instruction with technology to provide the optimum learning environment for students. Incorporated in direct instruction are teacher-center approaches such as, but not limited to, the following: • Demonstration • Lecture and Discussion • Cooperative/Group Learning • Problem Solving • Experimental Learning • Simulations In addition, teachers are encouraged to integrate technology on a consistent bases. A technology lab is available for all teachers and students. Every classroom contains a smart board, audio-visual equipment and several computers. All of the instructional tools are a part of the instructional approach at DVA and are intended to assist teacher in teaching the standards. The DVA Comprehensive Assessment is reliable and valid and is aligned to the curriculum and state standards. Classroom instruction is based on best practices and evaluated on an on-going basis. As part of the Continuous Improvement Plan, DVA continues to monitor performance results and instruction for consistency in academic rigor and higher level thinking skills.	
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): The Deer Valley Academy student assessment system evaluates performance utilizing multiple measures. Included in the assessment system is the state mandated (AIMS) assessment given twice during the school year. In addition, DVA has developed and implemented a comprehensive assessment that is administered twice yearly. Pre and post assessments continue to be administered during each of the (6) DVA sessions. Along with testing data, DVA includes grade distributions, percent passing and graduation rates as factors in the	Teacher evaluations, student performance data (pre/post. Mid-term, grade distribution and assessment

overall analysis of student performance and the alignment of curriculum, instruction, assessment and professional development. The state mandated assessment, currently AIMS, is given to 10th graders twice each year. DVA has a small number of 10th graders enrolled as the majority of students attending DVA are junior and senior levels. As a result, the number of students taking the AIMS assessment does not meet the state requirement for calculation or as FAY students. However, the DVA administration continues to analyze AIMS data to identify trends in specific content strands and includes the data in decision making related to curriculum, instruction, assessment, and student performance. The DVA comprehensive assessment is administered to students in core content classes during the fall and spring. The assessment focus is on reading comprehension, written expression and mathematics. Data is utilized to determine specific content strengths and challenges and to drive curriculum, instruction and professional development. Data is provided to teachers in PD sessions that follow administration of the assessments. Teachers participate in the process of aligning lesson designs, curriculum and instructional materials. Teacher generated assessments in class are routinely administered at the discretion of the teacher and in accordance with pacing guides and session timelines. Pre and post, mid-terms and finals are scheduled assessments and follow the school (sessions) calendar. **Calendar of Assessments (2014-2015):** Session 2 September 2 & 4 DVA Comprehensive Assessment Session 3 October 28-30 AIMS State Assessment Session 4 February 23-25 AIMS State Assessment Session 5 May 18 & 20 DVA Comprehensive Assessment	calendar

Sessions (6)	Pre and Post Assessments	
DVA Comprehensive Assessment Timeline: Assessment Training for Staff: August 27, 2014 Assessment Presentation to Staff: October 8, 2014 Assessment Data Presented to Staff: November 18, 2014 Assessment Training for Staff: January 12, 2015 Assessment Data Presented to Staff: June 10, 2015		

Analyzing Assessment Data

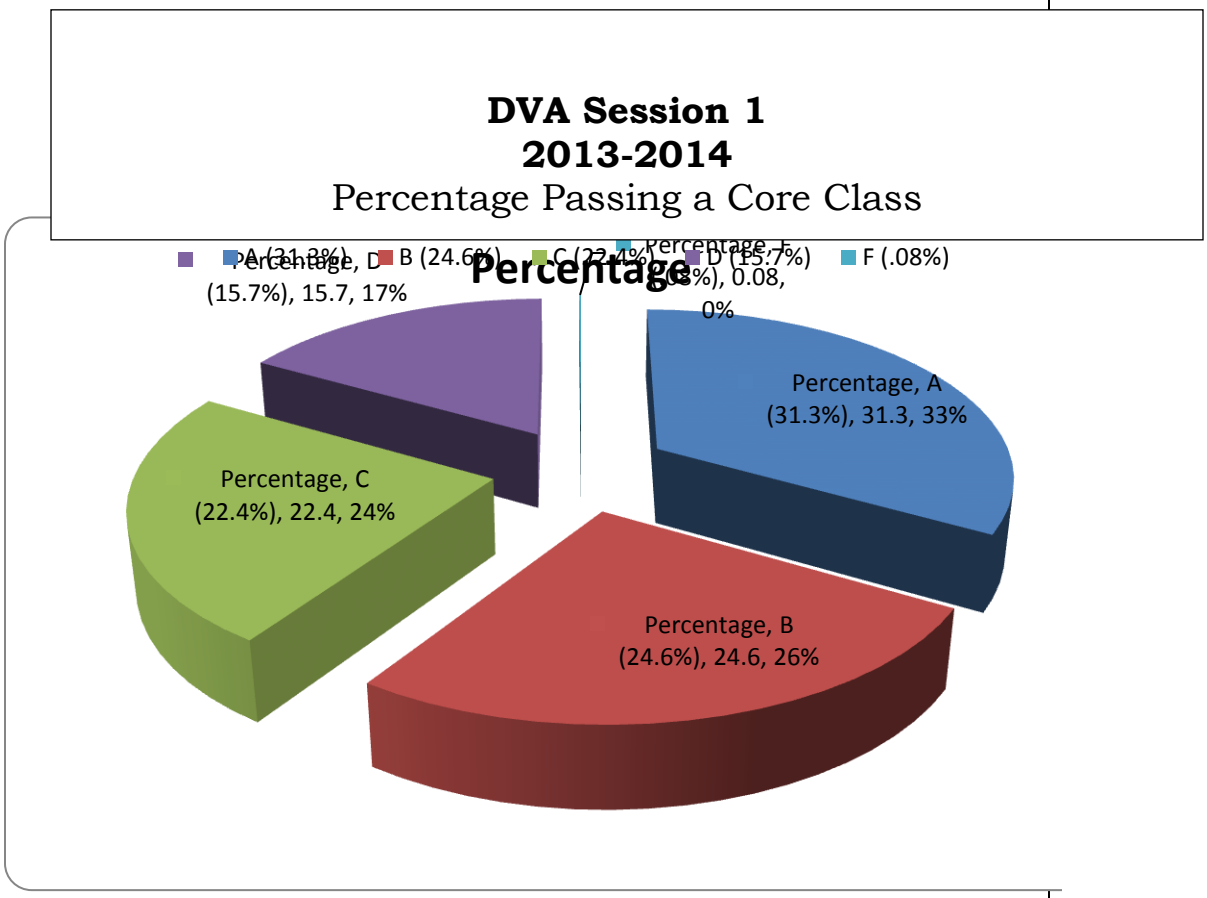
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?

