

AGENDA ITEM: Request to Expand Charter School Operations – Desert Star Academy, Inc.

Issue

Desert Star Academy, Inc. (Desert Star) began operations in FY 2015. Since overall ratings were not calculated for FY 2015 the Charter Holder was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion request. Desert Star submitted an Adding Grade Levels (AGL) Amendment Request to add grades 7 and 8 and an Enrollment Cap (ECAP) Notification Request to increase its enrollment cap from 215 to 475.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narratives (presented in Appendix: A. Amendment /Notification Request Materials), Desert Star plans to expand its student population to offer grades 7 and 8 as the school receives several calls weekly requesting a 7th and 8th grade program. A waitlist has been started in anticipation of the addition of these grades. The enrollment cap increase would allow the K–6 program to expand to 400 students with an additional 75 students in grades 7 and 8.

Supporting Information

A letter from the Fire Marshal indicates that the current facility includes four suites which allow for an additional 177 students.

I. Background

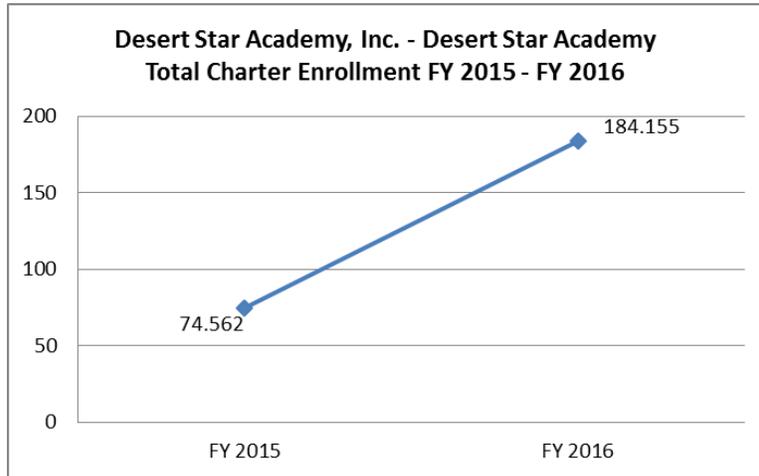
Desert Star was granted a charter in 2014, which is currently approved for grades K-6. Desert Star operates one school. See table below.

School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Desert Star Academy	August 2014	Fort Mohave	K–6	184.155	144

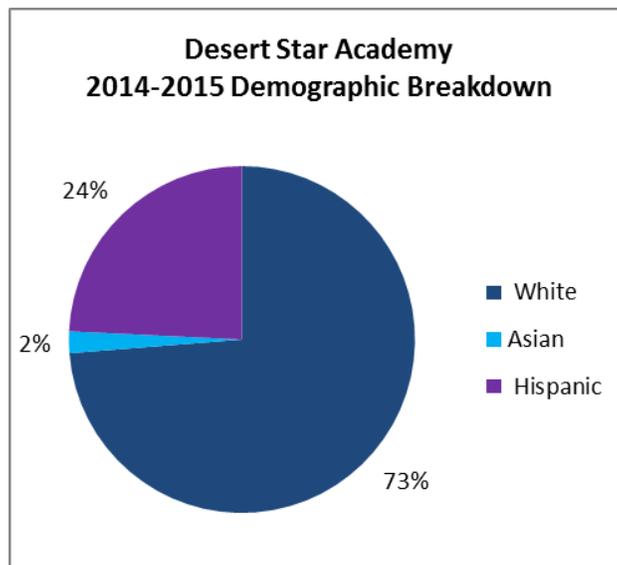
Mission Statement for Desert Star: “Desert Star Academy, a college preparatory school will provide all children in the community an educational foundation rich in student engagement and rigor that will empower all scholars to become excelling and accountable scholars, productive citizens in their community and future leaders of society.”

The enrollment cap for Desert Star is 215. The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2015–2016.





The demographic data for Desert Star from the 2014–2015 school year is represented in the chart below.¹



The percentage of students served by Desert Star in the 2014-2015 school year who are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.²

School Name	FRL	ELL	Students with Disabilities
Desert Star Academy	*	*	10%

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

² Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. Desert Star is in its second year of operation. Due to the absence of Academic Dashboards for the FY 2015 year, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by Desert Star. (Refer to Section IV. of this staff report titled “Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data”)

III. Additional School Choices

Desert Star Academy is located in Fort Mohave near the intersection of Mohave Valley Hwy. and Pinion Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are four schools serving grades K–6 within a five mile radius of Desert Star Academy that received an A–F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Desert Star Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Desert Star Academy				ELA 71%	Math 45%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
B	4	1	3	0	1	1	1

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Desert Star Academy serving a comparable percentage of students (± 5%) in the identified subgroups.³

Desert Star Academy	*%	*%	10%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B			4

IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data

Desert Star submitted internal benchmarking data for FY 2015 and FY 2016 with the AGL and ECAP Requests.

Staff conducted a desk audit to review the internal benchmarking data submitted with the AGL and ECAP Requests.

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



Evaluation Summary			
Area	Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in 9 out of the 12 measures required by the Board.

Based on the findings summarized above and described in appendix C. Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.

V. Board Options

Board Options—Adding Grade Levels to Charter Amendment Request

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

I move, based on the information contained in the Board materials and presented today, to approve the request to add grade levels 7 and 8 for the charter contract of Desert Star Academy, Inc.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add grade levels 7 and 8 to the charter contract of Desert Star Academy, Inc., for the reason(s) that:

- (Board member may specify additional reasons the Board found during its consideration.)

Board Options—Enrollment Cap Notification Request

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

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Desert Star Academy, Inc. from 215 to 475 students.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of Desert Star Academy, Inc. from 215 to 475 students, for the reason(s) that:

(Board member may specify additional reasons the Board found during its consideration.)

APPENDIX A

AMENDMENT REQUEST MATERIALS

1. Adding Grade Levels to Charter

Desert Star Academy

Minutes

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Desert Star Academy and to the general public that the Board will hold a meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time. One or more members of the Board may participate in the meeting by telephonic or digital communications.

Pursuant to A.R.S. 38- 431.03 (H) the Board may discuss and take action concerning any matter listed on the agenda.

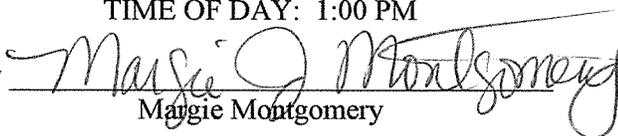
Pursuant to A.R.S. 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Margie Montgomery at (928)300-3207. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 28th day of January, 2016

TIME OF DAY: 1:00 PM

By


Margie Montgomery

Meeting location:

5744 Hwy 95

Fort Mohave, AZ 86426

Agenda for January 27, 2016

- I. Call to Order Margie Called meeting to order at 3:30pm
- II. Roll Call : Margie, Rhonda, Julia present. Frank absent
- III. Call to Public
No call to public
- IV. Open Issues
Grade Expansion and Cap increase
Margie presented to the board that a Cap increase and grade expansion must be approved by the board in order to move forward with the project. The board must pass a resolution to increase the number of scholars and expand the grades.
Rhonda moved to submit to the Charter Board a request to increase the number of scholars in K-6 to meet the community needs for a quality education.
Desert Star will also submit the application to expand the current grades offered to include 7th and 8th grade.
Julia 2nd the motion

Margie called for a vote on the above motion. Both issues to be included in the vote. If the motion does not pass and further discussion is addressed the motions may be voted on separately.

Margie called for the vote.

Motion carried

Charter School Capital Update for new school

The folks at CSC are continuing to move forward with the project. They will schedule a site visit to see school. Margie stated that the board needs to make a resolution to allow CSC to purchase the land back from Desert Star and continue with the project. Margie will continue to supply them with necessary information and communicate with them as necessary.

Rhonda moved to approve CSC (Charter School Capital) with the purchase of the land and to move forward with the project.

Julia second the motion

Motion passed.

Boom Box Parade

Margie reported that Desert Star won the category of Most Enthusiastic!! Deanna Acosta will attend the Women's Council luncheon to accept award in February.

V. New Business

School Calendar

Margie state that we need to be thinking about the calendar for next year. There are options to follow the high school calendar, the Mohave Valley calendar or create our own. Local calendars are not yet out Discussion took place. Rhonda stated we should stay same as the local high school. Julia agreed. Margie requested on behalf of teachers to take a work day the day after Halloween and Super Bowl, They also would like to not have a fall break with an entire week off at Thanksgiving. Margie spoke with Whitney Crow and they will vote on their calendar in February.

Rhonda suggested we hold off until the Feb. meeting to vote on a calendar

Marketing Plan for enrollment

Margie informed board that school is currently at capacity with the exception of 15 scholars. We need 350 scholars to meet the requirement for the new building at growth. This number can be achieved by expanding one class per grade OR expanding to have 7 and 8 grade.

January

- Send home note to see which scholars will be returning

February

- Post flyers at community mailboxes in Fort Mohave
- Meet with Senator Ward and Supervisor Moss to promote school and create the March cover of Our Town Magazine

March

- March cover and feature story in Our Town Magazine
- Flyers in the community
- In home direct mail
- Booth at local community events: Little League, Safeway, Smiths

April

- Article in Our Town Magazine
- Community event booths

Staffing

Margie informed the board that the following teachers will not be returning next year.
Maritza Bernal, Nikki Shott,

Teacher Contracts

Margie recommended to the board a 3% increase for all returning teachers. Keep salary schedule the same as last year. It continues to remain competitive with surrounding districts

Rhonda moved to accept current salary schedule and offer existing staff a 3% increase.

Julia 2nd the motion

Motion passed.

- VI. Adjournment
Julia moved to adjourn
Rhonda 2nd
Motion passed

Desert Star Academy
5744 Hwy 95
Fort Mohave, AZ 86440
(928)770-4523



Quality in Education

GRADE EXPANSION AND CAP INCREASE

Desert Star Academy, a college preparatory school, would like permission to expand the current grades being offered to include a 7th and 8th grade program while increasing the existing cap from 215 to 400 K- 6 and an additional 75 scholars in grades 7th and 8th . The academy is located in the South Fort Mohave area where the need for a quality school is tremendous. There is only one charter high school within 20 miles of Desert Star, leaving a huge opportunity for growth. Desert Star Academy parents along with the community of Mohave Valley and Fort Mohave have requested for this expansion to happen, Desert Star Academy receives 5 to 6 calls weekly requesting a 7th and 8th grade program and already has an interest list of 30 scholars. 100% of the sixth grade parents have committed to stay with Desert Star if the grade expansion is approved.

The current location of Desert Star Academy at 5744 Hwy. 95 will hold a capacity of 302 scholars as it is. Plans are being made to add a new site for future growth and expansion in 2016 and beyond. Desert Star Academy is requesting the cap and grade expansion beginning in August of 2016 with the understanding that the first 302 scholars would be enrolled upon approval of this application, the remaining scholar would be wait listed until the C of O and approval is met to move into the new location. An initial site plan is attached for a 5 year and beyond project. We are requesting the Cap increase without a C of O in order for the investors to sign off on the long term project. The specific timeline included,

The mission of Desert Star Academy is to educate all children to become academic scholars, outstanding citizens and future leaders of society has resonated strongly within the community, proof being the incredible growth in scholar population over the past year. The academy's enrollment has more than doubled after the first year of operation. Class sizes are small, all scholars receive small group and individual instruction in addition to the teachers differentiating instruction for scholar success. Desert Star Academy also offers many community service opportunities for the scholars to participate and give back to the community in which they live.

The additional grades continue to support the mission by educating children to become scholars, citizens and leaders at the Jr. High level. Rigor in academics, community service and becoming strong leaders will a requirement of this age as they begin the process of researching colleges and gaining experiences to put on their college resume. Desert Star will continue to expand the high level honors classes, add college prep electives and more opportunities for the scholars to participate in community citizenship activities and take on leadership roles within the school and community to meet the needs of the college bound scholars that are enrolling at Desert Star.

Academic Proficiency

The level of proficiency and mastery will continue throughout the Jr. High with the same standards as written in the current charter. 80% will constitute mastery in all content areas. Each scholars will be responsible for mastering all grade level and honors standards in each class. Each scholar must achieve 70% or higher overall in each subject area listed in order to be promoted to the next grade level. The overall grade will be based on a weighted average 80% from scores on the Arizona Readiness Assessments and 20% from classwork and projects.

Highly qualified staff will be hired to continue with the same level of academic success as Desert Star has achieved in the 2014-15 school year, The Academy will continue with the 3rd year of the Quality Schools Program to ensure the academic success and rigor in each class curriculum.

Galileo assessments will also be given five times a year to again maintain the quality of education and standards set during our first school year.

Operational viability

Staffing

Kindergarten through 6th grade

One teacher per grade along with one teaching assistant will be required to meet the needs of the increased cap. The budget to support the additional staff is attached.

7 and 8 grade

Four additional staff members would be required to serve this expansion. One teacher per content area: Math, Language Arts, and Science / Social Studies. The Physical Education Teacher would also teach Health and Technology. Desert Star Academy anticipates an additional 100 scholars based on our interest list and past growth.

Time Line:

The following timeline is for the 2016-17 school year. As the new construction process moves forward and Desert Star need to expand beyond the 475 request cap increase a new cap request will be requested as necessary.

Kindergarten to 6th grade expansion timeline:

April / May 2016

Hire Staff

Begin Marketing Plan

March	Feature article and cover picture of Our Town Magazine
April	Set up booths at Safeway on 2 nd Saturday Article on Our Town Magazine
	Flyers on community mailboxes in Fort Mohave area
May	Flyers on mailboxes

The recruiting efforts will be made and scholars will be enrolled until the current capacity of 215 scholars, All remaining scholars will be put on a waiting list until ASBCS approve the cap increase and grade expansion!

August 2016

Grade	Scholars
Kindergarten	60 (30)
1st grade	60
2 nd grade	60
3 rd grade	60
4 th grade	60
5 th grade	50
6 th grade	50
Total	400 (370)
7 th	40

8 th	35
Total	75

Desert Star Academy would begin scholar enrollment for 7th and 8th grade once the expansion is approved. School will begin August 2016. Desert Star anticipates to expand enrollment cap from 215 current scholars to 400 scholars K-6 and 75 scholars in 7-8th for the 2016 school year. Total charter cap is proposed at 475. Request for the enrollment cap will co-inside with the grade expansion application.

**Enclosed is the C of O for a total of 302 scholars at the current location at 5744 Hwy 95 suites 104, 105, 106, 107, 112, 113, 114, 115. Desert Star Academy would accommodate the expansion for the additional grades at 5744 Hwy 95 Suites 108, 109, 110 and 111 until the future site is constructed. The square footage is approximately 4,752 and currently houses the administration offices, related services offices and empty space that will become scholar classrooms. An occupancy letter from the Fire Marshal will be added to the Amendment request increasing our capacity an additional 177 scholars for a total building capacity of 479 scholars.

The future site for Desert Star Academy Middle School is anticipated to begin January 1, 2017 and completed August 1, 2017.

Financial Viability

A budget is enclosed for the year 2016-17 accounting the staff and operational increases for the cap increase and expansion,

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Quality in Education

GRADE EXPANSION TIMELINE

Time Line:

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7th Grade Math Sample

Grade Level	7	Content Area	Mathematics
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Scholars understand how to conduct a survey. Scholars understand what makes a random sample representative of a population. Scholars have learned why it is necessary to use random sampling when analyzing a large population.		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Scholars work both collaboratively and independently to achieve a thorough common core standard based understanding in order to apply mathematics knowledge to real world situations. Instruction, both whole group and small group will encourage accuracy, precision and problem solving skills as scholars learn the basic principles of mathematics reasoning. The instruction of this unit is aligned to the College Ready State Standards and to the Desert Star Program of Instruction.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	7. SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	<p>Lesson 1: about 150 different-colored cubes such as Snap Cubes, math linking cubes or centimeter cubes, an opaque container (or a clear container wrapped in paper) large enough to hold all the cubes</p> <p>Lesson 2: 5 burlap bags, 50 pencil top erasers of 3 different colors, 100 jelly beans of 3 different colors, 150 small dots of 4 different colors, 100 coins of 3 different denominations, 50 golf balls from 3 different makers</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)		
1	<p>Objective: Scholars will be able to make inferences regarding an unknown population based on a random sample using the objective 7 SPA 2. Review: Call on scholars to respond to the following questions regarding prior knowledge.</p> <ol style="list-style-type: none"> 1. What makes a random sample representative of the population? 2. Should it be a diverse representation? 3. Is a smaller sample or larger sample better to reduce variability of the results? 4. What makes random samples the best samples? 5. Should random sample items be chosen by chance? 6. Should random sample items have the same probability of being selected for the sample? 7. Why is it necessary to use random sampling when analyzing a large population? <p>Vocabulary: Explain to scholars that an inference is the act of passing from statistical sample data to generalizations (predictions or inferences) usually with calculated degrees of certainty. Ask scholars for synonyms.</p> <p>Anticipatory Set:</p> <ol style="list-style-type: none"> 1. Present a wrapped container to scholars and inform scholars that different-colored cubes are in the container and that I know how many of each color there are. Explain that ALL the cubes represent the population. 2. Tell scholars they will be paired with a partner and that as a pair they will select 15 cubes from the container (without looking inside). The selected cubes represent the sample. 3. Inform scholars that they will be counting and recording the questions on how inferences require a degree of certainty based on significant difference amongst data from the sample. Scholars provide synonyms for the term inference. Prediction, generalization, inductive reasoning numbers and colors of the cubes they selected and then returning the cubes to the container. 4. Tell scholars the container will be shaken and the next group will select their 15 cubes and that this process will continue until all pairs have selected and recorded the numbers and colors of the cubes they selected. 5. Instruct scholars that after they have selected and recorded their results, they are to analyze their data and make predictions (inferences) about the numbers of colored cubes in the container. Tell scholars the total number of cubes in the container and the total number of different colored cubes will be presented at the end for a discussion related to their predictions and inferences. <p>Demonstration:</p>	<p>Objective: Scholars will read the lesson objective for 7 SP A 2.</p> <p>Review: Scholars will respond to the questions posed by the teacher.</p> <p>Vocabulary: Scholars will respond to the check for understanding questions presented by the teacher.</p> <p>Scholars will share synonyms for the vocabulary word(s).</p> <p>Anticipatory Set:</p> <ol style="list-style-type: none"> 1. Scholars will face the speaker and listen to the information being presented for the completion of the Anticipatory Set. 2. Work with a partner to complete 3. Scholars will be counting, recording questions and continue to make predictions, generalizations and use inductive reasoning. 4. The next group will complete the process until all groups have complete the exercise. 5. Follow teachers instruction and complete the analysis