Answer (suggested word count is 400 words): In addition to the assessment calendar, DVA collects data during each of the six sessions. For example: • Pre assessments given in first week of each session • Mid-term assessments given in the third week of each session • Post assessments given in the last week of each session In each case, the data is collected, analyzed and charted. Session comparisons are made along with academic trends to better identify areas of strength and challenges related to student performance. All data analysis is presented to teachers in PD and/or staff meeting sessions. **Calendar of Assessments (2014-2015):**			Assessment analysis, student performance data (AIMS growth, pre/post, grade distribution and percent passing)
Session 2	September 2 & 4	DVA Comprehensive Assessment	
Session 3	October 28-30	AIMS State Assessment	
Session 4	February 23-25	AIMS State Assessment	
Session 5	May 18 & 20	DVA Comprehensive Assessment	
Session 1-6		Pre and Post	

Assessments DVA Comprehensive Assessment Timeline: Assessment Training for Staff: August 27, 2014 Assessment Presentation to Staff: October 8, 2014 Assessment Data Presented to Staff: November 18, 2014 Assessment Training for Staff: January 12, 2015 Assessment Data Presented to Staff: June 10, 2015	
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): Multiple measures are analyzed to monitor student performance and classroom instructional practices. Lesson plans, assignments and assessments are areas included in the overall evaluation of the instructional effectiveness at DVA. The observation and evaluation system is one way in which administrators monitor implementation of curriculum and instructional methods that deliver the optimum learning environment for students. Data from sources that measure performance is another tool used in checking the alignment of instruction with curriculum standards. It is an expectation at DVA that what is taught must be aligned to the standards, and assessment must reflect relevant, related concepts for students to be adequately prepared to meet learning objectives. Reviewing test results, commonly missed questions and possible gaps in instruction reveal critical information used to adjust instruction as necessary to ensure standards are taught and students are learning. Teachers receive immediate feedback on pre assessments and mid-terms so that instructional adjustments can take place. Observations and evaluations document instructional practices and areas for improvement. Lesson plans allow an opportunity for teachers to identify standards taught on a daily basis while assessments reflect the effectiveness of learning based on performance and growth. Noted in the assessment calendar, multiple measures are frequently analyzed with results presented to teachers. Professional development sessions include topics that enhance understanding of the use of data in the classroom. Teachers are directed to apply data results to their classroom instructional strategies and techniques to	Teacher evaluations, PD sessions, student performance data

improve student learning.

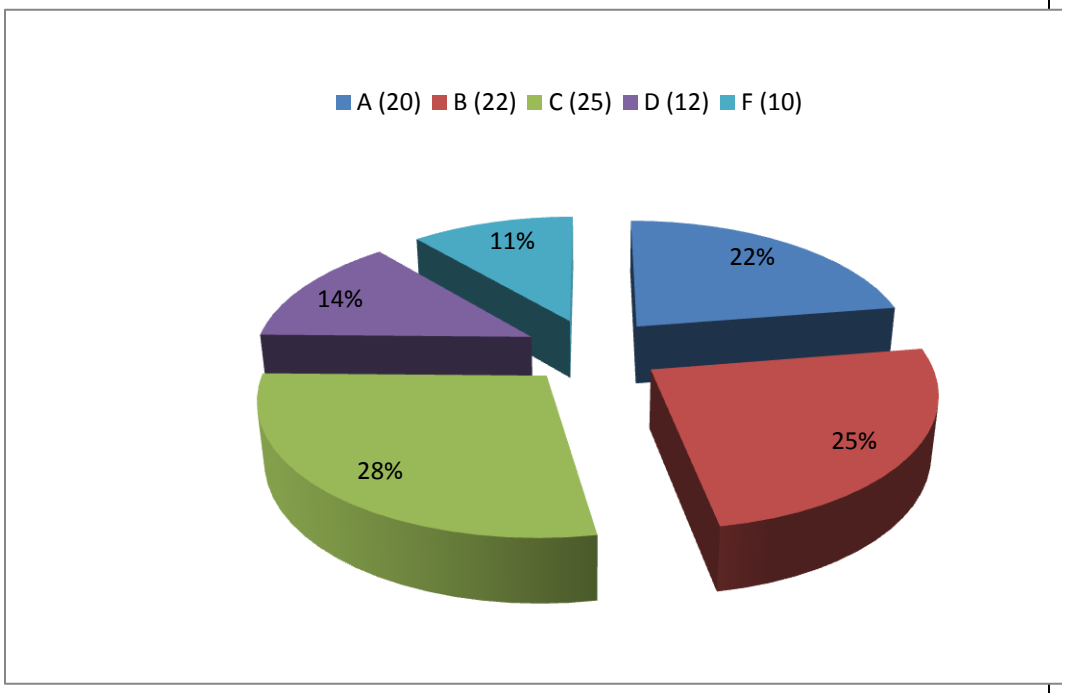
Note: Examples of assessment data are attached.



N= 361
Percentage Passing =99.92

Core Classes: Mathematics, Language Arts, Social Studies and Science

Session 3 – 2013-14 Percent Passing a core class

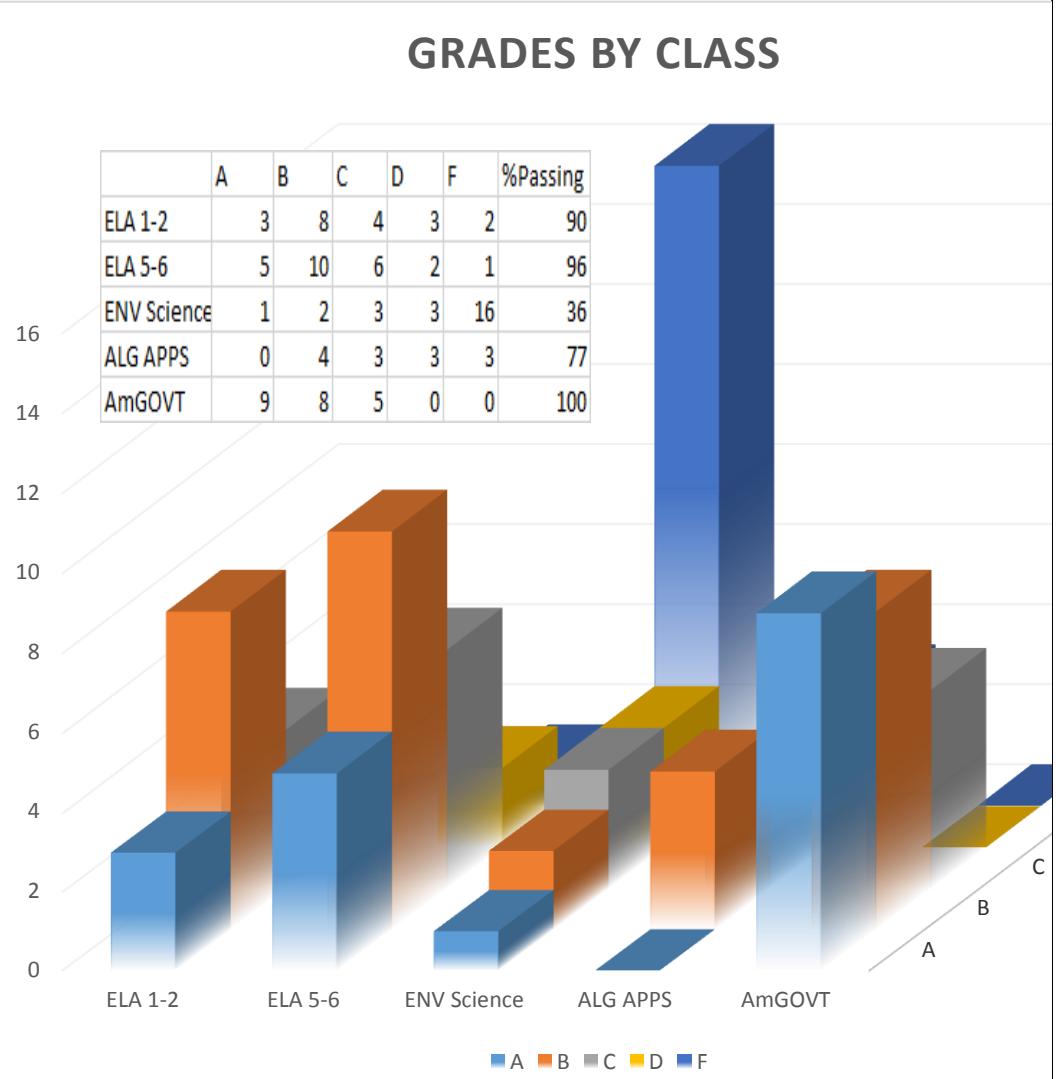


N= 89

Percent Passing 89%

CORE CLASSES: Math, Language Arts, Social Studies and Science

Grade Distribution Session 3 – 2014-15



	A	B	C	D	F	%Passing
ELA 1-2	3	8	4	3	2	90
ELA 5-6	5	10	6	2	1	96
ENV Science	1	2	3	3	16	36
ALG APPS	0	4	3	3	3	77
AmGOVT	9	8	5	0	0	100

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):

The analysis of assessment data provides information that assists DVA administrators and teachers in establishing academic goals for improvement, monitoring the curriculum implementation and instructional methods and adjusting lessons as needed for immediate academic support. As previously described, DVA has six entry and

Curriculum review process, walk-throughs, teacher evaluations

exits in the year-round calendar. As a result, 83% of the students are dual enrolled and change from session to session. (Note: the percentage changes slightly each session.) Data collected early in each session allows opportunities for teachers to adjust lessons and meet the academic needs of students. Pre and post assessments offer the most immediate information regarding academic knowledge and level of understanding. Teachers are able to establish a baseline in each session to measure student achievement and identify content skill levels that assist them in daily lesson planning. In addition, mid-term tests provide the next substantial measure for the session. Teachers evaluate student progress and communicate achievement to both students and parents. Additional teacher generated classroom quizzes and tests take place at the discretion of the teacher. Results from pre/post and mid-terms are analyzed and charted by the administrators with feedback to teachers. This process has proven beneficial in monitoring curriculum and instructional practices. Academic trends and skill sets are identified and used to modify/adjust lessons as necessary for improvement in student performance. AIMS data and the DVA Comprehensive Assessment data are evaluated to support modifications/adjustments in curriculum. Assessments are given in fall and spring of each year, which provides focus as the curriculum revision timeline is implemented to resolve significant areas that appear to require improvement. Examples of data analysis, adjustment intervals and trends are as follows:	

Student Performance Trends on the AIMS Mathematics Tests 2013-2015 The following areas continue to challenge students, and scores have fallen below the state average. Please continue to reinforce instruction in the following: • Number and operations – number sense/numerical operations/estimations • Data analysis – statistics, probability, systematic listing and vetex-edge graphs • Patterns, algebra and functions • Algebraic representations • Analysis of change • Geometry and measurement – geometric properties, transformation of shapes • Measurement • Structure and logic **Academic Planning:** Measurable goals focus on critical needs for improving performance in math Trends in math assessments utilized in curriculum and lesson planning Student academic growth monitored regularly (percent passing, pre/post assessment scores, grade distributions) Adjust lesson plans based on student achievement Professional development includes varied instructional strategies	

Deer Valley Academy 2014 Spring AIMS Analysis The Reading and Writing AIMS includes the following strands and concepts: Strand 1: Reading Process Vocabulary Comprehension Strand 2: Comprehension Literary Text Elements of Literature Historical and Cultural Aspects of Literature Strand 3: Comprehension Informational Text Expository Text Functional Text Persuasive Text AIMS Reading Results Analysis Students demonstrated strengths in the areas of vocabulary and functional text. Results indicated that 85% of students continue to need instructional support in the areas of comprehension and elements of literature. In addition, student scores indicated competence in functional text. The majority, 90%, of the students exhibited a need for reinforcement in persuasive and expository writing. AIMS Writing Results Analysis Students demonstrated strengths in the areas of ideas and content/organization. Results indicated a need for instructional support in the areas of voice/word choice/sentence fluency and conventions.	

Instructional Impact:

The tutoring program will address the areas of concern indicated on the AIMS reading and writing assessments. Instructional materials that focus on specific concepts will be provided to teachers and tutors. The practice guides provided by the Arizona State Department of Education will be used to support the instruction of AIMS strands and concepts.

Deer Valley Academy
AIMS Assessment Trends
April 22, 2014

The AIMS writing results are divided into two parts. The AIMS Writing Prompt and Writing Concept Results are calculated as follows:

Writing Prompt = 60% Possible points = 6.0

Writing Multiple Choice = 40%

	Number Possible
Standard 2: Writing Elements	27
Ideas and Content/Organization	12
Voice/Word Choice/Sentence Fluency	9
Conventions	6

Seven students were tested, and four of the students met the standards. The students not meeting the standards appeared to have difficulty with the multiple choice portion of the assessment.

Results indicated an average of 3.5 points (out of 6) were earned on the writing prompt portion of the test.

The average number correct on the Writing Elements portion was 9.3 out of a possible 27. The number correct reflected an average of 34.6% correct in the category.