	<p>1. Model selecting different colored cubes from container without looking inside. 2. Count and record colors and numbers of cubes selected. 3. Place cubes back into the container. 4. Remind scholars they will be analyzing their data and making predictions or inferences about the numbers of different-colored cubes in the container.</p> <p>Warm Up: 1. Pass wrapped container around to scholars. 2. Ask scholars to shake container and make prediction of how many cubes are in the container. 3. Ask them if it is possible to infer, at this point, the colors of the cubes in the container.</p> <p>Wrap Up: 1. Ask scholars to write their random sample data results on the board along with their inferences. 2. Ask scholars to enter into a discussion on whose inferences are believed to be most accurate and whose might need improvement, if any. 3. Reveal to scholars the total number of cubes in the container and the numbers of each different-colored cube. 4. Discuss how and why the inferences of the scholars may have varied.</p> <p>Independent Practice: Instruct scholars to write a summary describing this experiment in terms of population and random samples. Discuss how the scholar’s inferences are written and how they vary. Have scholars share their final answer, strategies, and calculations. You may choose to do a gallery walk, or have scholars present their information.</p>	<p>Demonstration: Scholars will observe the teacher as s/he model the expectation for the completion of the lesson activity.</p> <p>Warm Up: Scholars will collect their random sample as previously described and answer the questions presented by the teacher.</p> <p>Wrap Up: 1. Scholars will write their sample data and inference on the board. 2. Scholars will discuss whose inferences are most accurate and whose needs improvement. 3. Scholars will listen to the information presented by the teacher. 4. Scholars will discuss how and why the inferences may have varied.</p> <p>Independent Practice: Scholars will write a summary describing this experiment in terms of population and random samples and how the scholar inferences written on the board varied (or did not vary). Have scholars share their final answer, strategies, and calculations. You may choose to do a gallery walk, or have scholars present their information.</p>
<p>2</p>	<p>Objective: Scholars will be able to make inferences regarding an unknown population based on a random sample using the objective 7 SPA 2.</p> <p>Review: Answer review questions.</p> <p>Vocabulary: Ask clarifying questions about vocabulary word “inference”. Respond to questions on how inferences require a degree of certainty based on significant difference amongst data from the sample. Students provide synonyms for the term inference (i.e. prediction, generalization, inductive reasoning.) Teacher will instruct individual scholars that need reteach or enrichment.</p> <p>Anticipatory Set: 1. Pass container around to classmates. 2. Predict how many cubes are in the container.</p>	<p>Objective: Scholars will read the objective written and actively listen to the teacher for the explanation.</p> <p>Review: Scholars will answer the review questions posed by the teacher.</p> <p>Vocabulary: Scholars will answer clarifying questions about the vocabulary questions posed by the teachers. Scholars will provide synonyms for the term inference. Scholars will work independently and raise their hands if they need additional instruction from the teacher.</p> <p>Anticipatory Set: 1. Scholars will follow the steps outlined by the teacher for the activity 2. Scholars will predict how many cubes in the container</p>

	<p>3. Infer, if possible, the colors of the cubes in the container. Interaction: Teacher will instruct scholars to work in small groups and complete the following steps. Teacher will also walk around the class and monitor scholars for progress and answer questions they have or reteach or enrich scholars in need.</p> <ol style="list-style-type: none"> 1. Select 15 colored cubes from the container without looking inside. 2. Count and record the numbers and colors of the cubes they selected. For example, they might have picked 4 red, 6 blue, and 5 white. Scholars return cubes to the container. 3. Analyze their data and make predictions (inferences) about the numbers of different-colored cubes in the container. For example, if a pair of scholars selected 4 white cubes, 7 red cubes, and 3 blue cubes, they may conclude that half of the cubes in the container are red. They may also conclude (infer) that there are only three different-colored cubes in the container. 4. Write their random sample data on the board as well as their inferences. 5. Discuss inferences made by classmates relative to their own inferences and who might be more accurate. 6. Write a summary describing the experiment in terms of population and random samples. <p>Wrap Up:</p> <ol style="list-style-type: none"> 1. Write random sample data results (15 cubes and color types) on board with inferences. 2. Discuss whose inferences are believed to be most accurate and whose might need improvement, if any. <p>Independent Practice: Teacher will instruct the scholars to write a summary describing this experiment in terms of population and random samples and how the scholar inferences written on the board varied. Instruct scholars to share their final answer, strategies, and calculations. . Teacher will instruct the scholars to create a picture walk and evaluate their answers for levels of understand in the form of an informal assessment.</p>	<p>3. Scholars will infer, the colors of the cubes. Scholars will complete the steps 1 to 6 of the interaction provided by the teacher.</p> <p>Scholars will raise their hand to ask the teacher for additional instruction or clarification on the procedure or concepts learned.</p> <p>Wrap Up:</p> <ol style="list-style-type: none"> 1. Scholars will record data results the board with inferences. 2. Scholars will discuss whose were the most accurate. <p>Independent Practice: Scholars will write a summary describing the experiment as instructed by the teacher. They will share their experiences and create a picture walk.</p>
<p>3</p>	<p>Objective: Scholars will be able to make inferences regarding an unknown population based on a random sample using the objective 7 SP A 2.</p> <p>Review:</p> <ol style="list-style-type: none"> 1. Instruct scholars' to arrange their desks in a circle. Ask scholars to take out their summaries they wrote for homework. 2. Facilitate a discussion with the following questions from scholar summary homework assignment. <ul style="list-style-type: none"> • Ask scholars to gauge the variations of the inferences. • Were the inferences varied? Why or why not? • Was the random sample size of cubes chosen (15 cubes) large enough? 	<p>Objective: Scholars will be able to make inferences regarding an unknown population based on a random sample using the objective 7 SP A 2.</p> <p>Review:</p> <ol style="list-style-type: none"> 1. Scholars will arrange their desks in a circle as teacher instructs them to do. 2. Scholars will take out the summaries they wrote and be prepared to have an active discussion class discussion by asking and answering questions from the teacher and participating in discussion with their fellow scholars.

- If the random sample was larger, (say 30 cubes) would the results have likely been more or less similar to the actual population (150 cubes)?
- If the sample size was smaller (5 cubes) what would happen to the variability of the inferences?

Introduction:

1. Instruct class that there are 5 burlap bags with different objects inside them on 5 desks around the room.

- Bag 1: 50 pencil top erasers with 5 different colors
- Bag 2: 100 jelly beans of 3 different colors
- Bag 3: 150 small plastic dots of 4 different colors
- Bag 4: 100 coins of 3 different denominations (pennies, nickels, dimes)
- Bag 5: 50 golf balls from 3 different makers

2. Explain to scholars that teacher knows actual numbers of each color, denomination of maker of each object in each bag.
3. Organize scholars into 5 different groups.
4. Place 1 group at each desk and instruct each group to pull 20 objects (random sample) from each bag (whole bag of objects represents population).
5. Instruct scholars to categorize the data from their random sample based on number of colors, denominations, or makers.
6. After random samples have been taken from all bags, instruct scholars within each group to work together to analyze their data and make inferences as a group about the total number of each color, denomination or maker of objects in each bag.

Demonstration:

1. Use a sample burlap bag with 100 paper clips of 3 different colors.
2. Draw random sample of 20 paper clips and write down how many of each color selected.
3. Make two inferences based on the data.
4. Share the inferences with students so that students have had this activity modeled for them.
5. Instruct scholars to complete the activity in small groups.

Interaction: Provide assistance to groups by answering questions and making sure each group rotates to all burlap sacks.

Wrap Up:

1. Facilitate a discussion of the results of the inferences made by groups on the board.
2. Ask the following questions to guide discussion:
 - a. Is their variance amongst the inferences made?
 - b. Why are the variances between group inferences slight or great? (c. How could your group make inferences even more accurate? (Select a larger random sample.)

Introduction:

1. Scholars will actively listen to the teacher and follow the instructions
2. Scholars will actively listen to teacher instructions.
3. Scholars will get into 5 groups
4. Scholars will move to the designated desks and listen for teacher instructions.
5. Scholars will listen and complete teacher instruction and activity
6. Scholars will work together to analyze data and make inferences.

Demonstration

Scholars will listen and observe the teacher as the demonstration is presented.

Scholars will listen to the teacher as the inferences are made

Each group will participate and complete the activity in small groups.

Wrap Up

1. Scholars will actively listen and participate in the group discussion as the results of the activity are presented on the board.
2. Scholars will answer teacher and fellow scholars' questions as the discussion continues.

	<p>3. Share actual numbers of each color, denomination and maker for each object from each burlap bag.</p> <p>d. How close are inferences to actual?</p> <p>e. What would make a group’s inferences more accurate to the actual?</p>	<p>3. Share teacher requested information and answer questions as directed by the teacher.</p>
<p>4</p>	<p>Objective: Scholars will be able to make inferences regarding an unknown population based on a random sample using the objective 7 SP A 2.</p> <p>Review: Ask review questions in response to summaries written for homework.</p> <p>Anticipatory Set: Answer clarifying questions about expectations for activity being explained or ask questions that check for understanding to ensure expectations are understood.</p> <p>Demonstration: Complete the below demonstration in the process provide explanation to the scholars and answer questions necessary to ensure clarity.</p> <p>Interaction:</p> <ol style="list-style-type: none"> 1. In small groups, move around the room taking random samples from five stations. 2. Pull random samples of objects from burlap bags and write down data according to numbers of colors. 3. Analyze data gathered to make two inferences about numbers of colors in each bag. 4. Write group inferences on the board (one student each group). 5. Scholars will return to their desks in a circle to discuss results (Inferences). 	<p>Objective: Scholars will be able to make inferences regarding an unknown population based on a random sample using the objective 7 SP A 2.</p> <p>Review: Scholars sit at desks in a circle will raise their hand and respond when called on to answer review questions in response to summaries written for homework.</p> <p>Anticipatory Set: Scholars ask teacher clarifying questions about expectations for activity being explained or respond to questions that check for understanding posed by teacher.</p> <p>Demonstration: Scholars ask any questions necessary to ensure clarity.</p> <p>Interaction: Scholars will actively listen and observe the teacher during the demonstration steps. Scholars will participate in the demonstration and ask questions provided by the teacher.</p>

	Wrap Up: Teacher will ask questions and facilitate a meaningful discussion about the results of the demonstration. Teacher will clarify concepts missed and informally assess scholars' understanding of the lesson.	Wrap Up: Scholars will return to their desks and actively participate in a whole class discussion about the results of the demonstration. Every scholar will contribute to the discussion facilitated by the teacher.
S.A.	The teacher will provide an opportunity for the student to complete the summative assessment items independently.	Scholars will take the summative assessment with 70% mastery. If they do not master, they will be pulled for small group instruction and retaught the objective. Those who passed will work on enrichment.

Summative Assessment Items and Scoring: Provide below, Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the 7SP A 2 in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – 5 point

Mrs. Price is planning a field trip for all 150 of her science students. She must choose whether to take them to a natural history museum, an observatory, or a wildlife park. To help her decide which trip to plan, she randomly chose 50 science students and asked them which trip they would prefer. The results were as follows:

25 Wildlife Park

23 observatories

2 natural history museum

Assuming Mrs. Price wants to disappoint as few of her science students as possible, which decision should she make? Explain.

A - She should take them to the wildlife park. While it is possible that students who would prefer the observatory actually outnumber those who would prefer the wildlife park, she has enough information to determine that approximately half of her students would approve of the decision.

B - She should take them to the observatory. More than half of the students surveyed prefer either the wildlife park or the natural history museum, making it likely that the next few who are asked would prefer the observatory.

C - She should take them to the natural history museum. Half of the students surveyed did not choose the wildlife park, and slightly more than half did not choose the observatory, so choosing between those two options is certain to disappoint approximately half of her science students.

D - She won't take them anywhere because it was a split decision.

Answer Key: A

Grading and Mastery Scale:

The question will be worth 5 points. (3 point for correct answer and 2 points for explaining)

100% - 70% Mastery

68% - 50% Approaching

Below 50% Falling Far Below

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) - 5 Point

Taylor selected 30 students at random from her yearbook. Thirteen of them were male, and 17 of them were female. If she knows that the school has about 500 students, which equation would give Taylor the most reasonable approximation of the number of male students, m, that attend her school? Explain.

A. $13/500 = m/30$

B. $13/30 = m/500$

C. $13/17=m/500$

D. $13/500=m/17$

Answer Key: B

Grading and Mastery Scale:

The question will be worth 5 points. (3 point for correct answer and 2 points for explaining)

100% - 70% Mastery

68% - 50% Approaching

Below 50% Falling Far Below

Summative Assessment Item 3 5 points

1. An inference is most similar to a/an _____.

- A. statement that is proven
- B. wild guess
- C. prediction based on evidence
- D. emotion

2. A random sample of 300 fish caught in a lake yields the follow data:

Trout-125

Whitefish-130

Walley-45

Which inference is most valid?

- A. There are more trout and whitefish in the lake than walleye.
- B. There are close to 2,000 fish in the lake.
- C. Walleye swim at deeper depths.
- D. Trout are the largest fish in the lake.

3. Why is it not necessarily accurate to infer from the fish data in the above question that whitefish are the most common fish in the lake.

- A. Because whitefish are not the most numerous.
- B. Because walleye are likely more numerous.
- C. The difference between the number of whitefish and walleye is not significantly large enough.
- D. The difference between the number of whitefish and trout is not significantly large enough.

4. Multiple samples of the same size will help gauge _____ in predictions or estimates.

- A. percentages
- B. variances
- C. times
- D. populations

5. Inferences made from the fish data would most likely improve in their accuracy if _____

- A. the random sample size was smaller.
- B. there were more different types of fish included in the random sample.
- C. the random sample size was larger.
- D. the lake was larger.

Answer Key: Each correct answer is awarded 1 point, and no partial credit is available. A score of 4/5 demonstrates mastery.

1. C 2. A 3. C 4. B 5. C

Grading and Mastery Scale: The question will be worth 20 points each.

100% - 70% Mastery

68% - 50% Approaching

Below 50% Falling Far Below

Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	7	Content Area	English Language Arts-Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Scholars have compared and contrasted one author’s presentation of events with that of another (e.g., a memoir written by a person and a biography on the same person). Scholars will be knowledgeable about the Civil Rights Movement and key individuals involved. Scholars have analyzed in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Scholars have analyzed how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	This lesson aligns with our program of instruction stating, “As scholars grow as competent readers our focus is to strengthen reading and comprehension, critical thinking, writing, and expression skills, and to expand each scholars's vocabulary. Scholars will read both classic and contemporary literature and learn to connect with the classic themes found in the reading. Scholars will have writing assignments including written responses to texts, critical thinking regarding themes and topics in literature, and writing programs based in expanding vocabulary.”		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Scholar copies of texts from website: Lincoln-Douglas Debates - Excerpts from Debates 1-3, teacher and scholar access to the website: Detecting Bias, scholar copies of the letters from websites: Douglass Letter to T Auld and Washington Letter to Mercer (both addressing the topic of slavery), Smart Board		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
<p style="text-align: center;">1</p>	<p>Objective: Scholars will read two articles by different authors and analyze the articles to determine how the author's shape their presentation of key information.</p> <p>Anticipatory set: Access prior knowledge with the scholars about the Civil Rights movement and key individuals.</p> <p>Instruction: Inform scholars that they will be given two articles by two authors writing about the same topic. They will analyze the articles to determine how the authors shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Display the questions below on the Smart Board.</p> <p>Discuss with the scholars the questions below* which they can use to formulate specific answers about a specific text to help them analyze the material.</p> <p>Inform the scholars they will keep these questions in mind while reading text provided:</p> <ol style="list-style-type: none"> 1. What is the problem or question that motivates the author? 2. What contradictions do you find in the text? Why are they there? How do they affect your understanding of the text? 3. What evidence does the author use to support his or her assertions? Why? 4. What do you think are the key passages in the text? Why are they important? How do they work with the rest of the text to convey the author's meaning? <p>*Source: Analyzing a Text</p> <p>Explain to scholars we will discuss "bias" and how it is used, or not used in speaking, writing, and listening as it relates to understanding a person's perspective.</p> <p>Ask students to define, "bias" - some answers may be: a preference, a way of seeing something, a belief</p>	<p>Objective: Scholars will read the lesson objective aloud with the teacher.</p> <p>Anticipatory Set: Discuss facts they recall about the Civil Rights Movement and list these in their journal.</p> <p>Instruction: Scholar will listen to the teacher's instructions.</p> <p>Write the questions in their journal and ask any questions for clarification.</p> <p>Actively listen to the questions presented by the teacher for reference as each scholar reads the text.</p> <p>Scholars will listen to the teacher's instruction of the term "bias". The scholars will take turns defining "bias"</p> <p>Scholars will access the online dictionary to read the formal definition of</p>

	<p>Have a scholars read the definition from the Merriam-Webster Online Dictionary: BENT, TENDENCY b: an inclination of temperament or outlook; especially: a personal and sometimes unreasoned judgment: PREJUDICE c: an instance of such prejudice d (1): deviation of the expected value of a statistical estimate from the quantity it estimates (2): systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others. Bias is also defined as: "a partiality that prevents objective consideration of an issue or situation." Have a second scholar read the definition from Roget's II: The New Thesaurus, Third Edition: Exhibiting bias: biased, one-sided, partisan, prejudiced, prejudicial, prepossessed, tendentious. See LIKE, STRAIGHT. 2. Disposed to favor one over another: favorable, preferential. Ask scholars to consider the question, "Why does bias exist?"</p> <p>Guided Practice: Teacher will read first passage aloud. Guide the scholars through the questions facilitating a discussion</p> <p>Independent Practice: Instruct scholars to complete the remaining passages / questions on Detecting Bias.</p> <p>Wrap –up / Formative Assessment: Instruct scholars to take the online quiz when they have completed the readings.</p>	<p>the word.</p> <p>Participate in whole-class discussion defining "bias".</p> <p>Write the word and definition in their journal. Write a sentence using the word, "bias".</p> <p>Discuss the definition with a partner and brainstorm ideas. Write ideas in their journal.</p> <p>Guided Practice: Read the first passage as the teacher reads aloud. The class will select the best answer. Scholars will participate in discussions</p> <p>Independent Practice: Continue with the remaining three passages/questions on the, Detecting Bias, online quiz.</p> <p>Wrap-up/Formative Assessment: Scholars will complete the online quiz.</p>
<p>2</p>	<p>Objective: Scholars will learn how to use the Topic Web to identify supporting evidence and details.</p> <p>Anticipatory set: Show the TED video: Weird, or Just Different Access prior knowledge regarding the previous lesson on "bias".</p>	<p>Objective: Scholars will learn how to use the Topic Web to identify supporting evidence and details</p> <p>Anticipatory set: Watch the TED video: Weird, or Just Different Participate in class discussion on, "bias" following the video.</p>

	<p>Introduction: Ask the scholars for any bias they recognized following the video. Ask scholars to consider their personal biases.</p> <p>Instruction: Pass out worksheets for Topic Web and Supporting Details Web. These will help scholars identify information, evidence, and interpret facts. Distribute copies of, The Lincoln-Douglas Debates of 1858: Excerpts, from www.sageamericanhistory.net</p> <p>Guided Practice: Explain and show to scholars how they will use the Topic Web to identify topic and evidence supporting the claim made in the debate from Lincoln’s position. Explain and show to scholars how they will use the Supporting Details Web to gather supporting facts for interpretation from Lincoln’s position.</p> <p>Independent Practice Scholars will apply the same worksheets and activities to excerpts from Douglas’s position for independent practice.</p> <p>Wrap-up Teacher will instruct scholars to use the Topic and Supporting Detail to form a personal bias and write a brief summary.</p>	<p>Introduction: Scholars will answer the teacher’s question regarding any bias they watched from the video. Scholars will reflect on their bias.</p> <p>Instruction: Scholars will get the worksheet provided by the teacher for the completion of the lesson’s activity.</p> <p>Guided Practice: Scholars will observe the teacher and learn how to use the Topic Web to identify topic and evidence to support a claim. Scholars will participate in the class discussions and practice. Scholars will ask questions as needed.</p> <p>Independent Practice Scholars will use the same worksheets and activities to gather supporting evidence from Douglas’s position.</p> <p>Wrap-up Scholars will review their completed details and form a personal bias. They will write a summary and turn into the teacher.</p>
3	<p>Objective: Scholars will demonstrate understanding of the Topic and Supporting Details from an author by answering analysis question.</p> <p>Review: Teacher will review independent practice from prior lesson. Clarify questions or concerns from scholars.</p> <p>Guided Practice Display Analysis Questions on the Smart Board.</p>	<p>Objective: Scholars will demonstrate understanding of the Topic and Supporting Details from an author by answering analysis question</p> <p>Review: Scholars will participate in whole-class discussion regarding the prior lesson’s independent practice.</p> <p>Scholars will write the questions in their notebook and document answers during class discussion.</p> <p>Guided Practice Scholars will review and answer the questions listed on the white board.</p>