In Ideas and Content/Organization, the average number correct was 5 out of a possible 12. The number correct reflected an average of 42% correct in the category. The Voice/ Word Choice/Sentence Fluency portion revealed an average of 3.6 out of 9 possible. The number correct reflected an average of 40.6% correct in the category. Students struggled in the Conventions portion of the assessment. An average of 1 correct out of 6 possible reflected only 17% correct in the category. The fall 2013 AIMS data was reviewed to better understand student progress on the AIMS assessment. Students (3) not meeting the standards on the April 2014 AIMS writing assessment had previously (fall 2013) made significant gains (average 17 points) to approach the standards. On the April 2014 AIMS, the average gain was 1 point. Data analysis indicated a need to reinforce learning in those areas of the assessment that posed the greatest challenge for students. The multiple choice portion of the assessment includes reading comprehension along with those skills associated with each concept and performance objective. Example: (1) If you use consecutive numbers, common names, or dictionary words, you are not safe from the software that hackers use to get password access to your accounts. (2) A combination of letters, cases, numbers, and symbols are recommended by most experts. (3) But how do you remember six passwords that look like this: im$Iv**H94? (4) One new idea that is getting noticed by organizations that sponsor sites is a program that allows only a few common passwords is to be registered on a site at any one time. (5) Hackers success at accessing multiple accounts is quite limited	

which makes the process cost prohibited for them. 1. What is the best transition to use at the beginning of sentence 5? A. Because B. However C. Nevertheless D. Consequently 2. What is the best beginning for this paragraph? A. How many passwords do you have? B. Hackers are able to steal passwords C. Is your password safe from computer hackers? D. Passwords that are dictionary words are not safe. (Answers: 1. D; 2. C) DVA Math Teachers Student Performance Trends on the fall 2013 AIMS Mathematics Test The following areas continue to challenge students, and scores have fallen below the state average. Please continue to reinforce instruction in the following: • Number and operations – number sense/numerical operations/estimations • Data analysis – statistics, probability, systematic listing and vetex-edge graphs • Patterns, algebra and functions • Algebraic representations • Analysis of change • Geometry and measurement – geometric properties, transformation of shapes • Measurement	

• Structure and logic Note: These are documents that are the foundation for presentations to teachers as curriculum and instruction is adjusted to meet the needs of students. Data is utilized in modifications to lesson plans and the tutoring program.	

Deer Valley Academy
Comprehensive Assessment Results 2014

Mathematics

Demographics:

Students tested were enrolled at DVA as their home school. Of the 19 students tested, two had an IEP. As is the norm at DVA, the majority of students were in grades 11 and 12 with 2 of the students in 10th grade and one in the 9th grade.

Thirteen students were Caucasian, four Hispanic and two African American. Ten female students were tested and nine male students were tested.

Scores did not reflect any deviation related to ethnicity. All students scored within a range consistent with the expectations of the assessment.

Total number tested	**19**
Students with IEP	2
Male students	9
Female students	10
Caucasian	13
Hispanic	4
African American	2
Grade 9	1
Grade 10	2
Grade 11	7

Concepts included on the mathematics assessment:

- Number and Operations
- Statistics and Data Analysis
- Patterns, Algebra and Functions

- Geometry and Measurements
- Structure and Logic

Following the administration of the mathematics assessment, the assessment committee reviewed the results. Specific questions were reviewed and determined to be invalid. Ten questions on the assessment (form 1) will be removed prior to spring 2015.

Language Arts

Demographics:

Students tested were enrolled at DVA as their home school. Of the 18 students tested, one had an IEP. As is the norm at DVA, the majority of students were in grades 11 and 12 with three of the students in grade 10 and one in grade 9.

Twelve of the students tested were Caucasian, four were Hispanic and two were African American. Ten female students were tested and eight male students were tested.

Scores did not reflect any deviation related to ethnicity. All students scored within a range consistent with the expectations of the assessment.

Total number tested 18	
Students with IEP	1
Male students	8
Female students	10
Caucasian	12
Hispanic	4
African American	2
Grade 9	1
Grade 10	3
Grade 11	4

Concepts included on the language arts assessment:
Writing

- Writing Elements
- Conventions

Reading

- Reading Process
- Vocabulary
- Reading Comprehension

Following the administration of the language arts assessment, the assessment committee reviewed the results. It was determined that the assessment met the standards and expectations. The committee suggested that the test include a variation in vocabulary application.

Summary of Scores:

Mathematics Benchmark Scores		Number of Students
Reaching Scores		
Passing score	56%	6
Approaching score	46%	3
Far below passing score		10

(Scores based on 10 questions removed from the mathematics assessment)

Language Arts Benchmark Scores		Number of Students
Reaching Scores		
Passing score	60%	12
Approaching score	50%	2
Far below passing score		4

Data Application:
Teachers were provided the assessment data and concepts at the October (2014) professional development session. Discussion regarding instructional methods and content concepts were discussed. Implementation of the modifications in mathematics and language arts began during session 3.

Teacher evaluations reflect implementation of academic goals. Expectations have been presented and timelines reviewed. Administration of the comprehensive assessment will take place during session 5 (2015).	
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How does the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): Deer Valley Academy has structured the courses and program of instruction to meet the needs of a diverse population of students. As mentioned previously, the majority of students attending Deer Valley Academy are in the eleventh and twelfth grades. Those students, as well as the small number of tenth grade students, who fall into the bottom 25% are provided additional instructional support through the supplementary tutoring program. The program is structured and on-going as a part of the academic improvement plan for each of the students involved. Along with supplementary materials such as the current Buckledown series and the Holt test prep books, the staff receives training from Robert Marzano's, Classroom Instruction That Works. The overall results of the tutoring program have indicated academic improvement on those targeted skills. Careful evaluation of the AIMS results is included in the continuation of the tutoring program and any addition to supplementary materials purchased for the next school year. Students who have not met the standards on AIMS are automatically involved in the tutoring program. During each session, the students are taught by a math and/or reading teacher based on their individual needs and AIMS results. Once identified, the student and parent meet with the guidance counselor who explains the tutoring program and the goals of the instructional time in the program. Along with the individual's AIMS results, each student is given a pre-assessment to identify the specific skills needed to be successful on AIMS. Students remain in the tutoring sessions until AIMS is administered. Upon receipt of the results, and if the students meets the standards on AIMS, the student may opt out of tutoring. If the	Tutoring program, student performance data

student has not met the AIMS standards, the student will continue in the program. Individual content area teachers are made aware of those students who have not met the AIMS standards and are expected to reinforce content information that would better prepare those students for the AIMS assessment. Monitoring of the classroom instruction is done by evaluation and conferencing with content area teachers. For example, students in math class would receive additional supporting instruction as it relates to the skills necessary for meeting the standards on AIMS. Reinforcement of concepts benefits all students in class with a specific focus on those students taking the AIMS assessment. To ensure that all students' needs are met, a complete, individualized 4 year plan is created for every student at DVA. Further, the students who may fall in the bottom 25% are immediately identified and placed in classes accordingly. As stated, these students also receive tutoring and supportive classroom instruction.	
9. How does the assessment system assess ELLs to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): DVA has no ELL students.	N/A
10. How does the assessment system assess FRL-eligible students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): DVA has no FRL students.	N/A
11. How does the assessment system assess students with disabilities to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): Students with disabilities are mainstreamed into regular classes, a least restricted environment, and are monitored closely by the classroom teacher, support specialist, counselor and special education teacher. Each student's IEP is implemented in class and monitored during the academic session. Teachers are accountable for the implementation of the IEP and working directly with each special needs student to encourage and support their success.	IEP's, student performance data

In addition to classroom support, students with disabilities are involved in the tutoring program, another means of increasing student proficiency. The tutoring program is structured to include hands-on activities that engage students in active learning and retention of information. Pre and post assessments are given in the tutoring session to identify each student's area of need and specific skills for reinforcement. Parents are involved in all aspects of the educational process for students with disabilities. Parents must attend enrollment meetings, IEP meetings and other meetings as needed. Progress reports are provided to students at the mid-term and follow-up calls are made for any student not meeting the academic standards. To further assist special needs students, classroom numbers are kept low so that the teacher to student ratio (1 to 25) is more likely to allow for individualized instruction in content area classes. While this practice is beneficial to all students, it is especially important to students with a need for extra support and instruction. Assessment data for students with special needs is broken down into skills sets and concepts. The analysis is compiled and provided to the classroom teacher. IEP's are followed and modifications are made as recommended. The goal at DVA is to provide the optimum educational experience for all students attending. Special needs students are more likely to be successful and benefit when the instructional program is organized, structured, specific and uniformly implemented with clearly defined outcomes for student achievement.	