	<p>Use the Topic Details and Supporting Details worksheets to help scholars answer the Analysis Questions below from Lincoln’s anti-slavery position:</p> <ol style="list-style-type: none"> 1) What is the problem or question that motivates the author? 2) From what context is the author writing? 3) What assumptions does the author bring to the text? 4) What argument is the author putting forth? <p>Teacher will answer any clarifying questions the scholars may have.</p> <p>Independent Practice:</p> <p>Facilitate responses to the, give clarity and ask scholars to document responses in their notebook.</p> <p>Wrap-up: Allow scholars to ask questions about the purpose of these Analysis Questions. Teacher will collect notebooks to assess scholar understanding of the analysis questions.</p>	<p>Ask the teacher to clarify any questions that is not understood.</p> <p>.</p> <p>Independent Practice:</p> <p>Scholars will use the same questions from their notebook and answer them from Douglas’ position.</p> <p>Wrap-up: Scholars will ask questions about the purpose of the analysis and any other clarifying questions they encountered from the lesson. Scholars will turn the completed notebook to the teacher.</p>
<p>4</p>	<p>Objective: Scholars will identify similarities and differences in text of two different authors writing about the same topic.</p> <p>Review: Review independent practice from prior lesson. The teacher will facilitate a class discussion with clarifying questions about the scholars practice from the previous lesson.</p> <p>Guided Practice</p> <p>Ask the following standard-based questions in reference to the Lincoln – Douglas debates:</p> <ol style="list-style-type: none"> 1) How did each individual shape their presentations with key information? 2) How did each individual emphasize different evidence? 3) How did each individual advance different interpretations of the 	<p>Objective: Scholars will identify similarities and differences in text of two different authors writing about the same topic.</p> <p>Review: Review independent practice from prior lesson. The scholars will actively participate in the class discussion and volunteer their answers from the previous lesson’s questions.</p> <p>Guided Practice</p> <p>Write the questions in their journal.</p>

	<p>facts? Teacher will facilitate a class discussion on the answers to the above questions.</p> <p>Independent Practice: Teacher will pair scholars. Ask scholars to create three individual charts in their notebook for each standard-based question. Each chart will have two columns (T-Chart), one for Lincoln, the second for Douglas. Write questions #1-3 on the Smart Board. Pass out a Venn Diagram and use it to identify similarities and differences. The teacher will instruct the scholars to write a summary based on the evidence presented in the Venn Diagram.</p> <p>Assessment: The teacher will collect the completed Venn Diagram and summary</p>	<p>Scholars will participate in class discussion about the answers to the questions.</p> <p>Independent Practice Scholars will get into pairs as directed by the teacher Scholar will create charts in your notebook with two columns (T-Chart). Discuss and answer as a class each question using the “T Chart” to document how each speaker shaped their presentations key information, emphasized different evidence, and advanced different interpretations of the facts. Use the answers to the standard-based questions, Analysis Questions and Topic Web and Supporting Details Web worksheets to complete the Venn Diagram. Scholars will write a summary based on the evidence presented in their Venn Diagram</p> <p>Assessment: The scholars will turn in their Venn Diagram and the complete summary.</p>
<p>S.A.</p>	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.</i></p> <p>The teacher will present the scholars’ with the summative assessment for this unit.</p>	<p><i>In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p> <p>Scholars will take the assessment presented by the teacher and demonstrate mastery of the standard as described in the Content Standard and mastered with a passing score of 80%.</p>

Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*

Read the letters and complete the following assessment.

Summative Assessment Item 1.

What was Douglass' opinion of slavery? Clearly cite one piece of evidence supports to this.

KEY: This question is worth 2 points. One point is awarded for stating that Douglass was opposed to slavery. One point is awarded for naming a piece of evident to support this.

Summative Assessment Item 2.

What was Washington's opinion of slavery? Clearly cite one piece of evidence supports to this.

KEY: This question is worth 2 points. One point is awarded for stating that Washington was opposed to slavery. One point is awarded for naming a piece of evident to support this.

Summative Assessment Item 3. While both letters may appear to have the same views, name two ways they differ regarding slavery. Clearly cite four pieces of evidence to support this.

KEY: This question is worth 6 points. Two points are awarded for identifying two ways the opinions differ. Four points are awarded for naming four pieces of evidence to support this.

Answer Key: A score of 8/10 indicates mastery.

7th Grade Writing Sample

Grade Level	7th	Content Area	Writing
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Scholars will know how to write in formal writing using the specific skills used to write a formal essay and the components required for a formal essay (Introduce the topic or claim, support the claim, use words and phrases to create cohesion, use formal style and make a concluding statement.		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	<p>This unit is aligned to Arizona College and Career Ready State Standards with an emphasis on writing arguments using specific 7th grade standards. This unit’s instruction includes objective-driven instruction with a small group and whole class model as described in the Desert Star Program of Instruction. Lessons in this unit will allow scholars the opportunity to support claims with clear reasons and relevant evidence with the purpose of communicating to an audience. Teaching strategies in this unit include teacher think aloud, student group activities, think pair share, and whole group discussion.</p> <p>The formative assessment is aligned to the current research-based assessment, curriculum, and reporting system which is Galileo.</p>		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	<p><u>7. W.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>(M)7. W.1A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</u> <u>(M)7. W.1B-. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u> <u>(M)7. W.1C-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</u> <u>(M)7. W.1D-Establish and maintain a formal style.</u> <u>(M)7. W.1E- Provide a concluding statement or section that follows from and supports the argument presented.</u></p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Copies of the Second Amendment to the Bill of Rights, student web access to Glogster.com , student web access to Kids Laws , student web access to U.S. Constitution , Smart Board		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Anticipatory Set: Teacher will ask class “Who thinks we should have stricter gun control laws, raise your hand” Teacher will ask scholars to explain why on a sticky note. Each scholar will place their note on the board under the Pro and Con column.</p> <p>Lesson Objective: Scholars will write an argument about a topic and provide evidence to support the claims.</p> <p>Lesson: Access prior knowledge by asking students what they know about the U.S. Constitution and the Bill of Rights</p> <p>Discuss key vocabulary words scholars may not be familiar with as well as transition words to strength an argument.</p> <p>Access prior knowledge by asking students what they know about the Second Amendment of the Bill of Rights. As a class read the Bill of Rights Conduct a whole-class discussion regarding the Second Amendment to the Bill of Rights.</p> <p>Pair scholars Pass out copies of the Second Amendment to the Bill of Rights and articles regarding the Second Amendment. Teacher will instruct scholars to select an article, read it and write key points about the article. With a partner, the teacher will direct the scholars to read the article and write the claim and evidence to support the claim.</p> <p>Closure Teacher will present scholars with Assessment Item 1</p>	<p>Anticipatory Set: Scholars will participate in the class discussion and write their response on a sticky note.</p> <p>Lesson: Scholars will discuss and share their prior knowledge about the US Constitution and the Bill of Rights</p> <p>Scholars will write down vocabulary and notes regarding transition words to make a strong argumentative statement and essay.</p> <p>Scholars will read aloud the Bill of Rights. Write down unknown vocabulary words.</p> <p>Scholars will take notes on new information regarding the Bill of Rights and the Second Amendment</p> <p>Work with a partner to re-read the Second Amendment of the Constitution and an opinion article about the Second Amendment and take notes on key points. Discuss key points with partner.</p> <p>Closure: Ask scholars to write why we do not celebrate masses in schools? Support your answer by citing evidence from the Bill of Rights?</p>

<p>Anticipatory Set Free-write in their journal for 5 minutes on the Second Amendment.</p> <p>Lesson Objective: Scholars will read information and write an opinion piece stating claims and supporting evidence.</p> <p>Lesson Teacher will instruct scholars to draw a KWL chart in their notebook. Complete the, "What do we 'Know?'" section in the KWL chart as we discuss the Second Amendment to the Bill of Rights Record these words and definitions in their notebook.</p> <p>Discuss the definition of the term "right" with their partner considering why Americans value rights in the U.S.</p> <p>Explain to scholars they will be asked to formulate opinions regarding current gun rights issues. Explain they will vote on two positions.</p> <p>2 Ask scholars to place their heads on their desks. Ask scholars to raise their hands if they support gun control. Ask scholars to raise their hands if they do not support gun control.</p> <p>Group scholars according to similar opinions. Explain to scholars they will discuss their thoughts, arguments, and opinions within their groups, focusing on strengthening their position with clear reasons and evidence.</p> <p>Group scholars with opposing viewpoints and have them share their positions. Encourage group members to ask each other questions and respond to positions in a polite and respectful manner.</p> <p>Teacher will instruct scholars to take notes on opposing views to use in their writing.</p>	<p>Anticipatory Set: Scholars will complete a 5 minute free write about everything they learned about the Bill of Rights and the Second Amendment.</p> <p>Lesson Scholars will listen to the teacher and actively participate in the questions about Gun Control.</p> <p>Scholars will place their heads on their desks and raise their hand when their position is requested to do so.</p> <p>Scholar will discuss their thoughts, arguments, and opinions within their groups, focusing on strengthening their position with clear reasons and evidence. Scholars form pairs with scholars that has an opposing opinion and view point. Each will state their opinion and give reasons for their point of view. Scholars must use the information read in the articles from the previous lesson to support their argument. Scholars will listen and take notes on opposing views. Scholars will use the opposing views to strengthen their writing. Scholars will use Gun Control Laws to support their views.</p> <p>Scholars will take Assessment Item 2 – SEE Note on previous lesson</p>
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<p>3</p>	<p>Anticipatory Set: Instruct scholars to take out their notes and or journals from the previous lesson and review the arguments regarding Gun Control. Lesson Objective: Scholars will write an essay stating an opinion and writing arguments to support the opinion.</p> <p>Lesson Teacher will explain the writing assignment and the rubric. Instruct scholars to use their notes from their readings as well as their partner from the previous lesson.</p> <p>Scholars will state their opinion and write 5 paragraphs defending their position.</p> <p>Teacher will circulate and help scholars with their writing assignment.</p> <p>Teacher will collect the writing assignments.</p> <p>Class review elements of writing arguments, stating and supporting claims, using transition words for a strong piece and a strong closing statement</p>	<p>Anticipatory Set: Scholars will take out their notes and or journals from the previous lesson and review the arguments regarding Gun Control.</p> <p>Lesson Scholars will review notes from previous lesson on Gun Control</p> <p>Scholars will listen to instructions from the teacher and write an essay stating their position on Gun Control.</p> <p>Scholars will choose one side of the Gun Control issue and write a 3 to 5 paragraph essay</p> <p>Scholars will turn in essay to teacher</p> <p>Scholars will actively participate in the whole class discussion and review for unit assessment.</p>
<p>4</p>	<p>Objective: Scholars will write a complete essay using all of the skills and tools learned in this unit.</p> <p>Anticipatory Set: Teacher will review the steps required to complete the essay.</p> <p>Lesson: Teacher will hand out the writing prompt and answer questions the scholars have.</p>	<p>Objective: f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Anticipatory Set: Scholars will actively listen to the teacher present the steps required to complete the essay.</p> <p>Lesson: Scholars will ask any questions they have and complete the essay within the class time.</p>
<p>S.A.</p>	<p>Teacher will instruct the scholars to complete the Summative Assessment Essay.</p>	<p>Scholars will complete the Summative Assessment as instructed based on the following writing prompt.</p> <p>Write a five-paragraph argumentative essay which communicates your position regarding if social media has an overall positive or negative effect on people. Use sources to support your reasoning.</p>

Summative Assessment Items and Scoring: Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative Assessment:

Research using [Kids Laws](#) and [U.S. Constitution](#), as well as a variety of literary, informational, primary, secondary, and multi-media sources and texts to strengthen an argument.

Write a five-paragraph argumentative essay which communicates your position regarding if social media has an overall positive or negative effect on people.

Item 1: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Item 2: Use words, phrases, and clauses to create and clarify the relationships among claim(s), reasons, and evidence.

Item 3: Establish and maintain a formal style

Rubric for all writing assessment

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus	<p>Insightfully addresses all aspects of the prompt</p> <p>Introduces precise claim(s) in a sophisticated thesis statement.</p>	<p>Competently addresses all aspects of the prompt</p> <p>Introduces reasonable claim(s) in a clear thesis statement</p>	<p>Superficially addresses all aspects of the prompt</p> <p>Introduces claim(s) in a thesis statement</p>	<p>Partially addresses aspects of the prompt</p> <p>Introduces superficial or flawed claim(s) in a weak thesis statement</p>	<p>Minimally addresses some aspect of the prompt</p> <p>Fails to introduce a relevant claim and/or lacks a thesis statement</p>
Organization/Structure	<p>Skillfully orients reader to topic(s) in introduction</p> <p>Thoroughly develops claim(s) with relevant body paragraphs</p>	<p>Orients reader to topic(s) in Introduction</p> <p>Develops claim(s) with relevant body paragraphs</p> <p>Provides a</p>	<p>Partially orients reader to topic(s) in introduction</p> <p>Superficially develops claim(s) with body paragraphs</p>	<p>Inadequately orients reader to topic(s) in introduction</p> <p>Inadequately develops claim(s) with minimal body paragraphs</p> <p>Provides an inadequate</p>	<p>Fails to orient reader to topic(s) in introduction or introduction is missing</p> <p>Fails to develop claim(s) with body paragraphs</p>

	<p>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</p> <p>Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs</p> <p>Includes purposeful and logical progression of ideas from beginning to end</p>	<p>conclusion that follows from and supports claim(s)</p> <p>Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs</p> <p>Includes logical progression of ideas from beginning to end</p>	<p>Provides a conclusion which repetitively or partially supports claim(s)</p> <p>Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs</p> <p>Includes adequate progression of ideas from beginning to end</p>	<p>Conclusion</p> <p>Uses limited and/or inappropriate transition/linking words, phrases, or clauses</p> <p>Includes uneven progression of ideas from beginning to end</p>	<p>Omits conclusion</p> <p>Uses few to no transition/linking words, phrases, or clauses</p> <p>Includes little or no discernible organization of ideas</p>
Evidence/Support	<p>Provides substantial and pertinent evidence to support claim(s)</p> <p>Effectively integrates and cites credible sources and/or text evidence</p> <p>Convincingly refutes specific counter-claim(s)</p>	<p>Provides sufficient and relevant evidence to support claim(s)</p> <p>Competently integrates and cites credible sources and/or text evidence</p> <p>Competently refutes specific counter-claim(s)</p>	<p>Provides limited and/or superficial evidence to support claim(s)</p> <p>Ineffectively integrates or cites adequate sources and/or text evidence</p> <p>Minimally refutes specific counter-claim(s)</p>	<p>Provides minimal and/or irrelevant evidence to support claim(s)</p> <p>Incorrectly integrates or cites sources and/or text evidence that may not be credible</p> <p>Acknowledges alternate or opposing claim(s)</p>	<p>Provides inaccurate, little, or no evidence to support claim(s)</p> <p>Does not use or cite sources and/or text evidence</p> <p>Fails to acknowledge alternate or opposing claim(s)</p>
Analysis	<p>Shows insightful understanding of topic or text</p>	<p>Shows competent understanding of topic or text</p> <p>Uses valid reasoning to</p>	<p>Shows superficial understanding of topic or text</p>	<p>Shows limited and/or flawed understanding of topic or text</p>	<p>Shows no and/or inaccurate understanding of topic or text</p>

	Uses persuasive and valid reasoning to connect evidence with claim(s)	connect evidence with claim(s)	Uses some valid and accurate reasoning to connect evidence with claim(s)	Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)	Reasoning is missing or does not connect evidence with claim(s)
Language	<p>Uses purposeful and varied sentence Structure</p> <p>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</p> <p>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses correct and varied sentence structure</p> <p>Contains few, minor errors in conventions</p> <p>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses mostly correct and some varied sentence structure</p> <p>Contains some errors in conventions which may cause confusion</p> <p>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses limited and/or repetitive sentence structure</p> <p>Contains numerous errors in conventions which cause confusion</p> <p>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Lacks sentence mastery (e.g., fragments/ run-ons)</p> <p>Contains serious and pervasive errors in conventions</p> <p>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>

A score of 20/25 points demonstrates mastery.

Math 8th grade – 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	8	Content Area	Mathematics
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	<p>Scholars will already know that triangles are 3 sided polygons.</p> <p>Scholars will already know how to find the area of a square.</p> <p>Scholars will know how to solve linear equations.</p>		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	<p>This unit aligns with the Arizona College and Career Readiness Standards. The lessons in this unit are standard based objective driven whereby scholars will learn using hands on activities in small groups; differentiate instruction through a higher level learning process and assessments to measure level of understanding as well as a formative assessment. The formative assessment is aligned to the current research-based assessment, curriculum, and reporting system which is Galileo and aligns with the school Program of Instruction.</p>		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	<p>8. G.B.6 Explain a proof of the Pythagorean Theorem and its converse.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	<p>Video: Identify the Properties of Right Triangle Video: http://learnzillion.com/lessons/2380 identify-properties-of-right-triangles.tp http://learnzillion.com/lessons/2704 use-the-area-of-squares-proof-to-relate-side-lengths-of-a-right-triangle http://learnzillion.com/lessons/2838 apply the area of squares proof to determine if a triangle is a right triangle Triangle and Nomenclature Cards for Triangles, geometry manipulatives, graph paper, pre-cut squares.</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Anticipatory Set: Teacher will ask the scholars to write the definition of a triangle giving as much information as they can remember in their notebook. Teacher will facilitate a class discussion on what makes a triangle.</p> <p>Lesson: Scholars will learn how to describe right triangles by identifying unique properties.</p> <ul style="list-style-type: none"> • 3 side polygon • 2 legs and hypotenuse • Right triangle (90 degree angle) • Not determined by size or orientation • Hypotenuse opposite the 90 degree angle <p>Teacher will play the video, stopping at key points to ensure scholars are taking notes.</p> <p>Teacher will present a variety of triangles to the class to discuss and demonstrate the characteristics of the triangle using vocabulary from the video and scholar notes.</p> <p>Teacher will circulate to each groups checking for understanding with each scholar. Teacher will instruct each group how to use the protractor to measure the angles.</p> <p>Independent Practice:</p> <p>Teacher will present the project in which scholars are expected to complete along with the rubric. Each scholar will create a book with drawings, definitions and explanations for right triangles.</p> <p>Project guidelines: All scholars will create a book with a minimum of</p> <ul style="list-style-type: none"> • 5 triangles by tracing from tiles and drawing their own using a protractor or ruler. • Each triangle will be labeled with legs, hypotenuse, rt. Angle. • Written definition of each vocabulary word • Describe in a paragraph how a right triangle is determined. <p>Assessment 1: Completion of Right Triangle Book</p>	<p>Scholars will write a description in their notebooks and write one quality on a sticky note.</p> <p>Teacher will randomly call scholars to the board and write the response from the sticky note to the board.</p> <p>Scholars will watch the video, comparing their notes and discussion to the points in the video.</p> <p>Scholars will also add to their notes in information is missing.</p> <p>Scholars will answer clarifying questions and engage in whole group discussion throughout the video.</p> <p>Scholars will work in groups with the right triangles from the manipulative box to identify the hypotenuse, legs, and 90 degree angles and answer teacher lead questions. Scholars will present to each other in the group and demonstrate understanding as the teacher walks around.</p> <p>Scholars will continue to work in small groups with the manipulatives and protractors. As each scholar demonstrates understanding of the right triangle they will be instructed to begin their book.</p> <p>Assessment: Each scholar will individually complete the Triangle book as instructed by the teacher.</p> <p>Assessment 1: Turn in book at the end of class.</p>
2	<p>Anticipatory Set: Teacher will hand each scholar a notecard with a definition or illustration on it from the previous lesson.</p> <p>Teacher will have 3 sets of scholars explain their card and definitions as a review of the previous lesson.</p>	<p>Scholars will look at their notecard and find a classmate to match the card with.</p> <p>Scholars will present their card to the class as called on by the teacher.</p>

	<p>Lesson Objective: Scholars will explain the relationship between the side lengths of a right triangle by using the Area of Squares Proof.</p> <ul style="list-style-type: none"> • Leg 1 = a; Leg 2 = b; Hypotenuse = c • Scholars will understand and use the Pythagorean theorem: $a^2 + b^2 = c^2$ <p>Teacher will play the video, stopping at key points, directing scholars to take notes and asking clarifying questions throughout the video.</p> <p>Teacher will instruct scholars and model the theorem by using graph paper cut to represent the measurement of the squares of each of the 2 legs and the hypotenuse of a sample right triangle. Teacher will identify 1 square as Square "A" the 2nd square as "B" and the square that corresponds to the hypotenuse will be identified as "C". The teacher will use the graph paper units and measure each leg of the triangle square the number and add them together. Next, the teacher will set up the Pythagorean Theorem formula and instruct scholars to substitute the measurements of the legs into the formula, $a^2 + b^2 = c^2$.</p> <p>Independent Practice:</p> <p>Teacher will instruct scholars to work in pairs using the graph paper to construct, measure squares and solve problems using the Pythagorean Theorem.</p> <p>Teacher will circulate among the groups to check for understanding and provide added instruction for scholars in need. Teacher will</p>	<p>Scholars will watch the video; take notes on the key vocabulary and definitions. Answer the teacher's questions and take part in the class discussion.</p> <p>Scholars will be actively engaged by observing the teacher and taking notes on the lecture. Scholars will construct squares and record measurements as the teacher models the lesson. Scholars will answer and ask clarifying questions. Scholars will record and solve problems in their math notebook. Scholars will work in pairs</p> <p>Scholars will turn in completed work to the teacher at the end of class.</p>
3	<p>Anticipatory Set: Teacher will pass back corrected problems from the previous lesson to review with the class. Ask and answer clarifying questions for review.</p> <p>Assessment: Scholars will select an envelope with 5 triangles, they will measure each part, use the Pythagorean Theorem to solve the problem.</p> <p>Lesson: Scholars will use the converse of the Pythagorean Theorem to determine if the triangle is a right triangle. Scholars will learn to use the length of a square to find the area. Teacher will construct triangles using squares from the previous lesson and distribute Teacher will instruct scholars to work in groups to</p>	<p>Scholars will actively engage in group review and discussion by sharing their answers and working problems on the board.</p> <p>Scholars will take the assessment presented by the teachers.</p> <p>Scholars will work in groups to construct triangle from the squares. They will then participate in the teacher instructed lesson to determine if their triangles are right triangles.</p>

	<p>determine if the squares make right triangles using the Pythagorean Theorem.</p> <p>Teacher will instruct the scholars that they can use the Theorem to determine if a triangle is a right triangle. She will state, “You use the Pythagorean Theorem to determine if a triangle is a right triangle by measuring the sides or using the area of the square to determine the length of the sides, plugging the lengths into the Pythagorean Theorem formula to solve the problem. The teacher will model two problems on the board and facilitate small group re-teach for the remaining of the class period.</p> <p>Independent Practice:</p> <p>Scholars will be given random lengths of a triangle to determine if it is a right triangle or not.</p> <p>Teacher will call on scholars to perform their work on the board and conduct a review session for the assessment.</p>	<p>Scholars will work in small groups using the Theorem to decide if the measurements given will result in a right triangle.</p> <p>Scholars will explain their findings using vocabulary that will imply an understanding of the Pythagorean Theorem.</p> <p>Scholars will participate in the whole group review session by presenting one of their problems as the teacher calls on them.</p> <p>Scholars will turn in completed work to the teacher at the end of class.</p>
4	Teacher will direct scholars to the summative assessment.	The scholar will construct right triangles using dotted construction paper. They will use the Pythagorean to correctly create right triangles.
S.A.	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>See highlighted section on the left box for directions on how to complete this section</p> <p>Scholars will take the summative assessment with 80% mastery. If they do not master, they will be pulled for small group instruction and retaught the objective. Those who passed will work on enrichment.</p>

Summative Assessment Items and Scoring: Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores. The scholars with pass with a mastery of 80% or better.

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Assessment 1:

Answer each of the following below:

1. A baseball diamond is a square with sides of 90 feet. What is the shortest distance, to the nearest tenth of a foot, between first and third base?
2. A suitcase measures 24 inches long and 18 inches high. What is the diagonal length of the suitcase to the nearest tenth of a foot?
3. In a computer catalog, a computer monitor is listed as being 19 inches. This distance is the diagonal distance across the screen. If the screen measures 10 inches in height, what is the height, what is the actual width of the screen to the nearest inch?
4. Ms. Green tells you that a right triangle has a hypotenuse of 13 and a leg of 5. She asks you to find the other leg of the triangle without using paper and pencil. What is your answer?
5. Two joggers run 8 miles north and then 5 miles west. What is the shortest distance, to the nearest tenth of a mile, they must travel to return to their starting point?

Rubric:

1. A and B both equal 90, solving for C=127.3
2. Let $a=24$ and $b=18$, when solved, $c=30$ inches. Convert inches into feet by dividing by 12. $30/12=2.5$ Feet
3. $C=19$ and $A=10$, when solved, $B=16.2$
4. Use the Pythagorean Triple 5, 12, 13. The other leg must be 12
5. $A=8$ and $B=5$, when solved, $C=9.439$

Grading and Mastery Scale: Each question will be worth 10 points 10% of 100 points possible

100% - 80% Mastery

79% - 50% Approaching

Below 50% Falling Far Below

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Answer each question below:

Write the formula for the Pythagorean Theorem

Using the following measurements state True or False if a right triangle is formed

True_____ False _____ Leg 4 Leg 5 Hypotenuse 20

Using the Pythagorean Theorem fill in the missing hypotenuse

$$\text{Leg A} = 33 \quad \text{Leg B} = 56 \quad \text{Hypotenuse} = \underline{\hspace{2cm}}$$

Draw a right triangle and fill in the measurements of each leg and the hypotenuse that will make a right triangle

Explain your reasoning for selecting the number above.

Grading: Each question will worth 2 points for a total of 10 points. A standard 90-100 A; 89-80 B; 79-70 C; 69-60 D; 59 F

Rubric:

$$A^2 + B^2 = C^2$$

False

$$\text{Hypotenuse} = 65$$

Any combination of three numbers in which the Pythagorean Theorem holds true.

5. A complete answer will include reasoning for each of the legs, hypotenuse and states the theorem proves that the sum of the areas of the two squares of the legs on a triangle equals the area of the square of the hypotenuse

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Assessment 3:

1. Write the Pythagorean Theorem
2. In your own words describe what it is.

Use the measurements of a triangle's two sides and find the measurement of the third side.

3. $A = 7 \quad B = 2 \quad C = \underline{\hspace{2cm}}$

4. $A = 12 \quad B = 23 \quad C = \underline{\hspace{2cm}}$

5. $A = 5 \quad B = \underline{\hspace{1cm}} \quad c = 13$

6. Construct your own right triangle and label each leg and the hypotenuse and state the lengths of each.

7. Explain how you determined the length of each side

Pythagorean Theorem Converse

Using the given side lengths determine if each of the following triangles are right triangles? Explain.

8. 20, 28, 1
9. 2, 24, 25
10. 33, 56, 65

Rubric

1. $A^2 + B^2 = C^2$
2. The Pythagorean Theorem proves that the sum of the areas of the two squares of legs "A" and "B" on a triangle equals the area of the square of the hypotenuse.
3. $C = 22.136$
4. $C = 25.942$
5. $B = 12$
6. Any combination of three numbers when substituted into the Pythagorean Theorem is true
7. A complete explanation including details
8. No
9. No
10. Yes

Grading and Mastery Scale: Each question will be worth 10 points 10% of 100 points possible

100% - 70% Mastery

68% - 50% Approaching

Below 50% Falling Far Below

Reading Template — 8 Pages Max. (12 pages for integrated ELA sample) — Instruction Pages above may be deleted

Grade Level	8	Content Area	Language Arts
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Scholars will have already read, <u>The Hunger Games</u> , by Suzanne Collins		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	This unit will allow scholars to read purposefully gaining a discipline in citing textual evidence that most strongly supports an inference. The knowledge will carry over across subject areas, and improve scholars' speaking and listening skills as well. This unit includes objective driven instruction, daily informal formative assessment, and incorporates teaching techniques such as; think-pair-share, teacher think aloud, and Socratic discussions. This unit aligns with the Arizona College Ready Standards and teaching this unit in whole and small group with differentiation as directed by the teacher aligns with the Desert Star Program of Instruction.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	8.RL.1 8 th Grade Key Ideas, and Details, Reading and Literature, Cite the textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Day 1 What is an inference? (video) Http:// www.youtube.com/watch?v=to30AJm2epQ "3 Column Chart of Inferences" Day 2 Explicit vs. Implicit Power Point Presentation		

Day 3

“How to Cite a Quote (MLA Format)” Power Point Presentation

**Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Objective: Students will be able to read a passage, analyze it for meaning, and make a valid inference.</p> <p>Introduction to New Material:</p> <ol style="list-style-type: none">1. Teacher will introduce the word ‘Inference’ by defining inference as an educated guess that readers make based on the facts that the author provides.2. The teacher will play the, <u>What is an Inference</u>, video, and pause when necessary, and direct students to take notes. Key Points: Your background information (Schema) and information from the text (Textual Evidence), are used to make an educated guess (Inference)3. Teacher will guide the class in a group discussion about the use of inferences. The teacher will ask the following questions: “What is an inference?” “What does the word schema mean?” “What is textual evidence?” The teacher will call on volunteers and non-volunteers during this time, just to make sure students are actively involved and staying on task. <p>Modeling:</p> <p>The teacher will model the act of making inferences by displaying a picture, and thinking aloud how she used the 3 Column Chart drawing her schema, identifying the textual evidence to make an inference.</p>	<p>Objective: Students will be able to read a passage, analyze it for meaning, and make a valid inference. Scholars will read and write the lesson’s objective in their notebook. They will be actively engaged by silently taking a moment to predict the day’s activities from information they obtained from reading the objective.</p> <p>Introduction to New Material:</p> <ol style="list-style-type: none">1. Scholars will be actively engaged by listening to the teacher’s definition to the word inference, and write the definition in their notebooks.2. Students will watch the presentation titled, <u>What is an Inference?</u> and take notes of key points.3. Students will be actively engaged by watching, and listening as the teacher models the process of using the 3 Column Chart to make an inference. <p>Modeling:</p> <p>Scholars will actively listen to the teacher and understand how to create a 3 column chart.</p>

<p>Guided Practice: Teacher will use a graphic organizer, (3 Column Chart of Inferences) to model how to make an inference from a reading passage.</p> <p>Independent practice: Teacher will prompt the students to use the 3 Column Chart to make an inference from their reading of, <u>Hunger Games, by Suzanne Collins.</u> Teacher will use this time to pull a small group of below grade level students to work in a small group for more guided practice, if necessary.</p> <p>Assessment: The teacher will collect the inferences made during the independent practice as an informal formative assessment.</p>	<p>Guided Practice: Scholars will actively observe the teacher using a graphic organizer and understand how to independently complete their own.</p> <p>Independent Practice: Scholars will individually open their <u>The Hunger Games</u> by Suzanne Collins books, and read the exemplar passage. Scholars will briefly think-pair-share, a summary of their reading with a partner, and contribute to the whole group discussion. Scholars will be actively engaged by listening and watching as the teacher uses student feedback complete the chart. When the teacher asks for textual support, students will independently look through the exemplar passage to find a quote to support the given inference. Scholars will work independently using a 3 Column Chart to make a text supported inference.</p> <p>Assessment: Scholars will hand in their text supported inference for a formative assessment grade.</p>
<p>Activation of Prior Knowledge: Teacher will use an exemplar quote from, <u>The Hunger Games</u>, by Suzanne Collins, and ask students to work independently to make an inference using the 3 Column Chart from the previous lesson.</p> <p>Teacher will ask students to share their inference with their neighbor. She will walk around and quickly check that students have retained the learning from the previous lesson, and re-teach any key points if necessary.</p> <p>Objective: Students will be able to identify the difference between implicit textual evidence and explicit textual evidence used to support a quote.</p> <p>Teacher will instruct scholars to copy objective in their notebook and answer any questions scholar may have.</p> <p>Introduction to New Material: Teacher will play the <u>Explicit vs. Implicit</u> Power Point Presentation, making sure to pause at key point and guiding students to take when necessary.</p>	<p>Activation of Prior Knowledge Scholars will listen to the teacher give the exemplar quote and create a 3 column chart Student will work independently using the exemplar quote from, <u>The Hunger Games</u> by Suzanne Collins.</p> <p>Students will discuss their inference with a partner, and ask the teacher any clarifying questions regarding the key points from the previous lesson if necessary.</p> <p>Objective: Students will be able to identify the difference between implicit textual evidence and explicit textual evidence used to support a quote.</p> <p>Scholars will read, and write the lesson’s objective in their notebook, and ask clarifying questions if necessary.</p> <p>Introduction to New Material Scholars will watch the presentation taking notes on key points. Scholars will read along silently as the teacher reads aloud an exemplar passage from, <u>The Hunger Games</u>, by Suzanne Collins.</p>

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<p>Key Points: Implicit evidence is not staged directly. The author gives the reader hints in the actions of the character. Explicit evidence is stated directly. The author tells the reader exactly what to think.</p> <p>Modeling: Teacher will read an exemplar passage from, <u>The Hunger Games</u>, by Suzanne Collins, and think aloud an inference. The teacher will identify the exact quote in the exemplar passage that supports her inference, Identifying implicit and explicit support.</p> <p>Guided Practice: Teacher will ask each student to work in pairs of heterogeneous grouping, to make an inference using explicit textual support. Teacher will lead a class discussion where each group will present their inference and explicit textual support, making sure other groups and students have the opportunity to offer questions or comments. Teacher will ask each student to work in pairs of heterogeneous grouping to make an inference using implicit textual support. Teacher will lead a class discussion where each group will present their inference and implicit textual support, making sure each group of students has the opportunity to offer questions and comments.</p> <p>Independent Practice/Assessment: Teacher will assign an exit ticket in which students will make two inferences using the book, <u>The Hunger Games</u>, by Suzanne Collins. 1 inference must use implicit textual support, and the other inference must use explicit textual support. During this time the teacher will circulate around the class offering support to students if necessary, or pulling a group of students working below grade level to create both inferences as a group activity. <u>Teacher will collect the assignment when scholars have completed.</u></p>	<p>Scholars will actively listen and take notes as the teacher discusses key points</p> <p>Modeling Students will be actively engaged by answering aloud the teacher’s questions about explicit and implicit quotes.</p> <p>Guided Practice: Scholars will work with a partner to write an inference, read the text to show explicit textual support. Students must communicate with their partner about the task, and be prepared to present their finding to the whole group. Students will be actively engaged by asking their peers questions or comments regarding their created inferences. Students will work with a partner to write an inference and read the text to show implicit textual support. Students must communicate with their partner about the task, and be prepared to present their findings to the whole group. Students will be actively engaged by asking their peers questions or comments regarding their inferences.</p> <p>Independent Practice / Assessment Students will work independently to complete the exit ticket and turn into the teacher.</p>
<p>3 Activation of Prior Knowledge: Teacher will display an exemplar inference and ask the students to find 1 implicit textual support, for the inference. Teacher will ask students to share their textual support with their neighbor. Teacher will circulate around the class checking for understanding of key points from the previous lesson.</p>	<p>Activation of Prior Knowledge Scholars will work independently using their, <u>The Hunger Games</u>, by Suzanne Collins books, to find 1 implicit and 1 explicit textual support for the given inference. Students will discuss their textual support choices with a neighbor.</p>

<p>Objective: Students will be able to cite a source of textual support by using MLA format. Instruct scholars to write objective in notebook</p> <p>Introduction to New Material: The teacher will introduce the use of citing sources as a way of giving credit to the author and as a way of letting a reader know where to find textual evidence used in an inference.</p> <p>Teacher will play the, How to Cite a Quote (MLA Format) Power Point Presentation, and stop at key points so students can take notes.</p> <p>Key Points: MLA stands for Modern Language Association MLA format for citing a quote requires in parentheses the author's name, and the page number of the quote. MLA format for citing a quote from a poem requires, in parentheses the author's name, and the line number of the quote. Students should also be told that not citing a quote could be considered plagiarism.</p> <p>Modeling/Guided Practice: Teacher will use two of her inferences from the previous lesson to illustrate how to use MLA format to cite a quote in a think aloud, stopping to ask students to find the quote, and page numbers when necessary.</p> <p>Independent Practice: The teacher will give the students the assignment of making two inferences from the book, <u>The Hunger Games</u> by Suzanne Collins. 1 inference will use implicit textual evidence, and the second inference will use explicit textual evidence. Teacher will use this time to check for understanding of the use of MLA Format for citing a quote. She will also monitor each group ensuring that each student is actively engaged in the activity. The teacher will also offer individual support/or re-teach the concept if necessary.</p>	<p>Objective: Students will be able to cite a source of textual support by using MLA format Scholars will read aloud and write the lesson's objective in their notebooks.</p> <p>Introduction to New Material Scholars will actively listen to the teacher's instruction and take notes if necessary.</p> <p>Scholars will watch the presentation and write notes about key points. Students will share their notes with a neighbor, and ask clarifying questions if necessary.</p> <p>Modeling / Guided Practice: Scholars will actively listen to the teacher read her inferences and observe the instruction on how to use the MLA format. Scholars will also ask questions and actively participate in whole group instruction.</p> <p>Independent Practice: Scholars will read the teacher's quotes and help cite the source using MLA format by copying the teacher's work in their notebook, and using their, <u>The Hunger Games</u> by Suzanne Collins book to locate the quotes and page numbers. Students will independently write two inferences. Students must work with a partner to justify why they chose to use each of their textual evidence. Students will also listen to their partner read their inferences and justify the use of their textual support. Students must be prepared to receive constructive feedback to their partner.</p>
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	Assessment: Teacher will use students independent practice assignment as a formative assessment.	Assessment: Scholars will turn in complete assignment for the assessment.
S.A.	<i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.</i>	<i>In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i>
S.A.	Teacher will instruct scholars to take the unit summative assessments following all of the unit instruction and formative assessment.	Scholars will independently take the unit summative assessments upon instruction from the teacher. Each scholar must demonstrate mastery of the standard as described in the content standard and mastered with a passing score of 80%.

Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Use the passages to answer the questions that follow, worth 2 points each.

“I love the style and color of this jacket,” said Patrick.” It’s perfect, except that the sleeves are too long.”

“Don’t worry about the sleeves, “Said his father. “A tailor can easily shorten them. Wait here. I’ll let the salesclerk know that we’re ready to pay.”

1. Find the strongest implicit text to support the idea that at first Patrick wasn’t sure he would buy the jacket.
2. Find the strongest explicit text to support an inference that Patrick liked the looks of the jacket.

It was the first time that Diane had ever been to the ballet. An usher led her to her seat and gave her a program. Soon the huge curtains opened, and ballet began. When it was over, Diane had tears in her eyes. She couldn’t wait to buy a ticket for the next ballet.

3. Find the strongest implicit text to support the idea that Diane arrived in time to see the beginning of the ballet.
4. Find the strongest explicit text to support the inference that Diane had never been to the ballet before.

The apples were almost ripe, and it was time to pick them. Mrs. Sampson who owned the large orchard, put an ad in the newspaper asking for helpers pick fruit. She had hundreds of trees full of apples, so she needed many people to pick them. In a few days twenty pickers were working in her orchards.

5. Find the strongest explicit text to support the inferences: Mrs. Sampson owned a large orchard.

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Use you, The Hunger Games, book and MLA format for citing a source:

1. Find the strongest explicit textual support for the following inference-Peeta confesses his love for Katniss as an attempt to save her life in the Hunger Games.
2. Find the strongest implicit textual support for the following inferences;
Katniss and her family are poor, and considered indecent members of the community.

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Write one inference using “The Hunger Games”, by Suzanne Collins. Make sure your statement uses both implicit and explicit textual support, and don't forget to cite your sources using MLA format

ANSWER KEY:

Summative Assessment Item 1 - 2 points each total of 10 points (1 point for a partial answer and 2 points for a complete answer)

1. “It’s perfect, except that the sleeves are too long.” (Patrick, Line 1)
2. “I love the style and color of this jacket, “said Patrick
3. “Soon the huge curtains opened, and the ballet began.” (Line 3)
4. “It was the first time that Diane had ever been to the ballet.” (Line 4)
5. “Mrs. Sampson, who owned the large orchard...” (Line 1)

A score of 8 / 10 deems mastery

Summative Assessment Item 2 Rubric Scoring 10 points for each correct answer, (5 points for each quote, and 5 points for citation) total of 20 points.

1. “Well, there is this one girl I’ve had a crush on ever since I can’t remember, but I don’t think she even knew I existed until the reaping.”
“So here’s what you do. You win, you go home. She can’t turn you down, eh?” (Caesar Flickerman, Pg. 130)
“Winning won’t help my case, because... She came here with me. (Peeta Mellark, Pg. 130)
2. “Feed it to the pigs, you stupid creature. Why not? No one decent will buy burned bread.” (Mrs. Mellard pg30)

A score of 16 / 20 deems mastery

Summative Assessment Item 3 Rubric Scoring Guide for a total of 30 Points.

(Since inferences are based on guesses, most inferences will be accepted, if they are supported with logical textual evidence.)

Rubric scoring guide

10 points	20 points	30 points
An incomplete answer with incomplete inferences. Not supported with logical text evidence.	A complete answer with complete inferences. Minimally supported with text evidence. Must have one explicit or implicit text evidence	A complete answer with detailed inferences. Complete and logical text evidence that supports each inference. Must have an implicit and explicit text evidence

A score of 24 / 30 deems mastery

Mastery

Scholars achieving a score of 80% on each assessment will have mastered the standard.

8th Grade Writing Sample

Grade Level	8 th Grade	Content Area	Writing
Course Title (grades 9-12 Only)	N/A		
<p>Expected Prior Knowledge</p> <p><i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i></p>	<p>Students will have prior knowledge and experience writing narratives.</p> <p>Students will have prior knowledge with the editing and revising process.</p> <p>Students will have prior experience working with the Step Up To writing 4 Paragraph Outline.</p> <p>Students will have already read, <u>A Pair of Silk Stockings</u>, by Kate Chopin</p>		
<p>Alignment to Program of Instruction</p> <p><i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i></p>	<p>This unit is aligned to Arizona College and Career Ready Stat Standards with an emphasis on writing narratives using specific 8th grade standards. This unit’s instruction includes objective-driven instruction with daily formative assessment using whole and small group instruction as indicated in the Desert Star Academy Program of Instruction.</p> <p>Lesson’s in this unit will allow students the opportunity to convey real or imagines experiences with the purpose of communicating to an audience. Teaching strategies in this unit include teacher think aloud, student group activities, think pair share, and whole group discussion.</p> <p>The formative assessment is aligned to the current research-based assessment, curriculum, and reporting system which is Galileo.</p>		
<p>Standard Number* and Description</p> <p><i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i></p>	<p>M (8.W.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a.(M) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. (M) Use narrative techniques, such as dialogue, pacing, description, <u>and reflection, to develop experiences, events, and/or characters.</u></p> <p>c. (M) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and <u>show the relationships among experiences and events.</u></p> <p>d. (M) Use precise words and phrases, relevant descriptive details, and sensory language to capture the actions and convey experiences and events.</p> <p>e. (M) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		

<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i></p>	<p>Lesson 1 http://learnzillioin.com/lessons/2120-organize-and-sequence-events-in-a-narrative-</p> <p>Lesson 2</p> <p>Teacher created PPT on transitional words and phrases (computer and projector)</p> <p>A 3 column graphic organizer to identify events, and experiences, transitions</p> <p>Step Up to Writing-List of Transitions</p> <p>Teacher created exemplar paragraphs used to identify transitions.</p>
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***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Activation of Prior Knowledge: Teacher will ask students to work in pairs to review narrative techniques such as dialogue, pacing and description of events.</p> <p>Teacher will display 3 charts with the following titles, Dialogue, Pacing and Description of Events.</p> <p>Teacher will direct students through each station.</p> <p>Teacher will facilitate a whole group lesson discussing the key points of each chart.</p> <p>Objective: Students will be able to add to their knowledge of using narrative techniques, such as dialogue, pacing, description, by adding and <u>"reflection" to develop experiences, events, and/or characters.</u></p> <p>Introduction to New Material and Key Points: Reflection means to look back upon experience to expand the reader's understanding. The writer can go back in time, and describe past events and compare and contrast events. You can use reflection to sharpen the reader's understanding of an experience or to develop an understating of a character. The writer can reflect on character with the use of anecdotes.</p> <p>Modeling: Teacher will conduct a read aloud of an exemplar narrative featuring reflection that develops an understanding of an event. Teacher will ask relevant questions to check for understanding. Teacher will conduct a second read aloud of an exemplar narrative, this one</p>	<p>Students will work in pairs to review narrative techniques such as dialogue, pacing and description of events, first discussing each category, and as a group fill-in a definition and example of each section on a poster sized chart for each of the following: Dialogue, Pacing and Description of Events. Each group of students will discuss with the whole group their contribution to each chart.</p> <p>Students will orally read the lesson's objective, and write down in their notebooks.</p> <p>Students will be actively involved as the teacher reviews the rubric and assessment assignment that will be completed at the end of the lesson. Students will ask clarifying questions if necessary.</p> <p>Students will watch and listen as the teacher introduces new material, and take notes on key points. Students will ask clarifying questions. Students will read the exemplar paragraph, and participate in the reflection group activities as directed by the teacher. Students will demonstrate their understanding of the lesson by engaging in the whole group discussion, and by volunteering to answer the teachers' checking</p>

	<p>featuring the use of reflection that develops an understating of a character. Teacher will check for understanding by asking relevant questions.</p> <p>Guided Practice: Teacher direct students to work in groups of three to look at an exemplar passage and underline the writer’s use of reflection to develop an understanding of an experience. Teacher will facilitate a whole group discussion and answer clarifying questions. Teacher will redirect the groups to read a second exemplar passage and underline the writer’s use of reflection to develop character.</p> <p>Independent Practice: Teacher will direct students to independently read a different exemplar passage and identify the use of reflection. Teacher will lead a whole group discussion, allowing students to demonstrate their understanding through the use of question answer.</p> <p>Assessment: Teacher will introduce students to the writing prompt and corresponding rubric. As students are working independently, teacher will walk around the room to monitor student’ understanding, and re-teach specific skills if necessary.</p>	<p>for understanding questions.</p> <p>Students will work independently as directed by the teacher to identify reflection as it used in an exemplar passage to sharpen the reader’s understanding of events and character. Students will demonstrate their understanding of the lesson by engaging in the whole group discussion, and by volunteering to answer the teachers’ checking for understand questions, and by handing in the assignment for correction.</p> <p>Students will work independently writing a personal narrative that exemplifies the use of reflection to develop an understanding of events and character.</p>
<p>2</p>	<p>Activation of Prior Knowledge: Teacher will ask students to write in their notebook the definition of transitions, and how they are used in narratives. Teacher will circulate around the room, reading each student’s response to check for understanding. Teacher will facilitate a whole group discussion regarding the use of transitions in narratives. Teacher will use relevant questions and call upon volunteers and non-volunteers check for understanding.</p> <p>Objective: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and <u>show the relationships among experiences and events.</u></p> <p>Introduction to New Material: Teacher will present the, “Transitions,” Power Point Presentation, stopping at key points, and directing students to take notes. Teacher will also hand out the Step Up To Writing List of Transitions, and ask student to read it silently.</p> <p>Key Points: Transitions are used to line ideas in a sequence. Transitions are used when the writer switches from one time period to another. Transitions will also let your reader know that you have switched from one setting to another.</p> <p>Modeling: Teacher will display and read aloud and exemplar paragraph that is missing transitions, pointing out that there is no sense of connection between ideas or events. Teacher will present the same exemplar paragraph, presenting and asking students, “What transitional</p>	<p>Students will demonstrate prior knowledge by writing the answer to the teacher’s questions in their notebook. Students will engage in a discussion to demonstrate their understanding.</p> <p>Students will orally read the lesson’s objective and write it in their notebooks.</p> <p>Students will be actively engaged by watching the, “Transitions,” Power Point Presentation, and by taking notes on key points, and asking clarifying questions.</p> <p>Students will be actively engaged by reading silently as the teacher reads aloud the exemplar paragraph. Students will participate in a conversation about the use of transitions to make thoughts and events flow, signal shifts from one-time frame or setting to another and to</p>

	<p>word or phrase could we use here?” Teacher will re-write the paragraph using students’ suggestions.</p> <p>Guided Practice: Teacher will present a graphic organizer and a new exemplar passage, and give students directions on how to use the paragraph and graphic organizer to identify transitions by first identifying events, and experience, and then noticing the words the author uses to link the experience to the event.</p> <p>Independent Practice: Teacher will introduce the writing prompt, and present the grading rubric.</p> <p>Prompt; Write a 1 paragraph narrative describing what you did last weekend, paying particular attention to the use of transitions that signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u> Teacher will circulate and assist individual students by asking clarifying questions to check for understanding, and re-teach/model if necessary.</p> <p>Assessment: Teacher will use a rubric and students’ paragraph from the Independent practice as a formative assessment.</p>	<p>show the relationship among experiences and events.</p> <p>Students will read a new exemplar paragraph, use a 3 column graphic organizer to identify events, and experiences, and in a third column identify the transitional words, phrases, or clauses.</p> <p>Student will follow along while the teacher reads aloud the writing prompt and rubric Students will ask clarifying questions.</p> <p>Students will create a graphic organizer identical to the one used in the guided practice, and use it as a pre writing activity for the writing prompt. Students will use the graphic organizer to create a paragraph demonstrating their understanding of the use of transitions to signal shifts in time and setting, and to show relationships among experiences and events.</p> <p>Students will turn in graphic organizer as an assessment</p>
<p>3</p>	<p>Activation of Prior Knowledge: Teacher will hand back the assessment paragraph from the previous lesson, and ask students to read feedback comments. Teacher will ask students’ if they have any question or comment regarding the feedback from the previous lesson’s assessment paragraph. Teacher will orally ask students to start listing transitional words and phrases. Teacher will take answers from volunteers and non-volunteers.</p> <p>Objective: Students will understand how to conclude a narrative by providing a sense of reflection of the events of the narrative, and closure.</p> <p>Introduction to New Material: Teacher will play the video, pausing at key points, and directing students to take notes.</p> <p>Conclusion is an ending.</p> <p>Reflection means to briefly go back and identify something from each of the events in the narrative.</p> <p>Modeling: Teacher will read an exemplar paragraph, stopping at the conclusion, stating, “This is an example of reflection. It briefly mentions the events from the narrative.” Teacher will continue to model by stopping to identify how the paragraph’s topic sentence has been restated to give a strong sense of closure.</p>	<p>Students will review their assessment from the previous lesson, and ask feedback questions if necessary Students will orally answer the teacher’s questions to activate prior knowledge.</p> <p>Students will orally read the lesson’s objective and write it in their notebook.</p> <p>Students will be actively engaged by watching the Power Point Presentation, taking notes on key points, and asking clarifying questions.</p> <p>Students will be actively engaged by watching and listening as teacher models reflection and the process of restating the paragraph’s topic sentence to create a strong conclusion.</p> <p>Students will actively listen to the teacher as the new material is introduced</p> <p>Students will read along with the teacher the exemplar passage, reflect upon the sequence of events from the passage, and write a list of the sequence events when directed. Students will identify key words in the paragraph’s topic sentence which will be crucial to use when writing a strong conclusion.</p>

	<p>Guided Practice: Teacher will read an exemplar paragraph with a missing conclusion, and state. “I feel like this just drops off. There is no reflection, and there is no sense of closure. “Teacher will guide the class in a think aloud, reflecting on the events of the exemplar paragraph. Teacher will lead a class discussion calling on volunteers and non-volunteers to read their list of reflection ideas. Teacher will model the act of reflection by using students list of reflections to write an exemplar conclusion using reflection. Teacher will state, “A good way to add closure is to restate the topic sentence using other words.” Teacher will direct students to restate the paragraph’s topic sentence in their own words. Teacher will lead a group discussion calling on volunteers and non-volunteers read their work. Teacher will model the process of using reflection, and restating the paragraph’s topic sentence to write a strong conclusion.</p> <p>Independent Practice: Teacher will direct the students’ attention to their assignment (Students will re-draft their paragraph from the previous lesson, writing a strong conclusion with emphasis on reflection and process of restating the paragraph’s topics sentence.) Teacher will review the rubric, and grading criteria for the assignment and answer clarifying questions. Teacher will circulate around the room offering intervention and support.</p> <p>Assessment: Teacher will use a rubric to grade students independent practice assignment as a formative assessment.</p>	<p>Students will work independently to rewrite the exemplar paragraph for a strong conclusion using reflection and restating the topic sentence in their own words. Students will volunteer to read their sample work, and participate in a class discussion.</p> <p>Students will re-draft their paragraph from the previous lesson, writing a strong conclusion with emphasis on reflection and the process of restating the paragraph’s topic sentence. Students will turn-in their completed paragraph at the end of class.</p>
<p>S.A.</p>	<p>Teacher will direct students to the summative assessment.</p>	<p>Students will work independently to complete the summative assessment.</p> <p>Choose a story that illustrates some theme or topic. Make sure your story fits the prompt. Choose a story with a manageable plot. Choose a story with vibrant details. Outline the plot before you begin. Use a consistent point of view. Describe the important characters. Find the antagonist. Describe the setting. Use vivid details. Make sure your theme is clearly illustrated in the story. Use scenes and summaries. Use and format dialogue correctly. Revise your essay.</p>

Summative Assessment Items and Scoring: Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative Assessment Item 1

Demonstrate an understanding of the use of dialogue, pacing and description with a strong emphasis on reflection, by writing a narrative about a class field trip.

Rubric:

Key Point: The narrative demonstrates a sophisticated command of language that captures imagination through effective descriptive techniques such as figurative language, vivid and precise word choice, and specific and concrete sensory detail, that set a purposeful tone and mood.

Textual Evidence: From beginning to end, the narrative demonstrates a sophisticated command and understanding of effective narrative language, consistently including figures of speech such as personification, metaphor and simile, precisely chosen words, relevant and specific physical description, and advanced lexis.

Each question is worth 5 points for a total score of 10

Summative Assessment Item 2

Demonstrate an understanding of the use of transitions to convey sequence and signal shifts from one time frame or setting to another. Place a strong emphasis on showing the relationships among experiences and events. Do this by writing a real or imagined narrative about a sporting event that you have watched or participate in.

Rubric

Key Point: The narrative demonstrates a sophisticated command of language that captures imagination through effective descriptive techniques such as figurative language, vivid and precise word choice, and specific and concrete sensory detail, that set a purposeful tone and mood.

Textual Evidence: From beginning to end, the narrative demonstrates a sophisticated command and understanding of effective narrative language, consistently including figures of speech such as personification, metaphor and simile, precisely chosen words, relevant and specific physical description, and advanced lexis.

Each question is worth 5 points for a total score of 10

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Demonstrate an understanding of the use of reflection to conclude a narrative by writing a 1 paragraph narrative about what you did on your last birthday.

Rubric:

Key Point: The narrative demonstrates a sophisticated command of language that captures imagination through effective descriptive techniques such as figurative language, vivid and precise word choice, and specific and concrete sensory detail, that set a purposeful tone and mood.

Textual Evidence: From beginning to end, the narrative demonstrates a sophisticated command and understanding of effective narrative language, consistently including figures of speech such as personification, metaphor and simile, precisely chosen words, relevant and specific physical description, and advanced lexis.

Each question is worth 5 points for a total of 10 points,

Mastery

A score of 8 / 10 deems mastery

APPENDIX A

NOTIFICATION REQUEST MATERIALS

2. Enrollment Cap

Desert Star Academy

Minutes

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Desert Star Academy and to the general public that the Board will hold a meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time. One or more members of the Board may participate in the meeting by telephonic or digital communications.

Pursuant to A.R.S. 38- 431.03 (H) the Board may discuss and take action concerning any matter listed on the agenda.

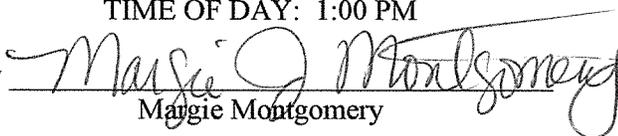
Pursuant to A.R.S. 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Margie Montgomery at (928)300-3207. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 28th day of January, 2016

TIME OF DAY: 1:00 PM

By


Margie Montgomery

Meeting location:

5744 Hwy 95

Fort Mohave, AZ 86426

Agenda for January 27, 2016

- I. Call to Order Margie Called meeting to order at 3:30pm
- II. Roll Call : Margie, Rhonda, Julia present. Frank absent
- III. Call to Public
No call to public
- IV. Open Issues

Grade Expansion and Cap increase

Margie presented to the board that a Cap increase and grade expansion must be approved by the board in order to move forward with the project. The board must pass a resolution to increase the number of scholars and expand the grades.

Rhonda moved to submit to the Charter Board a request to increase the number of scholars in K-6 to meet the community needs for a quality education.

Desert Star will also submit the application to expand the current grades offered to include 7th and 8th grade.

Julia 2nd the motion

Margie called for a vote on the above motion. Both issues to be included in the vote. If the motion does not pass and further discussion is addressed the motions may be voted on separately.

Margie called for the vote.

Motion carried

Charter School Capital Update for new school

The folks at CSC are continuing to move forward with the project. They will schedule a site visit to see school. Margie stated that the board needs to make a resolution to allow CSC to purchase the land back from Desert Star and continue with the project. Margie will continue to supply them with necessary information and communicate with them as necessary.

Rhonda moved to approve CSC (Charter School Capital) with the purchase of the land and to move forward with the project.

Julia second the motion

Motion passed.

Boom Box Parade

Margie reported that Desert Star won the category of Most Enthusiastic!! Deanna Acosta will attend the Women's Council luncheon to accept award in February.

V. New Business

School Calendar

Margie state that we need to be thinking about the calendar for next year. There are options to follow the high school calendar, the Mohave Valley calendar or create our own. Local calendars are not yet out Discussion took place. Rhonda stated we should stay same as the local high school. Julia agreed. Margie requested on behalf of teachers to take a work day the day after Halloween and Super Bowl, They also would like to not have a fall break with an entire week off at Thanksgiving. Margie spoke with Whitney Crow and they will vote on their calendar in February.

Rhonda suggested we hold off until the Feb. meeting to vote on a calendar

Marketing Plan for enrollment

Margie informed board that school is currently at capacity with the exception of 15 scholars. We need 350 scholars to meet the requirement for the new building at growth. This number can be achieved by expanding one class per grade OR expanding to have 7 and 8 grade.

January

- Send home note to see which scholars will be returning

February

- Post flyers at community mailboxes in Fort Mohave
- Meet with Senator Ward and Supervisor Moss to promote school and create the March cover of Our Town Magazine

March

- March cover and feature story in Our Town Magazine
- Flyers in the community
- In home direct mail
- Booth at local community events: Little League, Safeway, Smiths

April

- Article in Our Town Magazine
- Community event booths

Staffing

Margie informed the board that the following teachers will not be returning next year.
Maritza Bernal, Nikki Shott,

Teacher Contracts

Margie recommended to the board a 3% increase for all returning teachers. Keep salary schedule the same as last year. It continues to remain competitive with surrounding districts

Rhonda moved to accept current salary schedule and offer existing staff a 3% increase.

Julia 2nd the motion

Motion passed.

- VI. Adjournment
Julia moved to adjourn
Rhonda 2nd
Motion passed

Desert Star Academy
5744 Hwy 95
Fort Mohave, AZ 86440
(928)770-4523



Quality in Education

GRADE EXPANSION AND CAP INCREASE (revised)

Desert Star Academy, a college preparatory school, would like permission to expand the current grades being offered to include a 7th and 8th grade program while increasing the existing cap from 215 to 400 in grades K- 6 and an additional 75 scholars in grades 7th and 8th . The academy is located in the South Fort Mohave area where the need for a quality school is tremendous. There is only one charter high school within 20 miles of Desert Star, leaving a huge opportunity for growth. Desert Star Academy parents along with the community of Mohave Valley and Fort Mohave have requested for this expansion to happen, Desert Star Academy receives 5 to 6 calls weekly requesting a 7th and 8th grade program and already has an interest list of 30 scholars. 100% of the sixth grade parents have committed to stay with Desert Star if the grade expansion is approved.

The current location of Desert Star Academy at 5744 Hwy. 95 Fort Mohave Arizona consists of Administrative Offices and classrooms. The “Classrooms” consist of a capacity of 302 scholars as it is. The administrative office area will be designate for additional classrooms for the 2016-17 school year. Kindergarten and First grade will be moved to the new area creating additional classrooms to accommodate K-6 growth and the addition of 7th and 8th grade. Desert Star Academy is requesting the cap and grade expansion beginning in August of 2016. The current location will accommodate 479 scholars. An occupancy letter from the Fire Department and a floor plan of the Administrative offices to be used as classrooms will be included in the application.

The mission of Desert Star Academy is to educate all children to become academic scholars, outstanding citizens and future leaders of society has resonated strongly within the community, proof being the incredible growth in scholar population over the past year. The academy’s enrollment has more than doubled after the first year of operation. Class sizes are small, all scholars receive small group and individual instruction in addition to the teachers differentiating instruction for scholar success. Desert Star Academy also offers many community service opportunities for the scholars to participate and give back to the community in which they live.

The additional grades continue to support the mission by educating children to become scholars, citizens and leaders at the Jr. High level. Rigor in academics, community service and becoming strong leaders will a requirement of this age as they begin the process of researching colleges and gaining experiences to put on their college resume. Desert Star will continue to expand the high level honors classes, add college prep electives and more opportunities for the scholars to participate in community citizenship activities and take on leadership roles within the school and community to meet the needs of the college bound scholars that are enrolling at Desert Star.

Academic Proficiency

The level of proficiency and mastery will continue throughout the Jr. High with the same standards as written in the current charter. 80% will constitute mastery in all content areas. Each scholars will be responsible for mastering all grade level and honors standards in each class. Each scholar must achieve 70% or higher overall in each subject area listed in order to be promoted to the next grade level. The overall grade will be based on a weighted average 80% from scores on the Arizona Readiness Assessments and 20% from classwork and projects.

Highly qualified staff will be hired to continue with the same level of academic success as Desert Star has achieved in the 2014-15 school year, The Academy will continue with the 3rd year of the Quality Schools Program to ensure the academic success and rigor in each class curriculum.

Galileo assessments will also be given five times a year to again maintain the quality of education and standards set during our first school year.

Operational viability

Staffing

Kindergarten through 6th grade

One teacher per grade along with one teaching assistant will be require to meet the needs of the increased cap. The budget to support the additional staff is attached.

7 and 8 grade

Four additional staff members would be required to serve this expansion. One teacher per content area: Math, Language Arts, and Science / Social Studies. The Physical Education Teacher would also teach Health and Technology. Desert Star Academy anticipates an additional 100 scholars based on our interest list and past growth.

Time Line:

The following timeline is for the 2016-17 school year. As the new construction process moves forward and Desert Star need to expand beyond the 475 request cap increase a new cap request will be requested as necessary.

Kindergarten to 6th grade expansion timeline:

April / May 2016

Hire Staff

Begin Marketing Plan

March	Feature article and cover picture of Our Town Magazine
April	Set up booths at Safeway on 2 nd Saturday Article on Our Town Magazine
	Flyers on community mailboxes in Fort Mohave area
May	Flyers on mailboxes

The recruiting efforts will be made and scholars will be enrolled until the current capacity of 215 scholars, All remaining scholars will be put on a waiting list until ASBCS approve the cap increase and grade expansion!

August 2016

Grade	Scholars
Kindergarten	60 (30)
1st grade	60
2 nd grade	60
3 rd grade	60
4 th grade	60
5 th grade	50
6 th grade	50
Total	400 (370)
7 th	40

8 th	35
Total	75

Desert Star Academy would begin scholar enrollment for 7th and 8th grade once the expansion is approved. School will begin August 2016. Desert Star anticipates to expand enrollment cap from 215 current scholars to 400 scholars K-6 and 75 scholars in 7-8th for the 2016 school year. Total charter cap is proposed at 475. Request for the enrollment cap will co-inside with the grade expansion application.

**Enclosed is the C of O for a total of 302 scholars at the current location at 5744 Hwy 95 suites 104, 105, 106, 107, 112, 113, 114, 115. Desert Star Academy would accommodate the expansion for the additional grades at 5744 Hwy 95 Suites 108, 109, 110 and 111 until the future site is constructed. The square footage is approximately 4,752 and currently houses the administration offices, related services offices and empty space that will become scholar classrooms. An occupancy letter from the Fire Marshal will be added to the Amendment request increasing our capacity an additional 177 scholars for a total building capacity of 479 scholars.

The future site for Desert Star Academy Middle School is anticipated to begin January 1, 2017 and completed August 1, 2017.

Financial Viability

A budget is enclosed for the year 2016-17 accounting the staff and operational increases for the cap increase and expansion,



FORT MOJAVE MESA FIRE DEPARTMENT

2230 JOY LANE
FORT MOHAVE, ARIZONA 86426
TELEPHONE: 928.768.9181
FAX: 928.768.8434

Date: April 15, 2016

To: State Board of Charter Schools
From: Don Gibson, Fire Marshal
Re: Desert Star Academy Charter School Located at 5744 HWY 95, Suite 108, 109, 110, and 111 Ft. Mohave, AZ 86446

Greetings,

As the Fire Marshal, I inspected the above facility, on September 24, 2015 which will serve as an educational classroom for the Desert Star Academy Charter School. On completion of my inspection I found no violations of the 2006 ICC fire codes. This facility meets the requirements for the "E" Classification as indicated on the application for Certificate of Occupancy provided by Mohave County Planning and Zoning department.

I inspected the entire building at the time of my inspection, which included suites 108, 109, 110 and 111. The inclusion of these suites and the square footage they add to the total size of the building was not added in for the correct number of building occupants. The occupancy of these suites is an additional 177 and should be included in the total amount allowed.

If you have any question you may contact me at the information below

Sincerely,

A handwritten signature in black ink, appearing to read "Don Gibson", written over a white background.

Don Gibson, Fire Marshal
Mohave Valley Fire Department
1451 Willow Dr.
Mohave Valley, AZ 86440
Ph.: 928-768-9113
Cell: 760-447-2096
Fax: 928-768-9119
firemarshal@mohavevalleyfire.org

SERIOUS ABOUT SERVICE
Fort Mojave Mesa Fire is an Equal Opportunity Employer

APPENDIX B
DATA SUBMISSION SPREADSHEET

Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	12	28	43%
	Mid-Point/ Semester	9	28	32%
	Post-Test/ End of Year	26	27	96%
<i>Reading</i>	Baseline	11	28	39%
	Mid-Point/ Semester	12	28	43%
	Post-Test/ End of Year	25	27	93%

Math Change S1 -10.71%

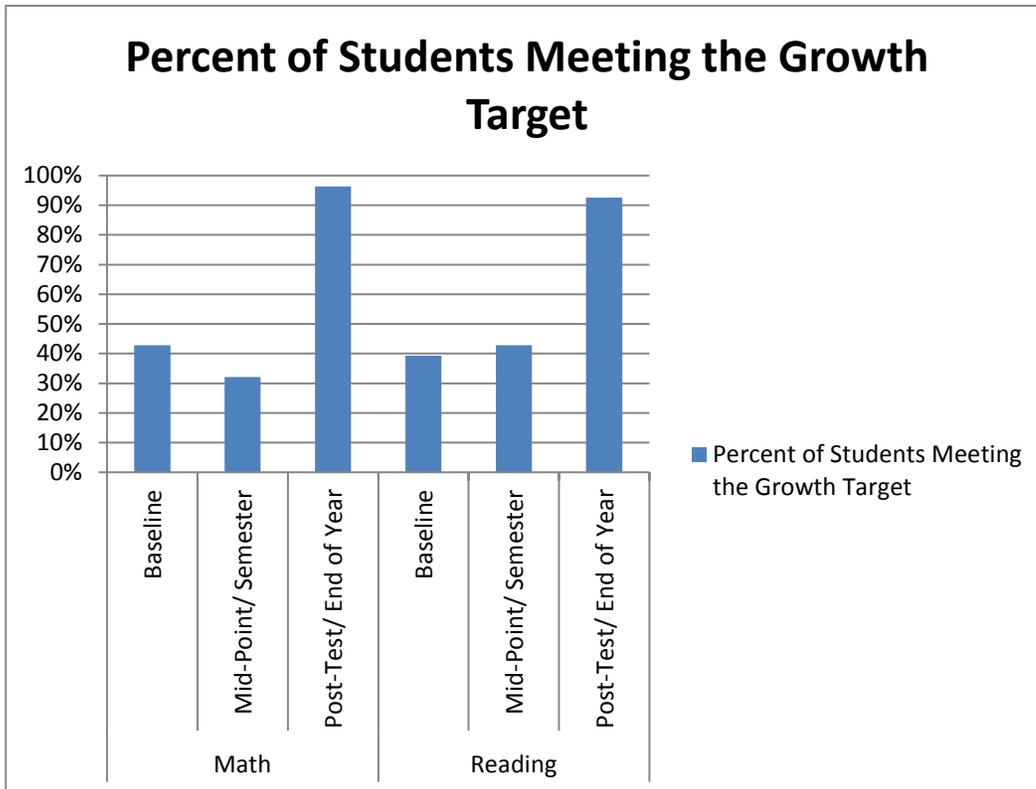
Math Change S2 64.15%

Reading Change

S1 3.57%

Reading Change

S2 49.74%



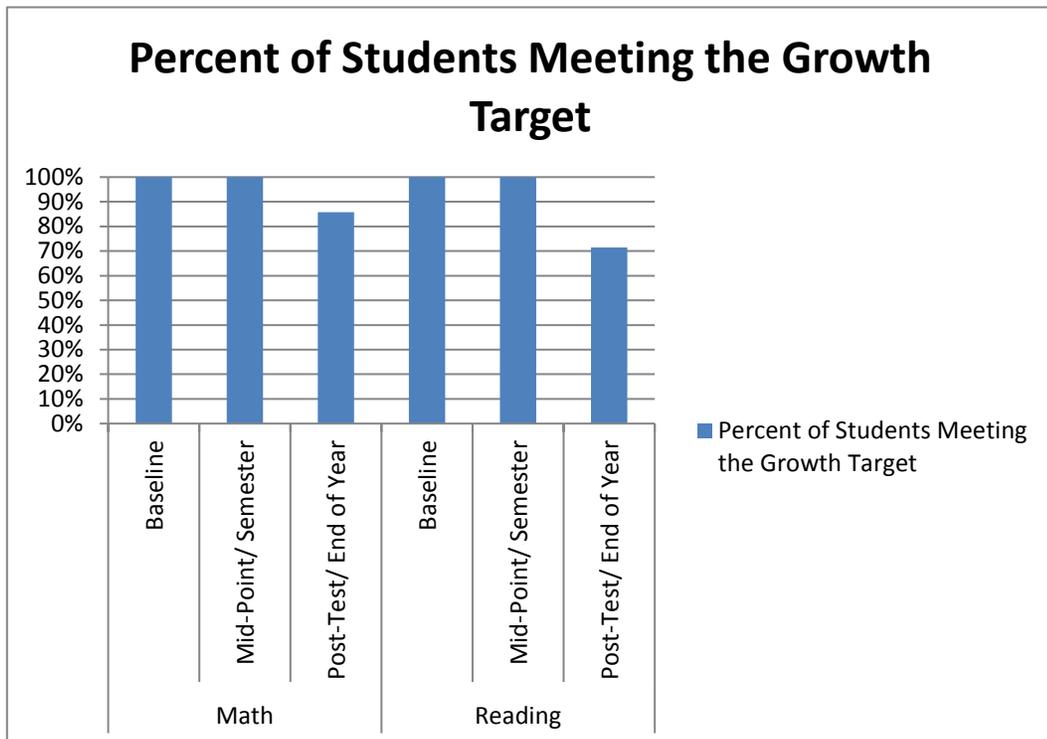
Student Median Growth Percentile
Bottom 25%

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	7	7	100%
	Mid-Point/ Semester	7	7	100%
	Post-Test/ End of Year	6	7	86%
<i>Reading</i>	Baseline	7	7	100%
	Mid-Point/ Semester	7	7	100%
	Post-Test/ End of Year	5	7	71%

Math Change S1 0.00%
Math Change S2 -14.29%

Reading Change S1 0.00%

Reading Change S2 -28.57%

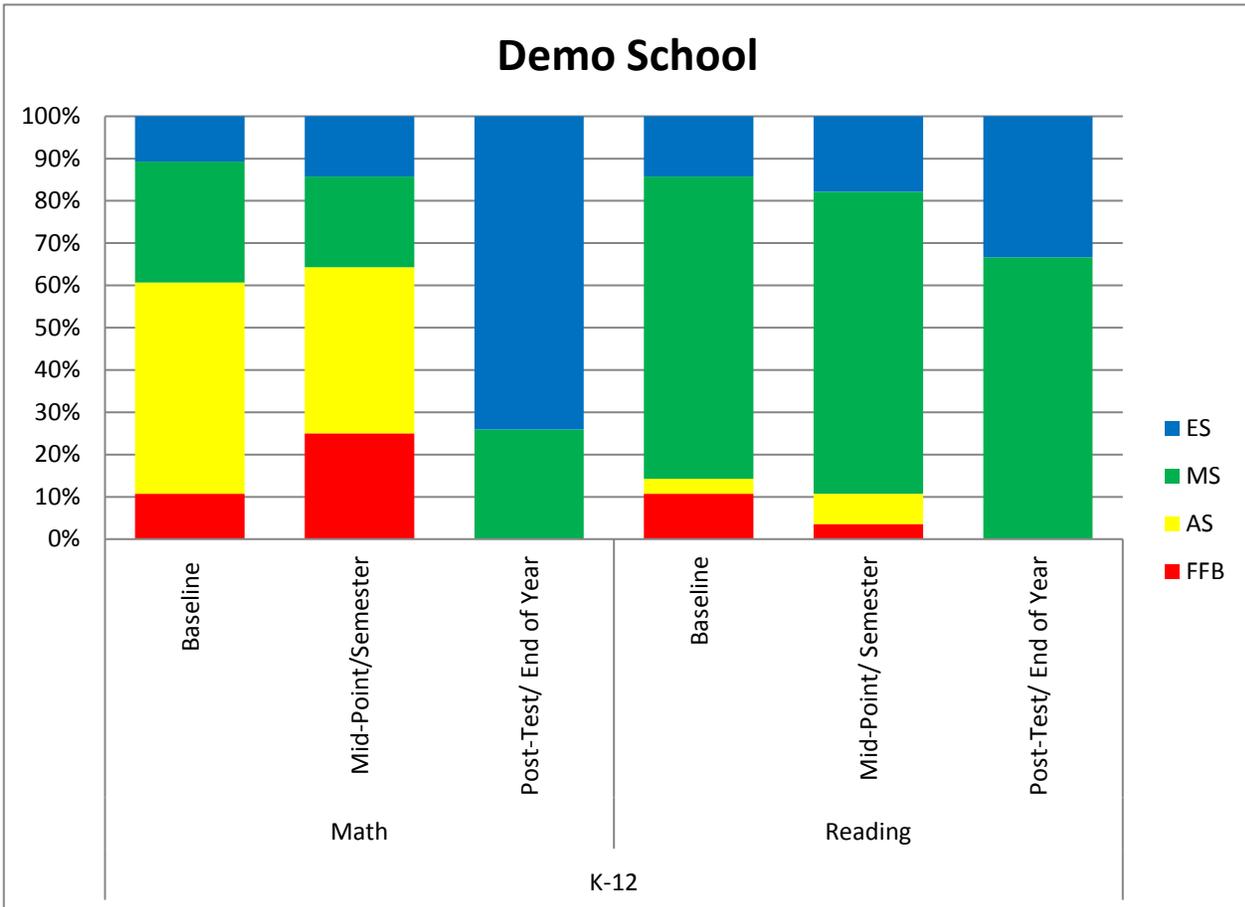


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

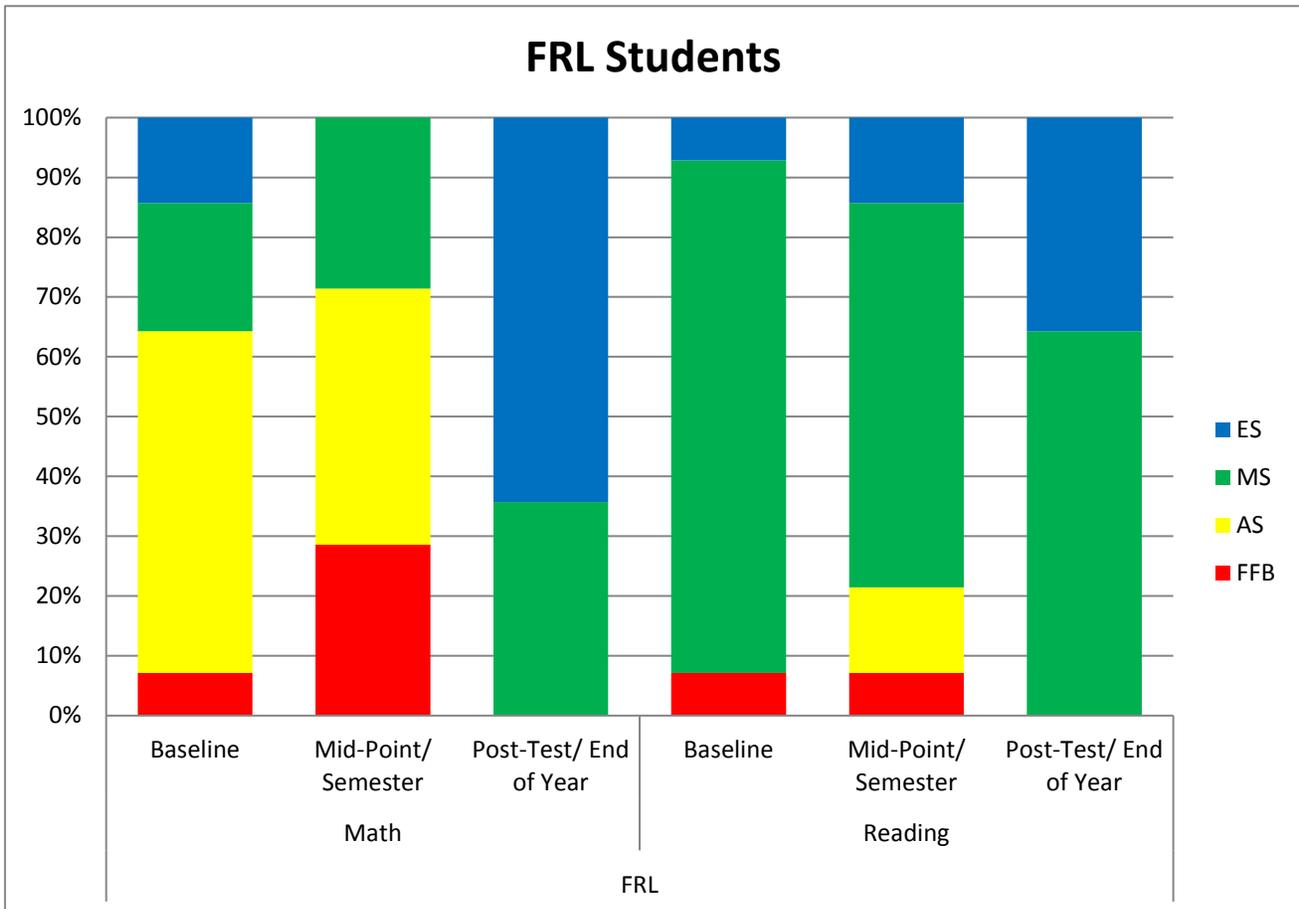
School Wide Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
K-12	<i>Math</i>	Baseline	3	14	8	3	28	39%
		Mid-Point/Semester	7	11	6	4	28	36%
		Post-Test/ End of Year	0	0	7	20	27	100%
<i>Reading</i>	Baseline	3	1	20	4	28	86%	
		Mid-Point/ Semester	1	2	20	5	28	89%
		Post-Test/ End of Year	0	0	18	9	27	100%
<i>Math % Passing</i>								
<i>Change-S1</i>		-4%						
<i>Math % Passing</i>								
<i>Change-S2</i>		64%						
<i>Reading % Passing</i>								
<i>Change-S1</i>		4%						
<i>Reading % Passing</i>								
<i>Change-S2</i>		11%						



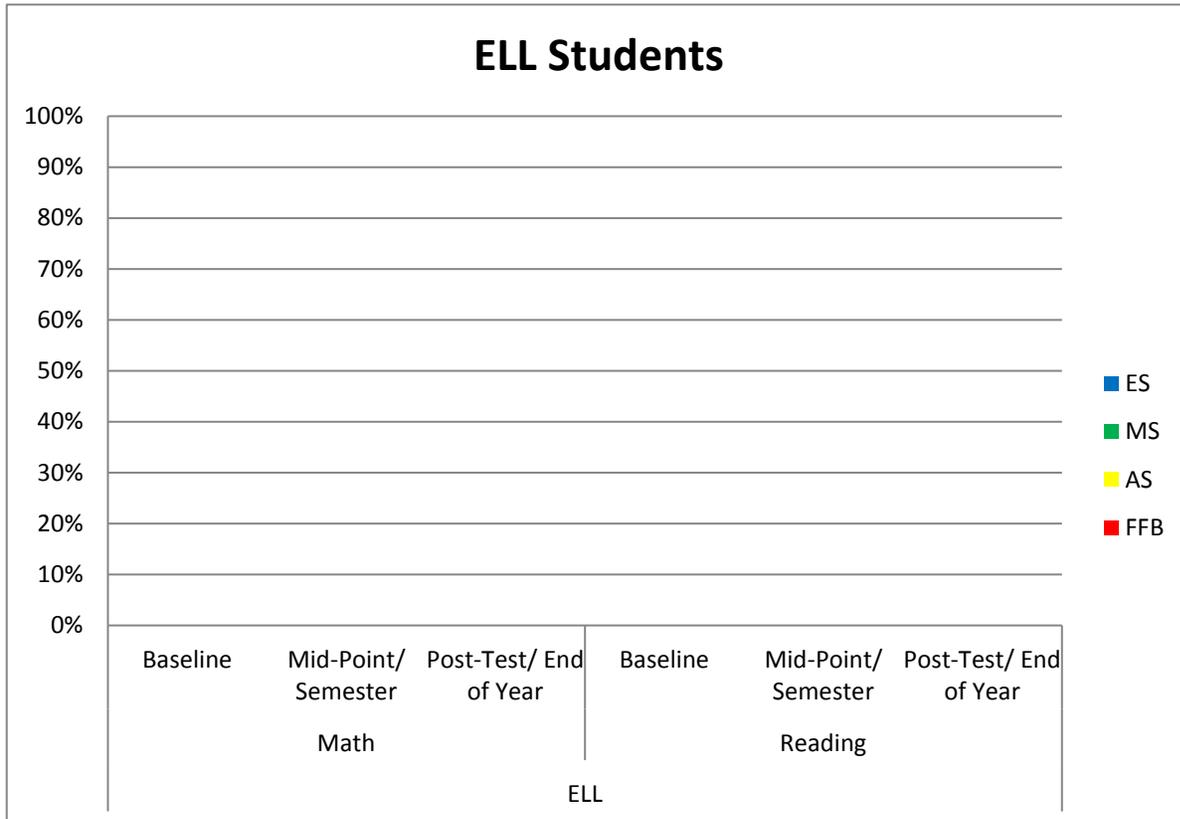
FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
FRL	<i>Math</i>	Baseline	1	8	3	2	14	36%
		Mid-Point/ Semester	4	6	4	0	14	29%
		Post-Test/ End of Year	0	0	5	9	14	100%
	<i>Reading</i>	Baseline	1	0	12	1	14	93%
		Mid-Point/ Semester	1	2	9	2	14	79%
		Post-Test/ End of Year	0	0	9	5	14	100%
		<i>Math % Passing</i>						
		<i>Change-S1</i>	-7%					
		<i>Math % Passing</i>						
		<i>Change-S2</i>	71%					
		<i>Reading % Passing</i>						
		<i>Change-S1</i>	-14%					
		<i>Reading % Passing</i>						
		<i>Change-S2</i>	21%					



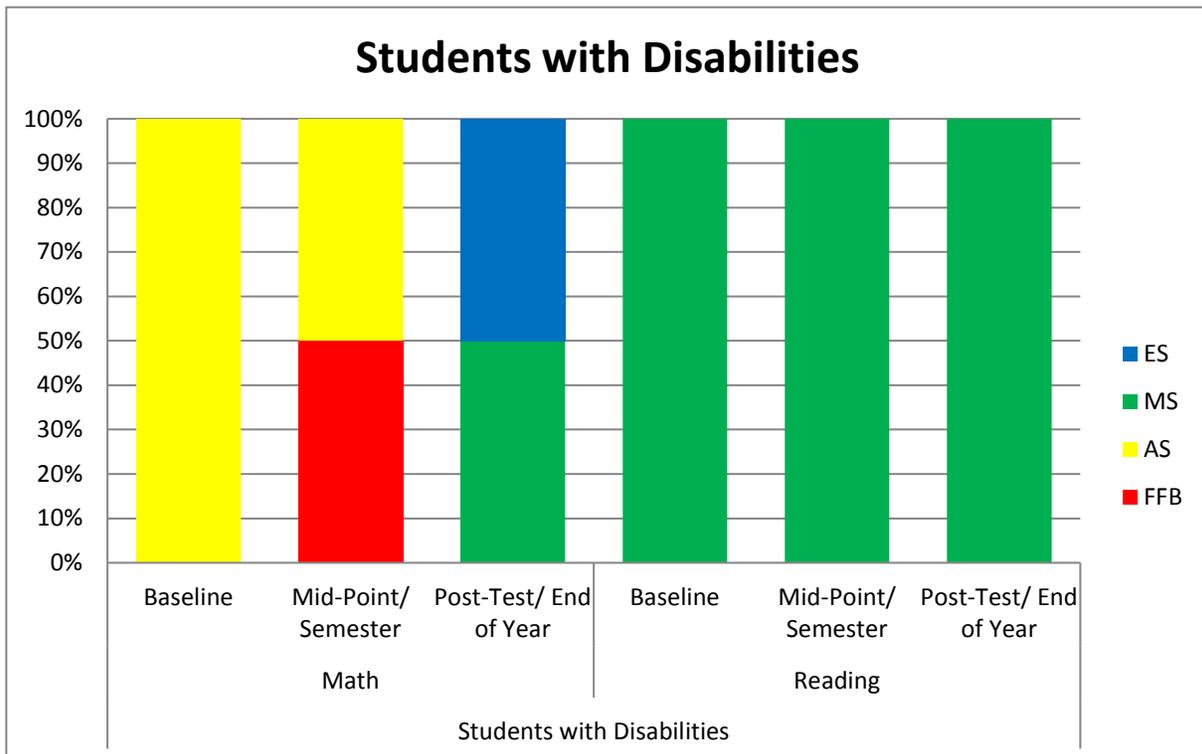
ELL Students' Math and Reading Proficiency

ELL	Math	Baseline	<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
			0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester Post-Test/ End of Year					0	#DIV/0!
			0	0	0	0	0	#DIV/0!
	<i>Reading</i>	Baseline	0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester Post-Test/ End of Year	0	0	0	0	0	#DIV/0!
			0	0	0	0	0	#DIV/0!
		<i>Math % Passing</i> <i>Change-S1</i>	#DIV/0!					
		<i>Math % Passing</i> <i>Change-S2</i>	#DIV/0!					
		<i>Reading % Passing</i> <i>Change-S1</i>	#DIV/0!					
		<i>Reading % Passing</i> <i>Change-S2</i>	#DIV/0!					



Students with Disabilities' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
Students with Disabilities	<i>Math</i>	Baseline	0	2	0	0	2	0%
		Mid-Point/ Semester	1	1	0	0	2	0%
		Post-Test/ End of Year	0	0	1	1	2	100%
	<i>Reading</i>	Baseline	0	0	2	0	2	100%
		Mid-Point/ Semester	0	0	2	0	2	100%
		Post-Test/ End of Year	0	0	2	0	2	100%
	<i>Math % Passing</i>							
	<i>Change-S1</i>		0%					
	<i>Math % Passing</i>							
<i>Change-S2</i>		100%						
<i>Reading % Passing</i>								
<i>Change-S1</i>		0%						
<i>Reading % Passing</i>								
<i>Change-S2</i>		0%						



Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	33	158	21%
	Mid-Point/ Semester	37	158	23%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	39	161	24%
	Mid-Point/ Semester	36	161	22%
	Post-Test/ End of Year			#DIV/0!

Math Change S1 2.53%

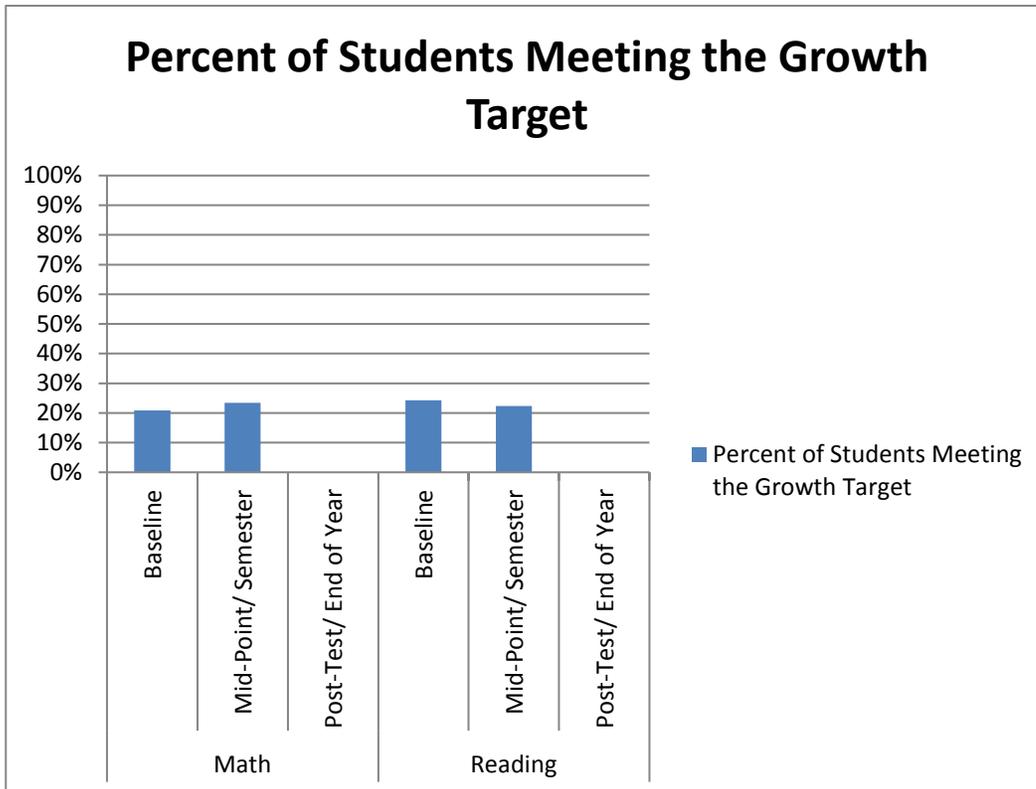
Math Change S2 #DIV/0!

Reading Change

S1 -1.86%

Reading Change

S2 #DIV/0!



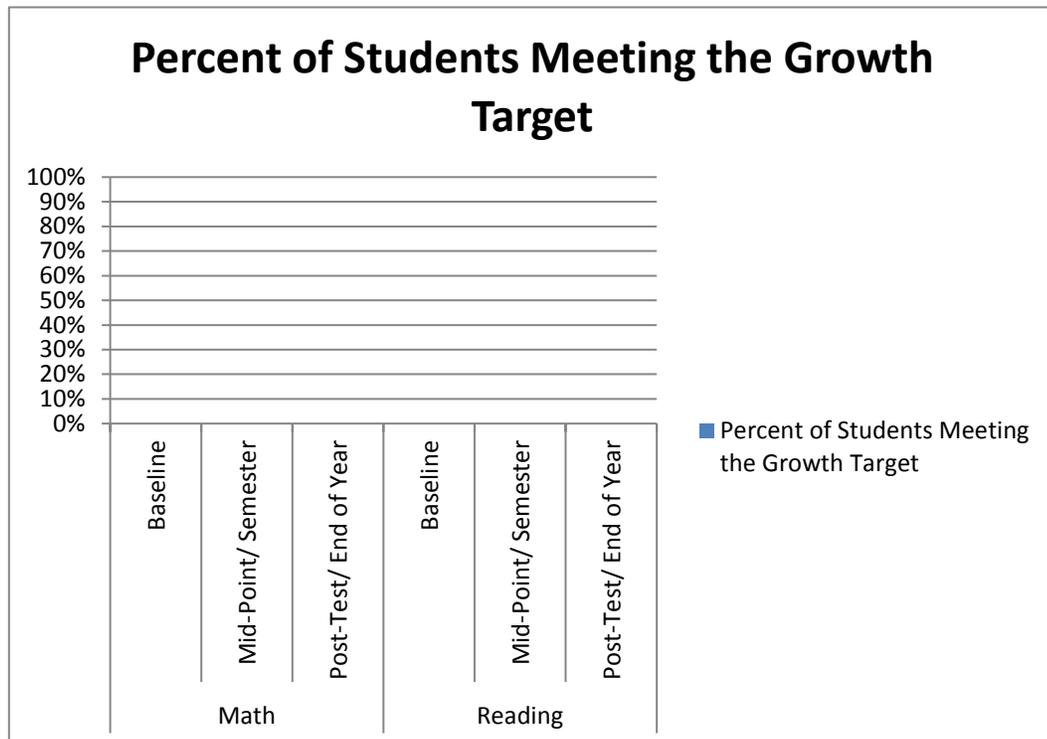
Student Median Growth Percentile
Bottom 25%

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	0	40	0%
	Mid-Point/ Semester	0	40	0%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	0	40	0%
	Mid-Point/ Semester	0	40	0%
	Post-Test/ End of Year		0	#DIV/0!

Math Change S1 0.00%
Math Change S2 #DIV/0!

Reading Change S1 0.00%

Reading Change S2 #DIV/0!

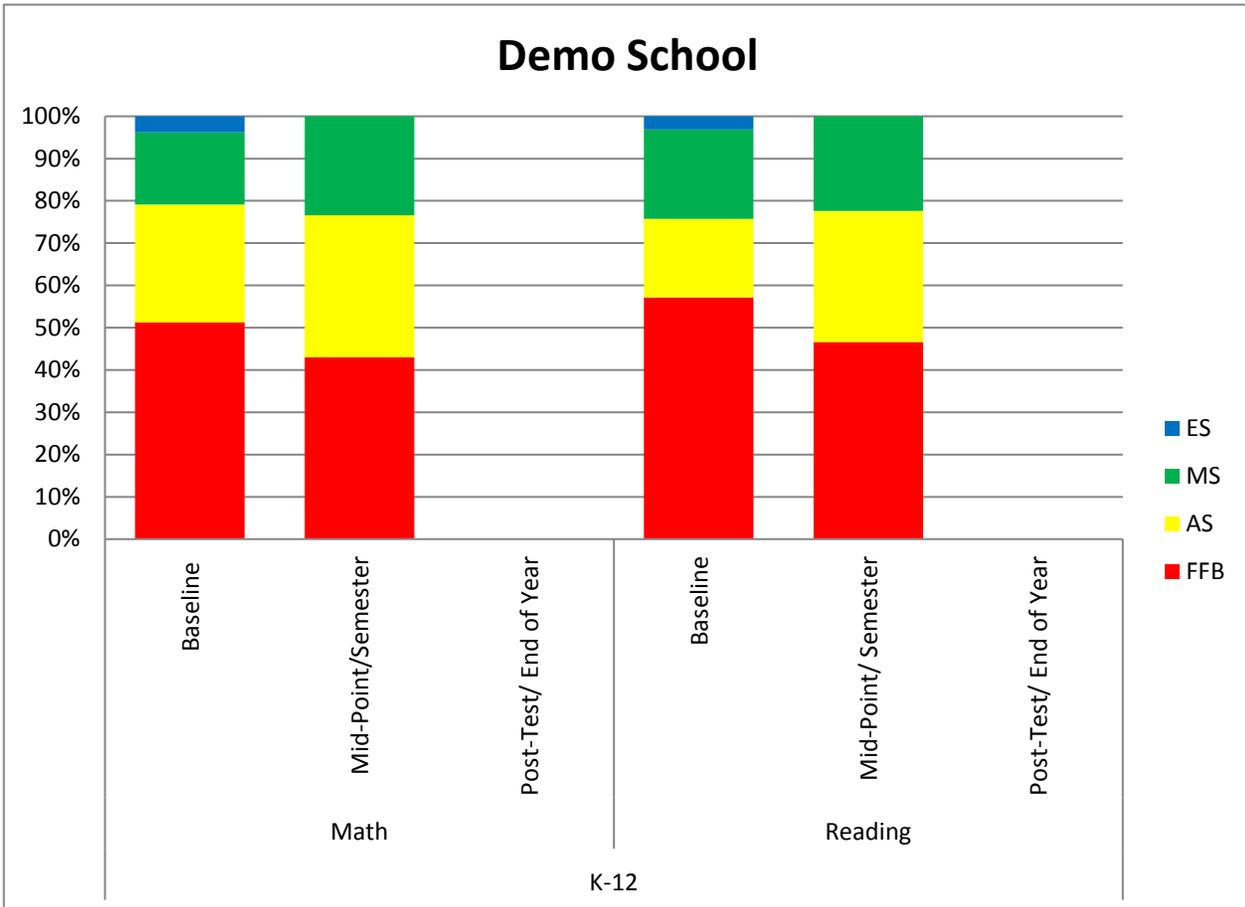


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

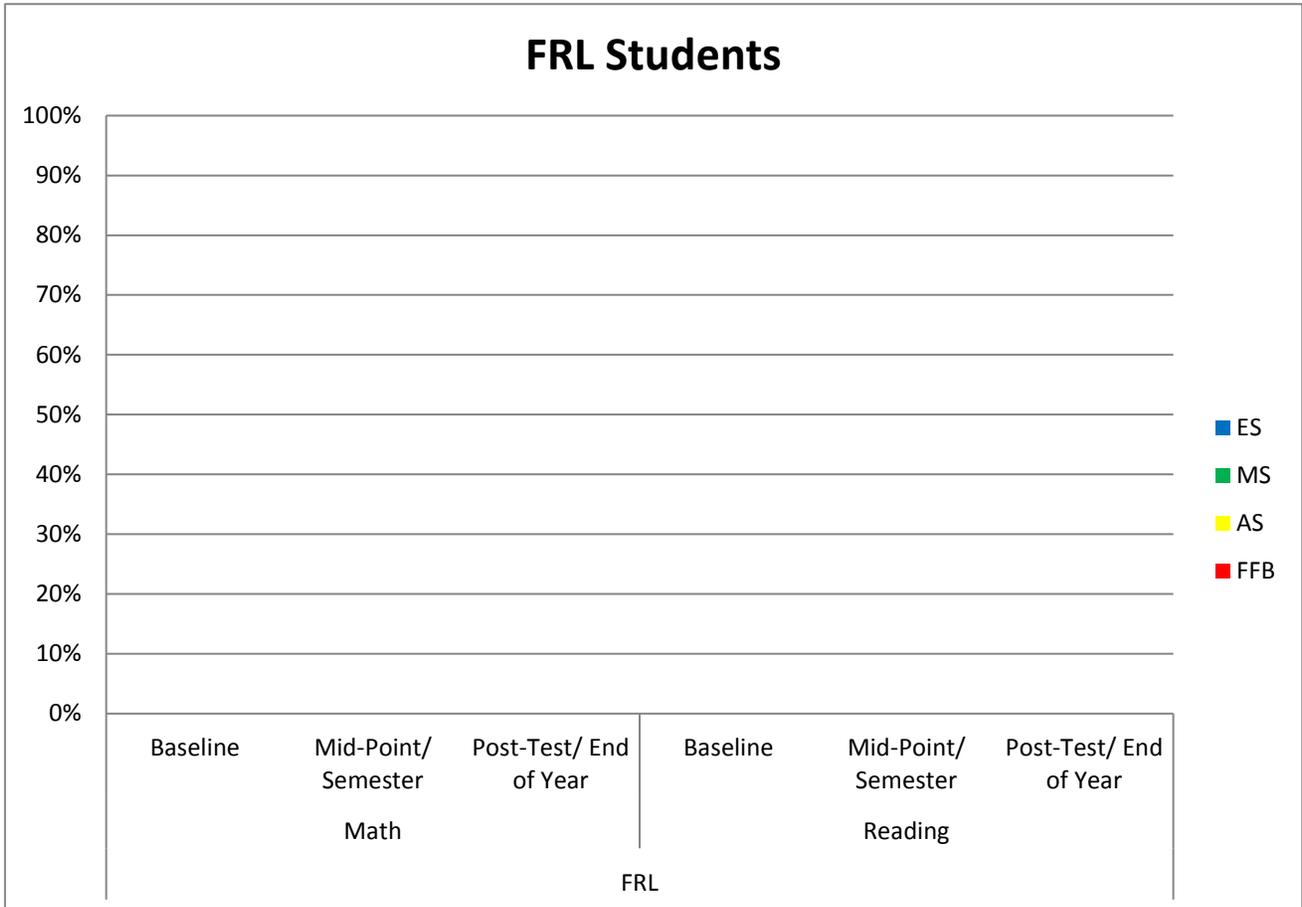
School Wide Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
K-12	<i>Math</i>	Baseline	81	44	27	6	158	21%
		Mid-Point/Semester	68	53	37	0	158	23%
		Post-Test/ End of Year					0	#DIV/0!
<i>Reading</i>	Baseline	92	30	34	5	161	24%	
		Mid-Point/ Semester	75	50	36	0	161	22%
		Post-Test/ End of Year					0	#DIV/0!
<i>Math % Passing</i>								
<i>Change-S1</i>		3%						
<i>Math % Passing</i>								
<i>Change-S2</i>		#DIV/0!						
<i>Reading % Passing</i>								
<i>Change-S1</i>		-2%						
<i>Reading % Passing</i>								
<i>Change-S2</i>		#DIV/0!						



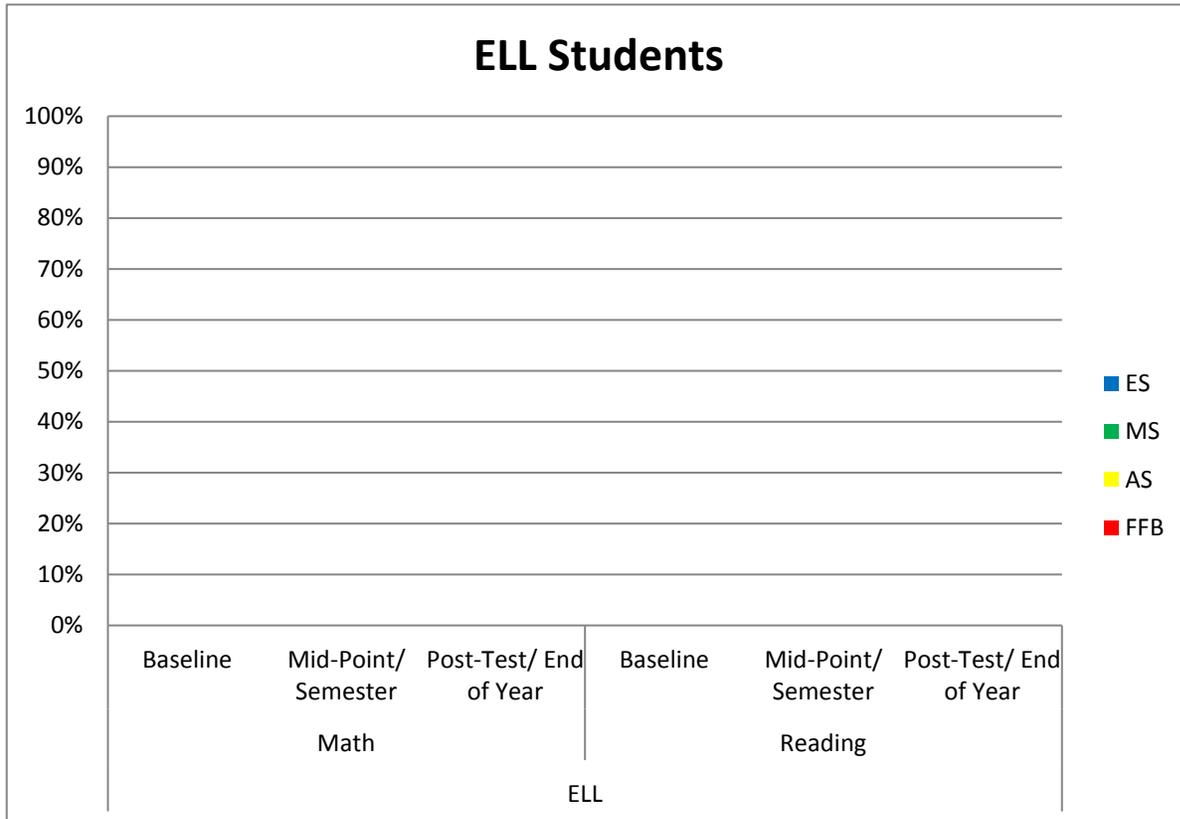
FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
FRL	<i>Math</i>				0	0	#DIV/0!
	Baseline						
	Mid-Point/ Semester				0	0	#DIV/0!
	Post-Test/ End of Year	0	0	0	0	0	#DIV/0!
	<i>Reading</i>						
	Baseline				0	0	#DIV/0!
	Mid-Point/ Semester				0	0	#DIV/0!
	Post-Test/ End of Year	0	0	0	0	0	#DIV/0!
	<i>Math % Passing</i>						
	<i>Change-S1</i>	#DIV/0!					
	<i>Math % Passing</i>						
	<i>Change-S2</i>	#DIV/0!					
	<i>Reading % Passing</i>						
	<i>Change-S1</i>	#DIV/0!					
	<i>Reading % Passing</i>						
	<i>Change-S2</i>	#DIV/0!					



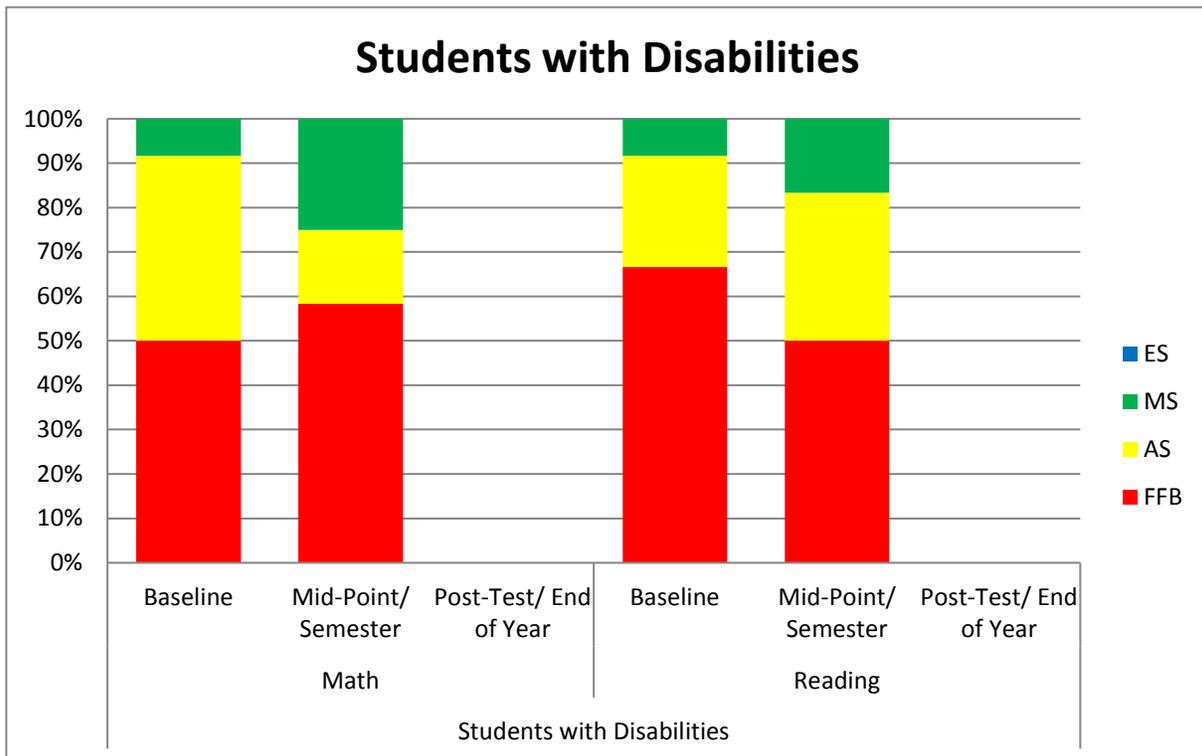
ELL Students' Math and Reading Proficiency

ELL	Math	Baseline	<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
			0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester Post-Test/ End of Year					0	#DIV/0!
			0	0	0	0	0	#DIV/0!
	<i>Reading</i>	Baseline	0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester Post-Test/ End of Year	0	0	0	0	0	#DIV/0!
			0	0	0	0	0	#DIV/0!
		<i>Math % Passing</i> <i>Change-S1</i>	#DIV/0!					
		<i>Math % Passing</i> <i>Change-S2</i>	#DIV/0!					
		<i>Reading % Passing</i> <i>Change-S1</i>	#DIV/0!					
		<i>Reading % Passing</i> <i>Change-S2</i>	#DIV/0!					



Students with Disabilities' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
Students with Disabilities	<i>Math</i>	Baseline	6	5	1	0	12	8%
		Mid-Point/ Semester	7	2	3	0	12	25%
		Post-Test/ End of Year	0	0	0	0	0	#DIV/0!
	<i>Reading</i>	Baseline	8	3	1	0	12	8%
		Mid-Point/ Semester	6	4	2	0	12	17%
		Post-Test/ End of Year	0	0	0	0	0	#DIV/0!
	<i>Math % Passing</i>							
	<i>Change-S1</i>		17%					
	<i>Math % Passing</i>							
<i>Change-S2</i>		#DIV/0!						
<i>Reading % Passing</i>								
<i>Change-S1</i>		8%						
<i>Reading % Passing</i>								
<i>Change-S2</i>		#DIV/0!						



APPENDIX C
DATA INVENTORY



Data Inventory

Charter Holder Name: Desert Star Academy, Inc.
 School Name: Desert Star Academy
 Evaluation Date: May 25, 2016

Required for: Expansion—Adding Grade Levels and ECAP
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
[D.1]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP)—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP)—Math.</p> <p>In FY 2015, 49 out of 54 (91%) students met expected growth in the area of Math. In FY 2016, 138 out of 153 students (90%) met expected growth in the area of Math. This shows a decrease of 1% year-over-year.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td> <td style="width: 50%; padding: 5px;"><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
[D.2]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP)—Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP)—Reading.</p> <p>In FY 2015, 42 out of 54 (78%) students met expected growth in the area of Reading. In FY 2016, 128 out of 156 students (82%) met expected growth in the area of Reading. This shows an increase of 3% year-over-year.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
[D.3]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math</p> <p>In FY 2015, 17 out of 24 (71%) students met expected growth in the area of Math. In FY 2016, 33 out of 48 students (69%) met expected growth in the area of Math. This shows a decrease of 2% year-over-year.</p>		



	<p>Final Evaluation:</p>	
<p>[D.4]</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.5]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading.</p> <p>In FY 2015, 18 out of 22 (82%) students met expected growth in the area of Reading. In FY 2016, 24 out of 49 students (49%) met expected growth in the area of Reading. This shows a decrease of 33% year-over-year.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing—Math.</p> <p>In FY 2015, 80 out of 86 (93%) students were proficient in the area of Math. In FY 2016, 175 out of 199 students (88%) were proficient in the area of Math. This shows a decrease of 5% year-over-year.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.6]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing—Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing—Reading.</p> <p>In FY 2015, 81 out of 85 (95%) students were proficient in the area of Reading. In FY 2016, 176 out of 202 students (87%) were proficient in the area of Math. This shows a decrease of 8% year-over-year.</p> <p>Final Evaluation:</p>	
<p>[D.7]</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.8]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>According to the ADE CHAR55-1 report for FY 2015, the Charter Holder did not serve any ELL students. In FY 2016, 3 out of 5 students (60%) were proficient in the area of Reading. This shows an increase of 60% year-over-year. However, there is no comparative data from FY 2015.</p> <p>Final Evaluation:</p>	



	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.9]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>In FY 2015, 46 out of 46 students (100%) were proficient in the area of Math. In FY 2016, 63 out of 74 (85%) students were proficient in the area of Math. This shows a decrease of 15%.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.10]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>In FY 2015, 43 out of 46 students (93%) were proficient in the area of Reading. In FY 2016, 60 out of 75 (80%) students were proficient in the area of Reading. This shows a decrease of 13%.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.11]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>In FY 2015, 8 out of 8 students (100%) were proficient in the area of Math. In FY 2016, 9 out of 10 (90%) students were proficient in the area of Math. This shows a decrease of 10%.</p> <p>Final Evaluation:</p>	
<p>[D.12]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>In FY 2015, 7 out of 8 students (88%) were proficient in the area of Reading. In FY 2016, 7 out of 11 (64%) students were proficient in the area of Reading. This shows a decrease of 24%.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

APPENDIX D
FINAL EVALUATION—DATA



**DEMONSTRATION OF SUFFICIENT PROGRESS
DATA EVALUATION**

CHARTER INFORMATION

Charter Holder Name	Desert Star Academy, Inc.	Schools	Desert Star Academy
Charter Holder Entity	92302	Dashboard Year	FY14
Submission Date	March 10, 2016	Purpose of Data Submission	Expansion Request
Evaluation Date	May 17, 2016		

AREA I: DATA

DATA TABLE 2			
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	No
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	No
1b. SGP Bottom 25% – Reading	Yes	Yes	No
2a. Percent Passing – Math	Yes	Yes	No
2a. Percent Passing – Reading	Yes	Yes	No
2b/c. Subgroup, ELL – Math	Yes	No	No
2b/c. Subgroup, ELL – Reading	Yes	No	No
2b/c. Subgroup, FRL – Math	Yes	Yes	No
2b/c. Subgroup, FRL – Reading	Yes	Yes	No
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	No
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	No

DATA OVERALL RATING

MEETS – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.

DOES NOT MEET – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.

FALLS FAR BELOW – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.