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): The process of monitoring the integration of standards into instruction begins with the writing of pacing guides and lesson plans. Content area teams are involved in the curriculum process, which includes	Teacher evaluation instrument, walk-throughs,

examining the standards to reveal sub-topics and concepts within the standards. In doing so, teachers can better identify components of standards and design lessons that best address the standards. Pacing guides organize the instruction that takes place in each session to ensure that the standards are taught and assessed. The major components of the process are: • Establishing teams • Following the curriculum process • Writing pacing guides • Developing lessons and assessments • Inservicing Teachers • Implementing curriculum and instruction • Assessing • Analyzing data and presenting to teachers • Evaluating instruction • Conferencing with feedback • Monitoring and adjusting instruction Assessment and monitoring takes place rapidly during each session. As course offerings differ from session to session, time is of the essence in assessing instruction to determine that standards are taught and pacing of lessons is maintained. Veteran teachers have demonstrated, in various ways, a clear understanding of standards-based curriculum and instruction. New teachers are monitored closely to support them in mastering the block schedule timeframe and meeting academic goals. Evaluation of teachers takes place during the sessions and feedback is immediate to allow any necessary modifications. Curriculum specialists are involved in the process and support teachers in meeting the instructional standards established at DVA.	professional goals, conferences
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): Due to the multiple sessions and block schedule at DVA, evaluating instruction takes place more frequently and with immediate feedback to the teacher. To ensure fidelity, lessons are monitored, assessment is consistent within each core area and data is analyzed with comparisons	Teacher evaluations, walk-throughs

to previous sessions. As a year-long school, DVA strongly supports standards-based instruction and assessment to support continuous improvement in student performance. Many of the teachers at DVA are veterans and work in the neighboring district. With the neighboring district following a standards-based approach, the benefits are apparent in both districts. DVA teachers are fortunate to be supported by PD sessions at both locations of employment. The partnership DVA has with the neighboring district benefits students in the transitioning process as CCRS standards are the foundation for curriculum and instruction in both districts. Monitoring the effectiveness of instruction involves reviewing lesson plans, which note standards, evaluating instruction, analyzing data and providing relevant professional development sessions to support continual improvement.	
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): The evaluation process at DVA begins in session 1 and continues through the year-round calendar school year. The first meeting with teachers includes a pre-conference explaining the evaluation process and reviewing the evaluation instrument. Evaluations take place regularly as each session begins and ends. As a part of the multiple, changing sessions, teachers are observed, evaluated and conferenced in an expedited manner. New teachers are observed more frequently while veteran teachers expect to be observed approximately once per session. • Pre-conference – review of evaluation timeline and instrument • Distribution of evaluation instrument • Observations/evaluations • Conferencing Professional development is on-going and includes the importance of standards-based instruction and student performance. Embedded in the structure at DVA is the expectation that all teachers understand the CIP goals related to instruction and performance and implement strategies that promote academic achievement. Reinforcement and support for	Teacher evaluations, lesson plans

teachers is consistent at DVA and supported by the Executive Director and Board. Assessment of student knowledge is another way that instruction is monitored. Pre assessments and mid-terms are evaluated as are the assessments using in the classroom. Checking the validity of the assessments and alignment to the standards is part of the monitoring process. Additional support in instructional alignment and strategies is given to teachers should the need arise. Further, lesson plans are submitted and must reflect curriculum standards, objectives, relevant activities and measurable outcomes. Teachers are hired by the session. In the case of a teacher being unable to meet the quality standards, they will not be eligible to return to DVA.	
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): The evaluation process at DVA follows the Arizona guidelines and is structurally based on the Charlotte Danielson model. Categories that are included in the evaluation instrument are heavily weighted on instructional effectiveness and student engagement. DVA strongly embraces direct instruction and student engagement as a foundation for academic performance. Further, the evaluation process and frequency of observations supports the ability to identify strengths and areas of challenge in the implementation of standards-based curriculum, instruction and assessment. DVA's teacher evaluation form is used to document instructional practices in the classroom. Following the evaluation, teachers conference with an administrator to review the lesson. A lesson plan review form is completed by the teacher and brought to the conference. A conference form is completed by the administrator with follow-up observations as needed. The teacher evaluation form is divided by 4 domains as follows: Domain 1 – Planning and Preparation Domain 2 – Learning Environment Domain 3 – Instruction Domain 4 – Professional Responsibilities	Teacher Evaluation forms, lesson plans, conference forms

Domain 3 – Instruction relates directly to the strengths and challenges of instruction in the classroom. Levels of Performance: Ineffective Developing Effective Highly Effective Evaluation in domain 3 covers areas such as questioning strategies, engaging learners and assessing learner progress.	
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): DVA's teacher evaluation form is used to document instructional practices in the classroom. Following the evaluation, teachers conference with an administrator to review the lesson. A lesson plan review form is completed by the teacher and brought to the conference. A conference form is completed by the administrator with follow-up observations as needed. Completed evaluations are given to teachers within a 24 hour timeframe. Conferencing takes place in the same week with timely feedback related to instruction. Teachers complete a lesson plan review to assist them in self-reflection prior to the conference. The lesson plan review is discussed along with the teacher's professional goals and the classroom observation. A conference form is completed by the administrator. Follow-up observations are scheduled should the need arise, and the process begins again.	Walk-throughs, evaluation forms, lesson plans and conference forms

Deer Valley Academy
Conference

Name _____ Date _____

Date of observation _____ Class observed _____

Self-reflection:
What was the observable objective?
_____
_____

Describe your impression of the lesson.
_____
_____
_____
_____
_____

What percentage of time were students engaged in the lesson?
_____
How did you check for understanding?
_____
_____
How will you know if the students retained the information?
_____
_____

How would you adjust the lesson in the future?
_____

Deer Valley Academy
Post-Conference

Administrator: _____ Date: _____
Conference date: _____ Teacher: _____

Conference Notes:

Observable objective:
_____
_____
_____

Students engaged: _____
Instructional strategies:
_____
_____
_____

Classroom management:
_____
_____
_____

Lesson plan: _____

Alignment to standards:
_____
General comments:
_____
_____
_____
_____
___

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): Quality of instruction that follows the standards is the foundation for student success at DVA. Administration and teachers support the implementation of standards-based curriculum and the process of evaluating instruction. Observations, walk-throughs and lesson reviews are utilized to gather information relevant to quality instruction. Timely feedback can influence steps necessary to improve the learning process. As part of educational leadership at DVA, administrators are tasked with the responsibility of supporting strengths in instruction and working directly with teachers who demonstrate an area of challenge. Monitoring teachers who need additional assistance in the classroom is part of continuous improvement and striving for academic excellence. Professional development sessions are directly related to continuous improvement goals, instructional methods and strategies, data-driven adjustments to lesson plans and student performance goals. Information and data revealed in the observation/evaluation process are factors in determining teacher training and continued employment. Student performance outcomes are monitored for growth and trends by class, teacher and session. Conferences with teachers are conducted to discuss celebrations and concerns as an on-going practice in continuous improvement at DVA.	Walk-throughs, evaluation forms, lesson plans
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The expectation for excellence in instruction is a priority regardless of the class or teacher. Teachers are observed, students are assessed and feedback is given in a timely manner. Support for teachers is provided to assist them in working with students who have not met the academic standards. Teachers are given support and assistance needed to maintain high standards in classes. Pre assessments and mid-terms provide progress data along with classroom testing done by each teacher. Data from pre assessments and mid-terms is reviewed and analyzed to identify students with difficulties and offer additional support. The tutoring program is offered as another resource for students who fall below the standard.	Teacher evaluations walk-throughs

Classroom observations allow educational leaders to assist teachers with methods and strategies in meeting the academic needs of students who have not met the proficiency standards. Classroom teachers coordinate with the tutoring program teachers to provide additional support for students in need.	
8. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of ELLs?	
Answer (suggested word count is 400 words): DVA has no ELL students.	N/A
9. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of FRL-eligible students?	
Answer (suggested word count is 400 words): DVA has no FRL students	N/A
10. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with disabilities?	
Answer (suggested word count is 400 words): Special needs students are monitored closely to ensure that IEP's are met and students are learning. Students with disabilities are mainstreamed into regular classes and are monitored closely by the classroom teacher, support specialist, counselor and special education teacher. Each student's IEP is implemented in class and monitored during the course session. Teachers are accountable for the implementation of the IEP and working directly with each special needs student to encourage and support their success. The support specialist meets with special needs students during each session to review specific needs and monitor progress. The 1-to-1 monitoring is embedded in the practices at DVA to ensure students are receiving every benefit and opportunity to successfully reach their educational goals. Professional development topics have included working with students with disabilities. Sessions have focused on topics such as teaching in the block, helping students with learning disabilities, monitoring the individual education plan, and modified assessment strategies. The structured daily lesson plans provided to DVA teachers are aligned with the curriculum and include activities that are directly related to meeting the instructional objectives and achieving specific outcomes. Though DVA has relatively few students with special needs, teachers	Student performance data, teacher evaluations, walk-throughs

receive training in research-based instructional strategies to meet the needs of students who require modified lessons.	

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words):	PD Plan

Deer Valley Academy

Professional Development Plan 2014-2015

Mission Statement

Deer Valley Academy's mission is to provide a quality education in a safe and productive environment for high school students attending full time, participating in credit recovery or advancing their program of study.

Professional Development Plan Committee Members

Barbara Dalicandro, Executive Director
Carol Willette, Counselor
Linda Hoyer, Director of Professional Development
Basilio Lopez, Social Studies Teacher
Tracy Tauscher, Math Teacher
Jason Jones, Language Arts Teacher
Alexis Fulton, Science Teacher

Professional Development Purpose Statement

Deer Valley Academy's goal is to provide the optimum educational environment for students by ensuring quality instruction delivered by professionally trained, highly qualified and highly certified teachers.

Professional Development Mission Statement

Deer Valley Academy's Professional Development Plan is designed to provide and support the continuous professional growth and development of all staff.

Professional Development Goals:

1. Teachers will continue to learn and implement instructional best practices in the classroom.

2. Teachers will be skilled in the use of pre and post classroom assessments and collaborate with colleagues to determine students' needs, implement intervention strategies and promote student growth.

3. Teachers will differentiate instruction to meet the needs of all students.

4. Teachers will participate in the alignment of curriculum and instruction as determined by student performance data analysis.

5. Teachers will increase the design and implement instructional activities that engage students in the use of technology.

School Improvement Priority Areas: • Implement school improvement process • Review student achievement and performance data • Evaluate the school's instructional program • Implement comprehensive assessments • Engage stakeholders **Needs Assessment method(s) for determining professional development priorities** Information was gathered from the following sources: • Staff Surveys • School Documents • Interviews and Discussions • Observations **Evaluation method(s) for determining the effectiveness of professional development activities and the extent to which professional development goals are met** Teacher questionnaires and comment forms Teacher interviews/conferences and written reflections Teacher lesson plans and alignment to goals Teacher observations and evaluations Data from all sources will be analyzed by the PD committee. Recommendations for continuous professional development will determine the PD calendar for each session.	

Professional Development Topics Differentiated Instruction Establishing Benchmarks for Comprehensive Assessments Rigor in the Classroom Performance Data Analysis and Application Effective Instructional Methods (in the block) Math and Reading Strategies for all content areas Technology in the classroom	
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): The PD plan was developed by a committee of experts that maintained clear knowledge and experience in instructional methodology and classroom management techniques. The assembled committee included teachers from each content area, a guidance counselor and administrators. Materials were provided to guide the process of developing a strong PD plan. Survey results (regarding instruction) from staff, parents and students were made available as were suggested PD topics provided from previous sessions. Planning sessions were scheduled for the PD committee and work began to take place. The committee established a mission statement, set of goals and priorities related to continuous improvement (See Professional Development Plan). As the plan unfolded, dates for PD sessions were placed on the school calendar. These dates included mandatory sessions for both current and returning teachers. Mandatory sessions were designed to provide information regarding current trends and significant changes in curriculum, instruction, assessment, CIP goals, etc. Once complete, the PD plan was implemented.	PD Plan and sessions surveys

Professional Development Plan **Committee Members** **Barbara Dalicandro, Executive Director** **Carol Willette, Counselor** **Linda Hoyer, Director of Professional Development** **Basilio Lopez, Social Studies Teacher** **Tracy Tauscher, Math Teacher** **Jason Jones, Language Arts Teacher** **Alexis Fulton, Science Teacher**	
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): The DVA professional development committee included content area experts with exceptional pedagogical skills, curriculum knowledge and experience. In addition, DVA's Director of Professional Development led the organization of the group and provided direction throughout the process. The PD plan is reviewed and modified yearly to accommodate new staff needs and student performance results. As areas of need arise, the topics included in the training sessions change to better support continued learning. One of the first tasks of the PD committee was to develop purpose and mission statements. In keeping with the continuous improvement process, committee members felt strongly about direction and focus as they began their work. The following is from the PD Plan: **Professional Development Purpose Statement** Deer Valley Academy's goal is to provide the optimum educational environment for students by ensuring quality instruction delivered by professionally trained, highly qualified and highly certified teachers. **Professional Development Mission Statement** Deer Valley Academy's Professional Development Plan is designed to provide and support the continuous professional growth and	PD Plan, teacher surveys

development of all staff. The next step was to develop PD goals that aligned to the instructional standards and expectations at DVA. These goals served as guides for identifying topics and presentations: **Professional Development Goals:** 1. Teachers will continue to learn and implement instructional best practices in the classroom. 2. Teachers will be skilled in the use of pre and post classroom assessments and collaborate with colleagues to determine students' needs, implement intervention strategies and promote student growth. 3. Teachers will differentiate instruction to meet the needs of all students. 4. Teachers will participate in the alignment of curriculum and instruction as determined by student performance data analysis. 5. Teachers will increase the design and implement instructional activities that engage students in the use of technology. Additional recommendations for topics stemmed from the observation and assessment data collected in the previous year.	
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): The Professional Development Plan has been implemented and continues to be embedded in the culture at DVA. The PD Plan has a purpose and mission statement that supports the foundation of	PD Plan, CIP

instruction and continuous training for teachers. All staff members are required to attend professional development sessions. Each session is designed to address student performance, instructional strategies and goals. During sessions, teachers have the opportunity to engage in discussions as a group and determine the effectiveness of topics and strategies presented. The PD plan has established goals, activities, assessment measures and evaluation methods. Topics are subject to modification as needs arise. As stated in the PD plan, classroom observations, walk-through data, surveys and student performance are utilized to ensure implementation of effective instructional strategies. Differentiated instruction and technology usage by students are a primary focus during observations. The research-based plan is focused on student performance data from multiple sources, instructional strategies, student learning styles, alignment with curriculum and state academic standards. The PD committee viewed these as areas of high importance and determined topics that provided support for teachers. Instructional methodology, strategies and techniques included in PD sessions have been selected from sources such as Marzao's publications, Carnegie Mellon research and NCTM. Varied learning styles and academic need guided the focus on differentiated instruction, technology integration, academic rigor and improving student achievement.	

Professional Development Survey P.D. Topic: _____ Date: _____ How will you implement the strategies presented in today's session? _____ _____ _____ _____ How will you monitor student performance related to today's topic? _____ _____ _____ _____ What suggestions do you have for future P.D. sessions? _____ _____	
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): Monitoring the level at which standards are taught and assessed is accomplished by frequent classroom observations, immediate feedback and adjusting the instructional strategies as is necessary to maintain academic rigor. DVA teachers are observed by walk-throughs, formatives and summative evaluations that culminate with conferencing. As noted in the PD plan, instructional standards are set high to ensure students receive the optimum in learning. Teachers are provided instructional support with a professional library, one-to-one professional guidance and relevant PD sessions. Teachers set professional goals each year that become a part of the	PD Plan and teacher evaluations

summative evaluation and serve as a reflective tool in reviewing continuous improvement and on-going learning opportunities. To assist in maintaining the highest level of instructional quality, teachers are able to meet in content areas and across curricular areas to discuss strategies, set goals and share ideas. DVA makes every opportunity count for teachers to work as a team and contribute to continuous improvement.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): The DVA administration and Board of Directors continues to support continuous improvement and academic excellence. Budgets reflect academics as a primary focus with the implementation of a formal PD plan to support teachers. DVA administrators encourage teachers to attend PD sessions outside the school as an additional support. In addition, DVA provides a small library of materials related to instructional strategies and encourages teachers to seek information from various reliable sources. Curriculum and assessment documents are provided to teachers along with texts, supplemental instructional materials (books, novels, audio/visual). Classrooms are equipped with Smart boards, AV eqt, and computers. Art and lab materials are provided along with general classroom materials. A computer lab is available for students to support the instructional focus and use of technology. With supporting resources in place, teachers are supported by the Director of Professional Development, administrators and staff in meeting their instructional needs. All teachers at DVA are highly qualified and highly certified. Maintaining a high standard of professional staff is a priority supported by the DVA Board of Directors.	CIP

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): As stated in the PD plan, classroom observations, walk-through data, surveys and student performance are utilized to ensure implementation of effective instructional strategies. Teaching the standards, differentiated instruction and technology usage by students are a primary focus during observations. The school calendar indicates days that are identified as early release for professional development. Along with the calendar, an overview of the PD plan is presented. Additionally, the evaluation process is clearly explained along with the instrument, which conforms to the state guidelines. Expectations for classroom instruction, management and student achievement are also provided. Formative evaluations and walk-throughs are conducted during each session and culminated with a summative. Further, all staff complete a professional goals document that becomes part of the evaluation. Student performance goals and achievement results are a part of the final evaluation. To provide additional support, a professional library is available along with multiple resources to enhance instructional research. Evaluation method(s) for determining the effectiveness of professional development activities and the extent to which professional development goals are met: Teacher questionnaires and comment forms Teacher interviews/conferences and written reflections Teacher lesson plans and alignment standards and goals Teacher observations and evaluations	Teacher evaluations and walk-throughs
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): Each PD session includes a verbal presentation followed by written materials related to the topic. Power point and slides are often a part of the presentation to accommodate various learning styles. Sessions are formal and structured with time for groups to meet and discuss	Staff meetings, teacher evaluations, student performance

topics and implementation of strategies. Surveys are administered to review PD topics following sessions. Administrators follow up with staff by observing instruction, monitoring student performance and conferencing with teachers. Additional support for teachers is provided as needed to meet DVA standards. Due to the uniqueness of DVA's schedule and multiple sessions, teachers may change every six weeks. Staff meetings and professional development sessions take place frequently to ensure all staff receive information. Surveys completed at P. D. sessions and during the CIP planning offer suggestions for topics that meet the needs of staff.	data, conferences
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The DVA professional development sessions are directly related to academic improvement for all students. AIMS data is provided to teachers at professional development sessions along with research-based strategies that are likely to improve student achievement. Classroom Instruction That Works is one of the resources used in professional development for staff. Additional research-based resources are available to teachers in PD sessions. Assessment data analysis from the DVA Comprehensive Assessment is presented to teachers along with specific academic trends noted in the results. Teachers are directed to adjust instruction to include support for those teachers. Pre assessments and mid-terms are required at specific times during each session. Data from these assessments provides the teacher with feedback in a timely manner so that instructional modifications can be made. Notification is made, by the teacher, to administration and the parent when a student falls below the passing level in any class. Communication is maintained to support instruction and monitor student performance throughout the session.	Observations, walk-throughs, student performance data
10. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of ELLs?	
Answer (suggested word count is 400 words): DVA has no ELL students.	N/A

11. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students?	
Answer (suggested word count is 400 words): DVA has no FRL students.	N/A
12. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with disabilities?	
Answer (suggested word count is 400 words): DVA has a very small number of special needs students from session to session, and at times, may not have any students with disabilities enrolled. As each session has new students, every student registering completes informational documents and provides transcripts along with their home school counselor approval. Students with special needs are immediately identified and provided academic support. Professional development topics at DVA include teaching strategies that are beneficial to all students with some topics directly related to students with disabilities. Sessions focus on topics such as teaching in the block, helping students with learning disabilities, monitoring the individual education plan, and modified assessment strategies. Students with an IEP are monitored by the classroom teacher, special education coordinator and guidance counselor. IEP's are made available to teachers when the session begins and are followed as directed. Teachers are fully supported with additional resources should the need arise with a special needs student. The PD plan involves observing the classroom and monitoring students. The small school environment allows ample opportunities for teachers and administrators to work directly with special needs students on a daily basis. Observation of classrooms allows the administrator to monitor the implementation of instructional strategies that meet the needs of all students.	Observations, walk-throughs, student performance data

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): The graduation rate at Deer Valley Academy is 94% as reflected on the dashboard and in state reports. Deer Valley Academy's graduation rate exceeds the state target of 93% by the year 2020 which reflects continued academic persistence. DVA is proud that students are meeting their academic goals and successfully completing both state and district graduation requirements. It is not common for a ninth grade student to enroll at DVA, therefore the graduation rate is a representation of students who enter at various times in their educational career. Each student enrolling at DVA is provided individualized guidance and a plan to meet graduation requirements. Students are enrolled in classes based on their academic needs and state requirements for each of the core content areas. Students who have not met the state standards on AIMS are also included in the tutoring program as an additional support. Students preparing for graduation are counseled and monitored to ensure that they remain on track to graduate. Parent meetings begin in March of each year to prepare families for the celebration of success. Guidance is provided to	4-year plans, student performance data

graduates as they prepare for future educational goals or entering the workforce. Students complete a survey related to post-secondary plans and the guidance counselor makes every effort to maintain open communication with graduates to track their success. In further analysis of the graduation rate and academic persistence, it is noted that the number or percent of students who are labeled 5th year seniors and enrolled at DVA have demonstrated success by graduating. Fifth year seniors with the desire to complete their education and meet their personal goals are provided a graduation plan that is based on courses required and AIMS outcomes. These students may be involved in the tutoring program if they have not met AIMS standards. As each year comes to a close, the staff consistently stays involved in the graduation ceremony which demonstrates their dedication to the success of DVA students. While the graduation rate is high, DVA staff continues to seek out ways to improve overall and to increase the percentage each year.	
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words): Deer Valley Academy is a charter school that provides evening classes for students who need to recover credits due to classes dropped, failed or not completed. In addition, some students	Student performance data

enrolled may have chosen to move forward in their academic schedule by taking an additional class at DVA. A third group of students are those who attend DVA as their home school. This number ranges from 15 to 20 in a given school year. Each student enrolling at DVA is provided individualized guidance and a plan to meet graduation requirements. Students are enrolled in classes based on their academic needs and state requirements. Transcripts are reviewed along with the student's home school counselor's recommendations for enrollment. Dual enrolled students are monitored for progress via teacher observation and assessments. Though these students do not graduate from DVA, the academy conducts a follow-up on students to monitor their status. In the 2013 and 2014 school years, 420 dual enrolled students were able to maintain their status of "on track" and graduate with their class at their home schools. As part of the "academic community," DVA is proud to support dual enrolled students and contribute to their academic success. DVA home school students are counseled and monitored to ensure that they remain on track to graduate. Each student has an individual educational plan that maps out their educational plans and goals. These students receive additional guidance to ensure their graduation status. Tutoring is part of the	

academic program and is available to students who need additional assistance. Parents of DVA home school students attend registration, focus groups and graduation meetings. Scheduled meetings begin in March of each year to prepare families for the celebration of success. Guidance is provided to graduates as they prepare for future educational goals or entering the workforce. Students complete a survey related to post-secondary plans and the guidance counselor makes every effort to maintain open communication with graduates to track their success.	
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): DVA teachers routinely provide support for students who are underperforming in class and require additional instruction. In addition, DVA has developed a supplemental curriculum, in the form of a tutoring program, with a focus on improved academic performance. Students involved in the additional instruction/tutoring program are those students who have not reached a satisfactory performance level in class or on the AIMS assessment. The tutoring program is on-going and embedded in the instructional foundation at the school. The tutoring program functions as a pull-out with specific scheduled dates and times. The structured, tutoring program takes place	Tutoring program

during each of the 6 sessions, which means that the program matches the calendar school year. Data from the tutoring sessions indicate that the program helps students with classroom performance as well as standardized assessment performance.	
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): The DVA tutoring program is on-going and has proven to be instrumental in improving student performance on standardized (AIMS) assessments. DVA administrators analyze AIMS data for 10, 11 and 12 grade students taking the assessment. Individual performance growth is analyzed for each student. Though a student may or may not pass the AIMS, their academic growth has been significant in most cases. Charts are formulated to demonstrate performance growth and concepts are evaluated to reveal trends in core content areas tested. Students attending the tutoring program were more likely to improve their performance on AIMS. Evidence suggests that the additional support is beneficial to those students who need remediation. Data has revealed the need and success of tutoring, which is the basis for the continuation of the program. AIMS and tutoring data is included in the overall assessment information provided to teachers at PD and or staff	Student performance data, graduation data

meetings. In keeping with the school's purpose, DVA's on-going relationship with the neighboring school district reflects significant success in the effectiveness of the academic program at DVA and the impact on the educational community served. Dual enrolled students are able to maintain their graduation status by attending classes at DVA with the opportunity to recover credit while attending their home school during the day. Data from the neighboring schools related to graduation offers proof of keeping students on track to graduate. Partnership with guidance counselors and teachers from the neighboring district has provided valuable information as to the effectiveness of the classes and instruction at DVA. DVA is proud to have supported the educational success of graduating students. In the 2013 and 2014 school years, 420 dual enrolled students were able to maintain their status of "on track" and graduate with their class at their home school. These students were referred to DVA by their home school counselors and enrolled on the basis of course need. In addition, DVA has a small number of students who attend as their home school. For varied personal reasons, these students report that DVA is able to meet their individual academic needs and is preferred over a day school environment. The number of "full time"	

students at DVA varies. There has been no pattern noted regarding the number of students attending DVA as their home school. Often these are students who have left a day school for some length of time and returned to complete their education. Other students find the student/teacher ratio appealing while others work during the day and attend school in the evening. In all cases, DVA completes a 4-year plan to meet the needs of each and every student enrolling. Graduation is a goal for both DVA and enrolled students.	

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):	List documents that serve as evidence of implementation of this process:
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process: