Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: **Edkey Inc – Sequoia Ranch**
School(s): **Children First Academy Phoenix; Children First Academy Tempe**
Date Submitted: **November 14, 2014**
Purpose of Demonstration of Sufficient Progress *(check one):*

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

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

- ☒ FY2013
- ☒ FY2014

Directions:

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

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

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

d.

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

Area I: Data

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

School Name: **Children First Academy Phoenix**

Dashboard Ratings for All Measures					
Measure	**Prior Year Dashboard**		**Current Year Dashboard**		**Data Required for Report**
	Meets Exceeds	**Does Not Meet Falls Far Below No Rating**	**Meets Exceeds**	**Does Not Meet Falls Far Below No Rating**	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

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

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

Data for All Applicable Measures and Subgroups

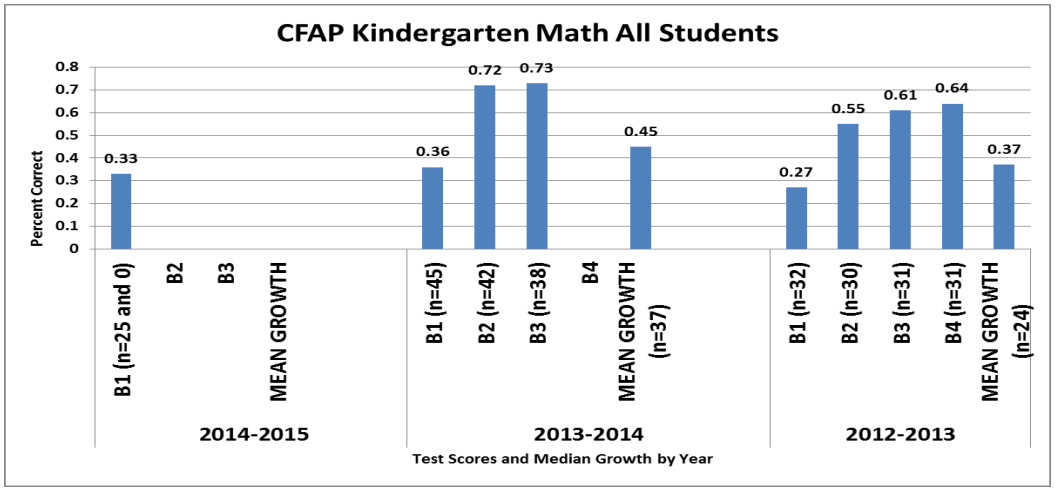
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

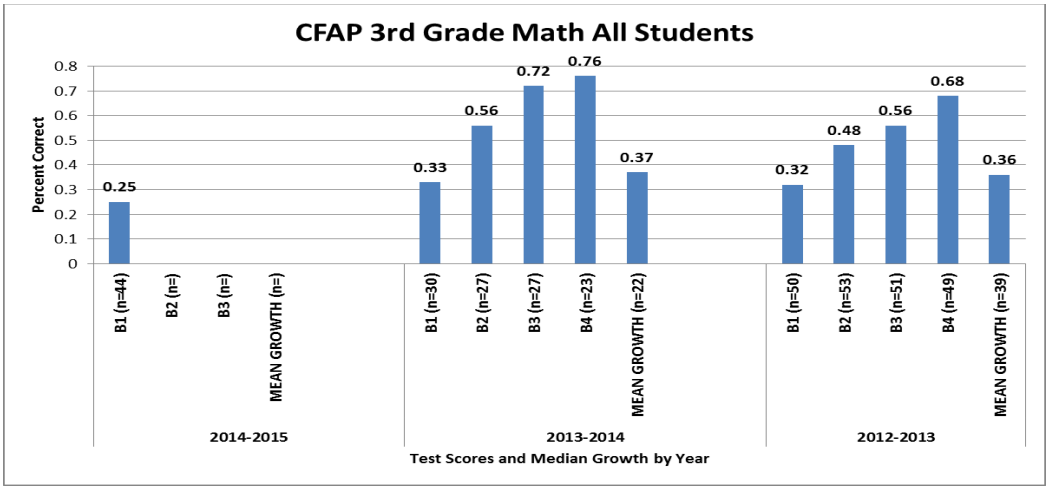
Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable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

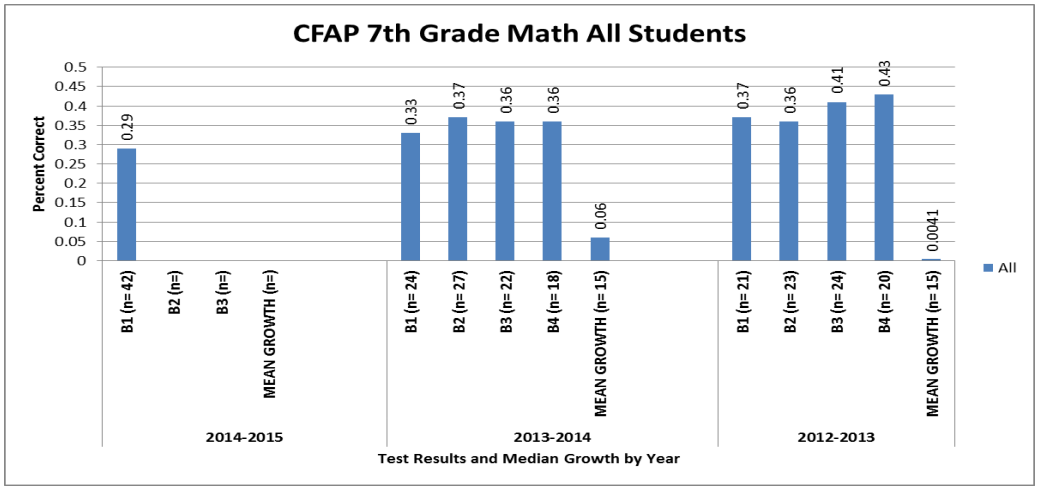
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

<u>Insert data here:</u>

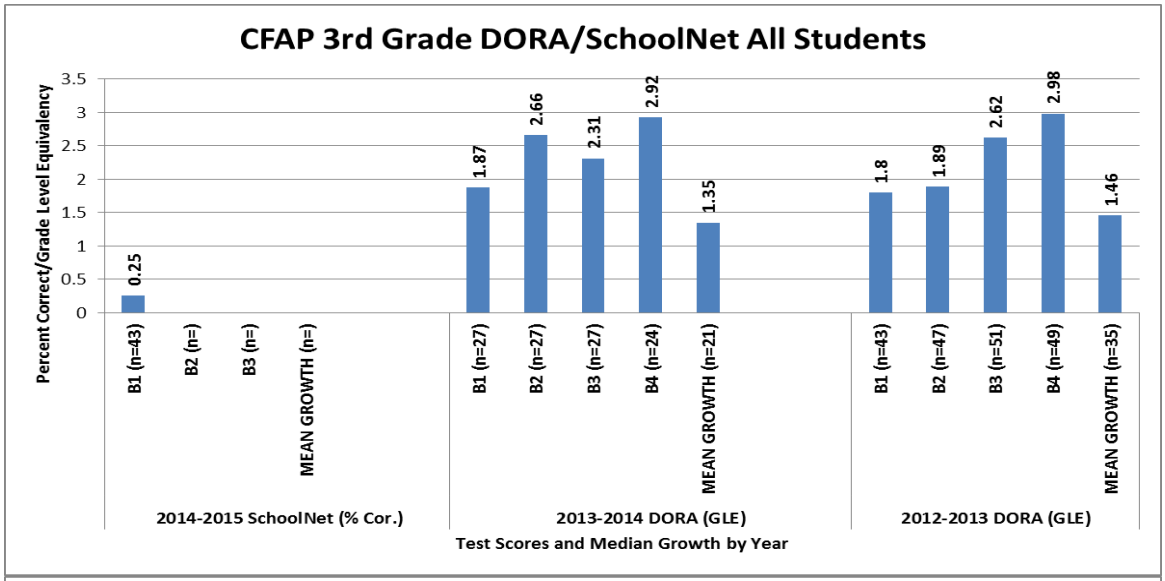
Insert Student Median Growth Percentile (SGP) – Math data here:

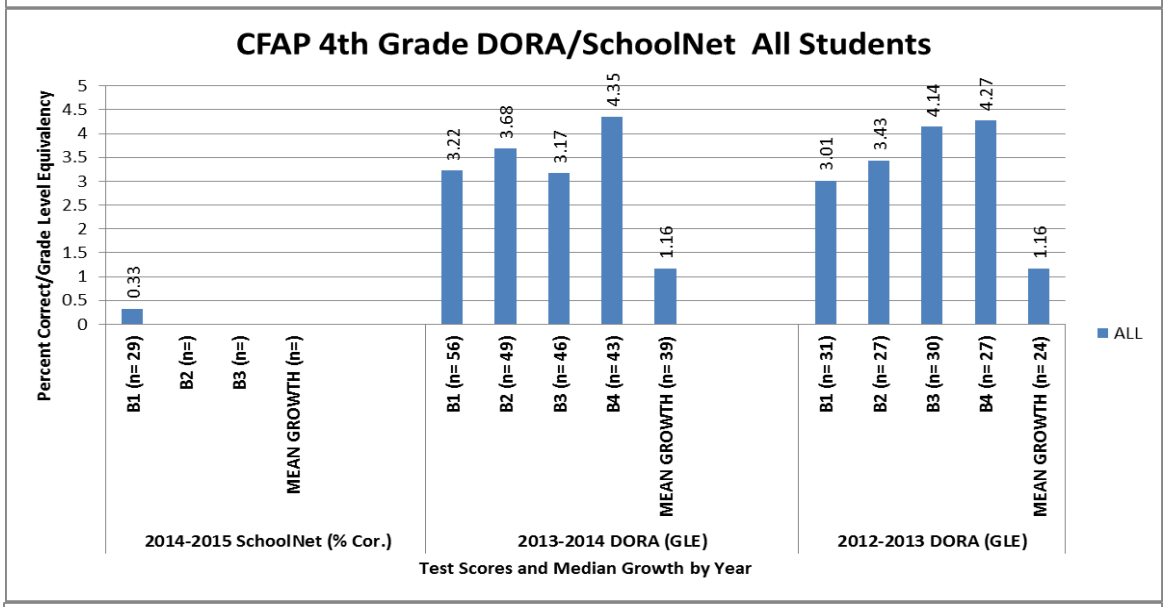


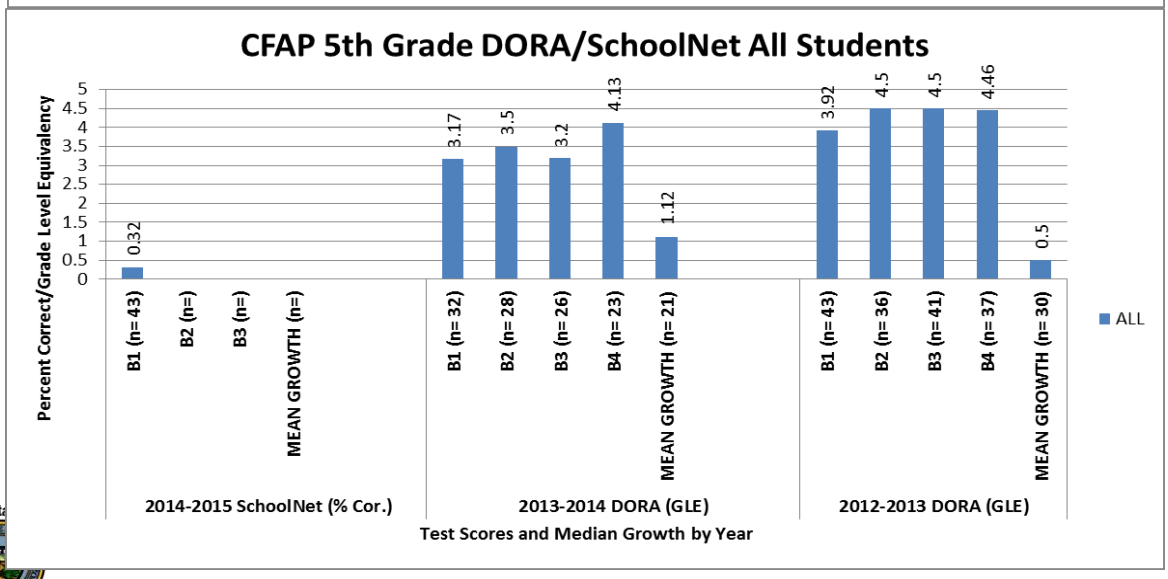




Insert Student Median Growth Percentile (SGP) – Reading data here:







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

Bottom 25% Math Growth – Sampling

SAIS ID	Grade	Baseline	October	November	December	January	February	March	April	May
391394XX	3	0%	5%							
422698XX	3	33%	38%							
391395XX	3	44%	44%							
395476XX	3	22%	83%							

SAIS ID	Grade	Baseline	October	November	December	January	February	March	April	May
298799XX	4	48%	57%							
305840XX	4	25%	24%							
356872XX	4	56%	50%							
308485XX	4	40%	52%							
353567XX	4	24%	48%							
356856XX	4	56%	83%							
358004XX	4	64%	75%							

SAIS ID	Grade	Baseline	October	November	December	January	February	March	April	May
301820XX	7	8%	24%							
264400XX	7	8%	16%							
277926XX	7	4%	20%							
274789XX	7	24%	74%							
266849XX	7	16%	36%							
238565XX	7	8%	4%							
269405XX	7	8%	12%							
266442XX	7	16%	24%							
391393XX	7	4%	8%							
309081XX	7	40%	40%							
261331XX	7	56%	60%							
259939XX	7	40%	44%							
236981XX	7	16%	40%							

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

Bottom 25% - Reading Progress Monitoring – DIBELS – By-Weekly

SAIS ID	Grade	DIBELS Baseline	PM 1	PM 2	PM 3	PM 4	PM 5
389844XX	3	8	10	abs	18	8	13
394015XX	3	7	5	2	4	6	8
391394XX	3	13	20	12	24	16	18
370835XX	3	38	47	abs	60	30	31
422698XX	3	1	4	2	1	abs	2
391395XX	3	36	45	29	46	43	43
395476XX	3	9	5	6	10	5	11

SAIS ID	Grade	DIBELS Baseline	PM 1	PM 2	PM 3	PM 4
373755XX	4	48	43	60	53	65
381440XX	4	0	4	0	1	3
370121XX	4	33	40	44	abs	47
370154XX	4	79	83	98	69	97
377174XX	4	32	abs	abs	abs	52

SAIS ID	Grade	DIBELS Baseline	PM 1	PM 2	PM 3	PM 4	PM 5
357326XX	5	71	92	95	abs	68	abs
298799XX	5	86	90	88	104	90	69
305840XX	5	45	45	54	58	55	39
356872XX	5	74	90	92	79	92	75
308485XX	5	63	77	67	69	63	77
356856XX	5	63	65	42	48	56	52
361579XX	5	101	111	107	115	103	abs

SAIS ID	Grade	DIBELS Baseline	PM 1	PM 2	PM 3	PM 4
256447XX	6	44	37	56	51	55
295086XX	6	43	33	54	53	67
278490XX	6	40	34	54	58	66
295723XX	6	69	74	77	83	82
277905XX	6	57	38	58	63	64

Insert Percent Passing – Math data here:

AIMS Cohort Comparative Analysis

3rd Grade: Math 2012-2013 Total Tested: 49		#	%
Exceeds	2	8	16%
Meets	6		
Approaches	21	41	84%
Falls Fall Below	20		

4th Grade: Math 2013-2014 Total Tested: 43		#	%
Exceeds	1	8	19%
Meets	7		
Approaches	12	35	81%
Falls Fall Below	23		

5th Grade: Math 2011 - 2012 Total Tested: 26		#	%
Exceeds	0	3	12%
Meets	3		
Approaches	6	22	85%
Falls Fall Below	16		

6th Grade: Math 2012-2013 Total Tested: 24		#	%
Exceeds	2	5	21%
Meets	3		
Approaches	8	19	79%
Falls Fall Below	11		

7th Grade: Math 2013-2014 Total Tested: 18		#	%
Exceeds	0	4	22%
Meets	4		
Approaches	6	14	78%
Falls Fall Below	8		

Insert Percent Passing – Reading data here:

AIMS Cohort Comparative Analysis

3rd Grade: Reading 2012-2013 Total Tested: 49		#	%
Exceeds	0	17	35%
Meets	17		
Approaches	26	32	65%
Falls Fall Below	6		

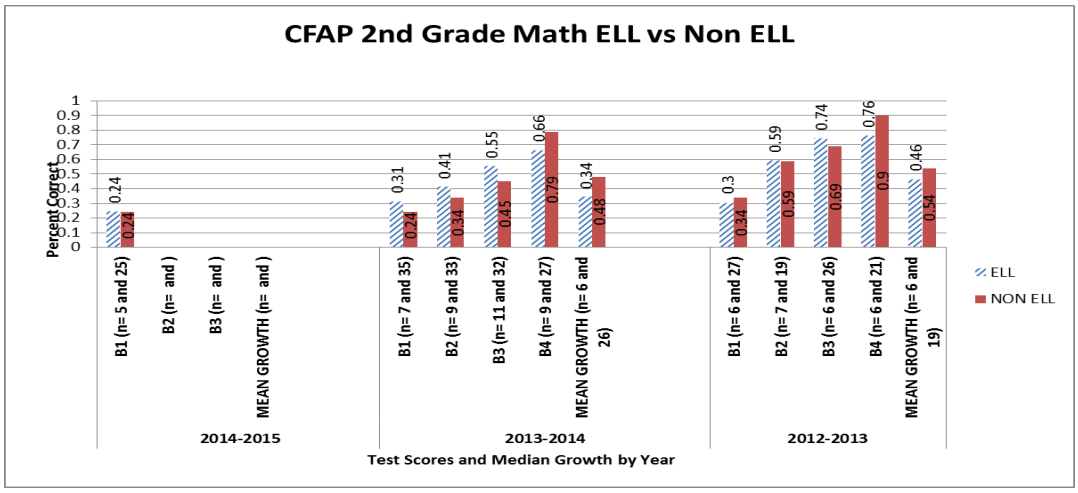
4th Grade: Reading 2011 - 2012 Total Tested: 37		#	%
Exceeds	0	12	32%
Meets	12		
Approaches	17	25	68%
Falls Fall Below	8		

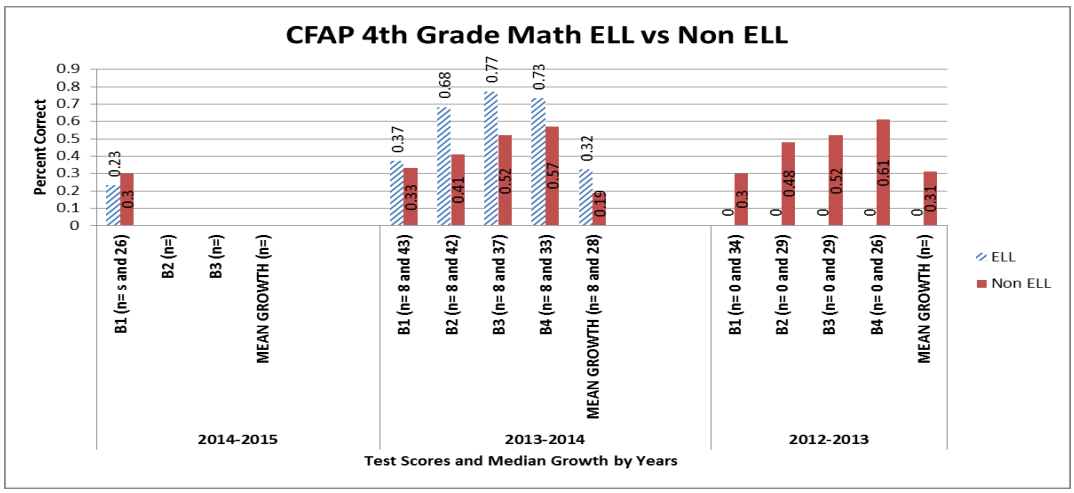
4th Grade: Reading 2013-2014 Total Tested: 43		#	%
Exceeds	0	13	30%
Meets	13		
Approaches	28	30	70%
Falls Fall Below	2		

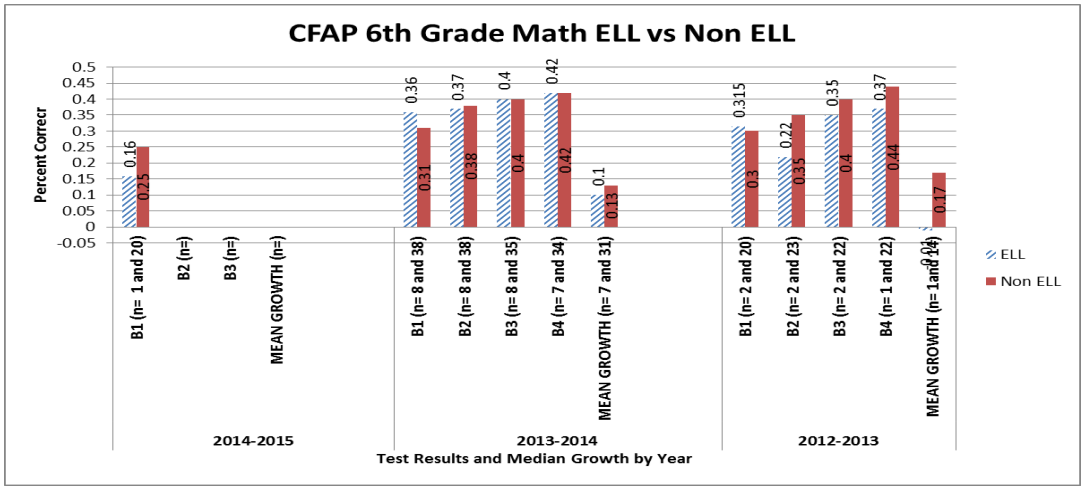
5th Grade: Reading 2012-2013 Total Tested: 39		#	%
Exceeds	1	18	46%
Meets	17		
Approaches	4	22	56%
Falls Fall Below	18		

6th Grade: Reading 2013-2014 Total Tested: 40		#	%
Exceeds	0	15	38%
Meets	15		
Approaches	18	25	63%
Falls Fall Below	7		

Insert Subgroup, ELL – Math data here:







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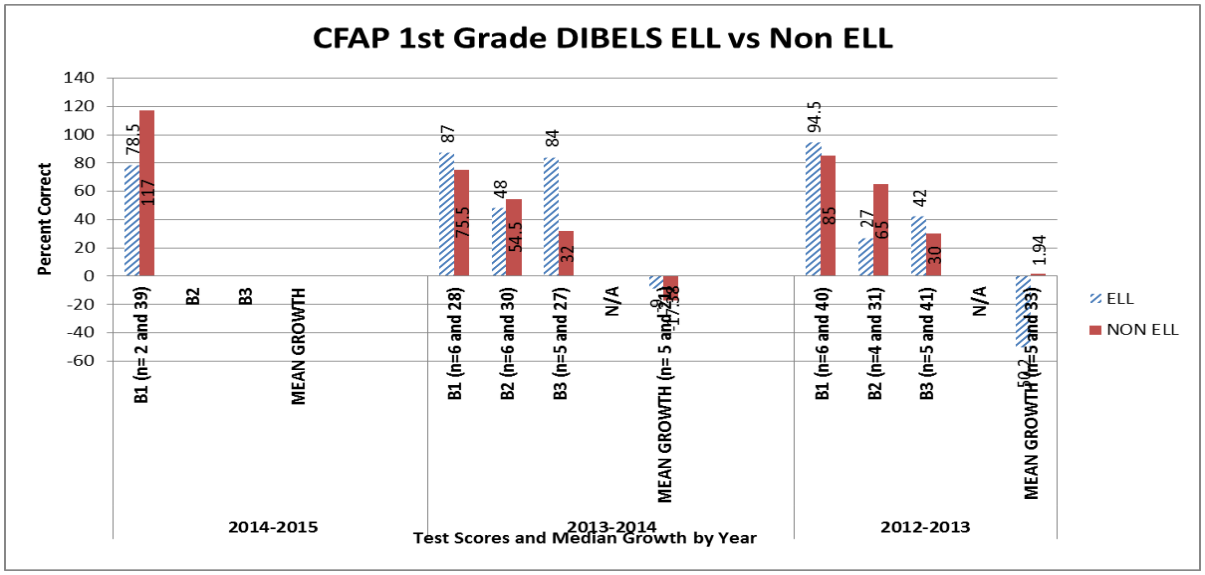
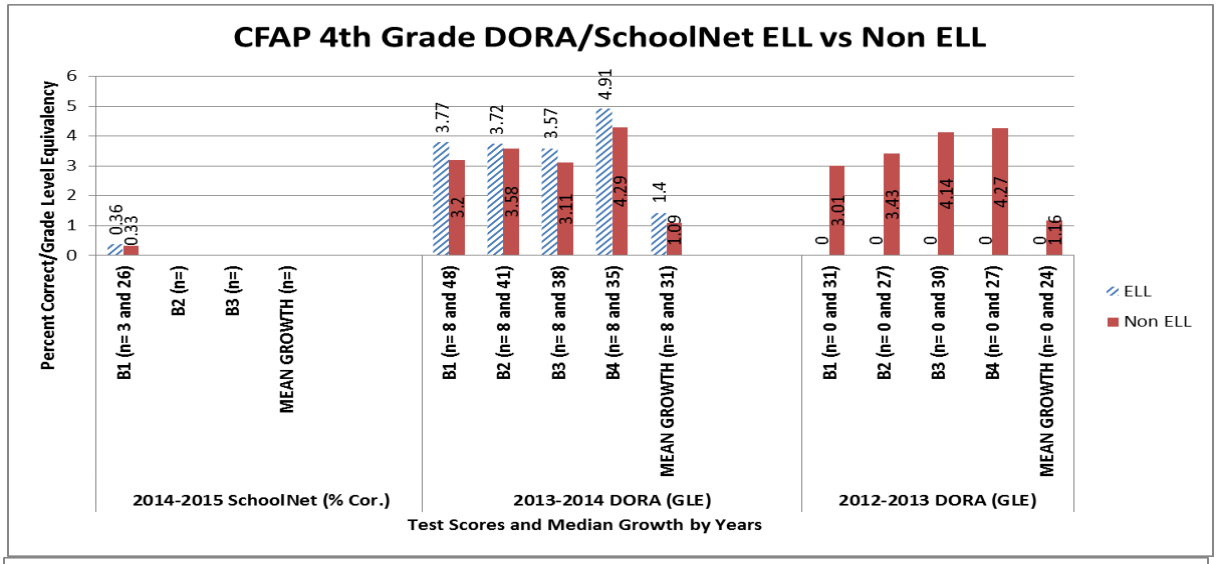
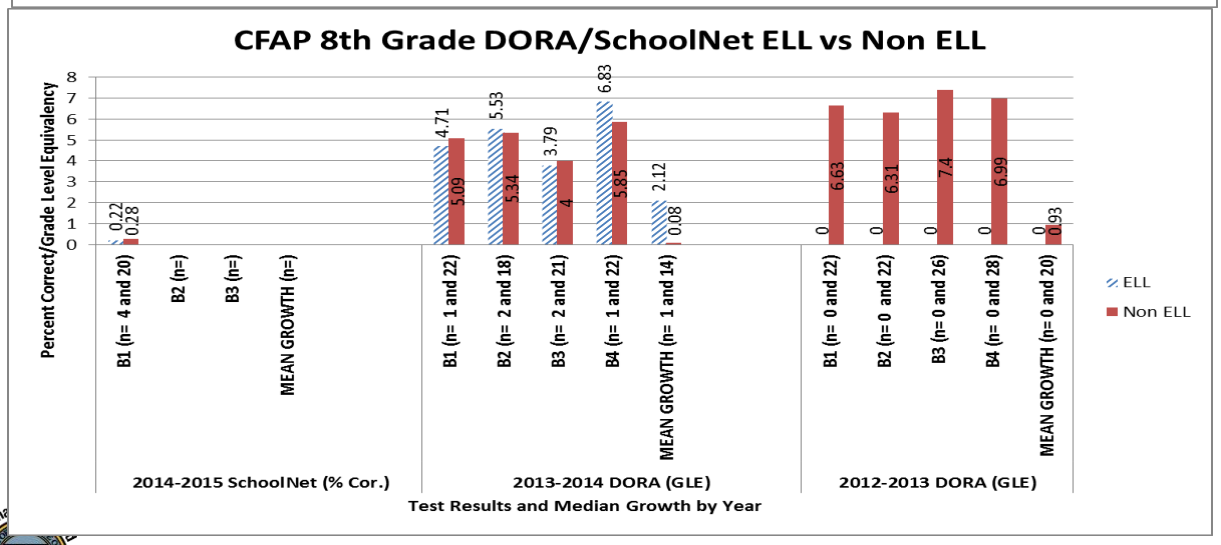
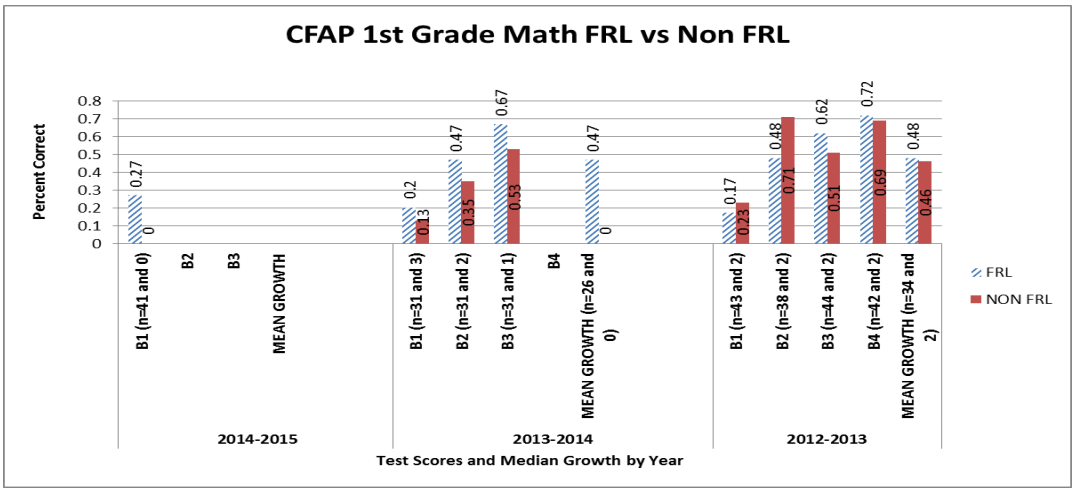
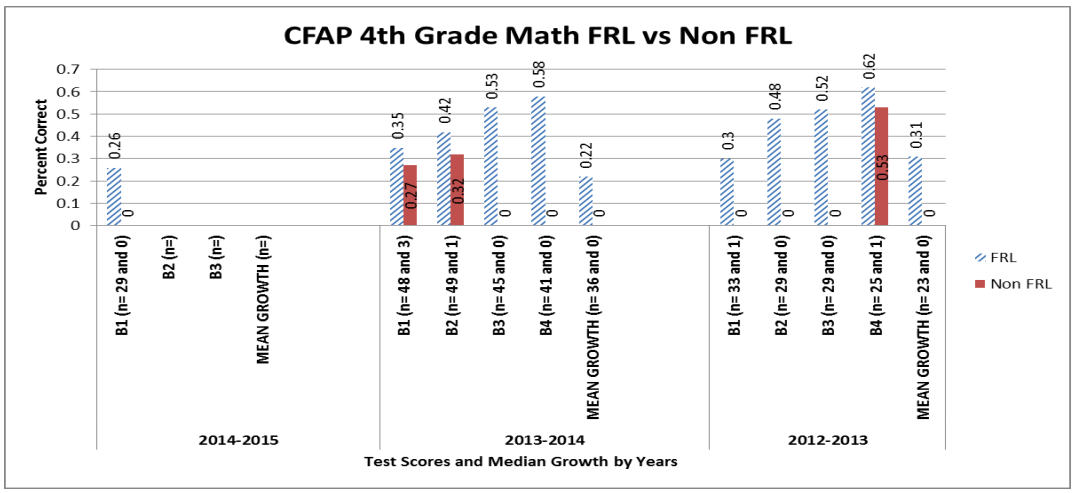


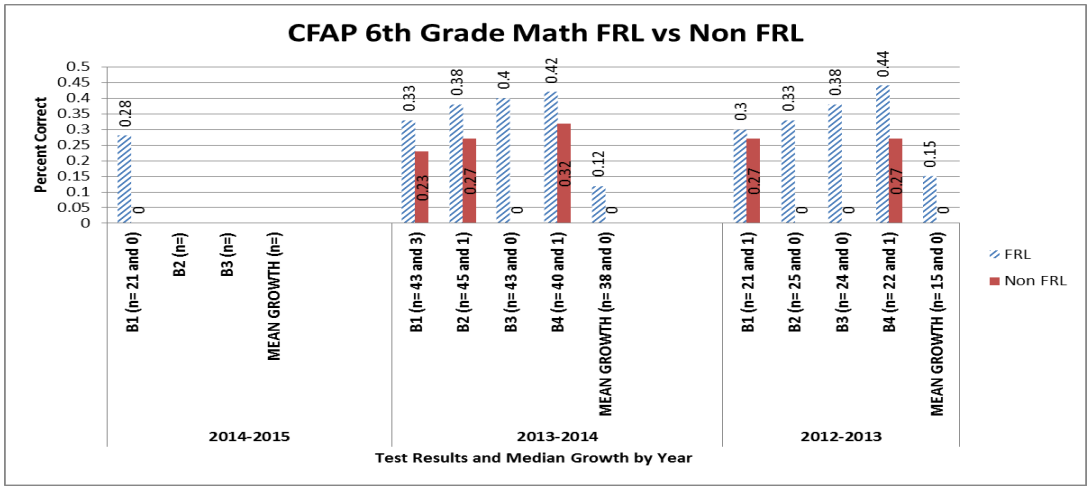




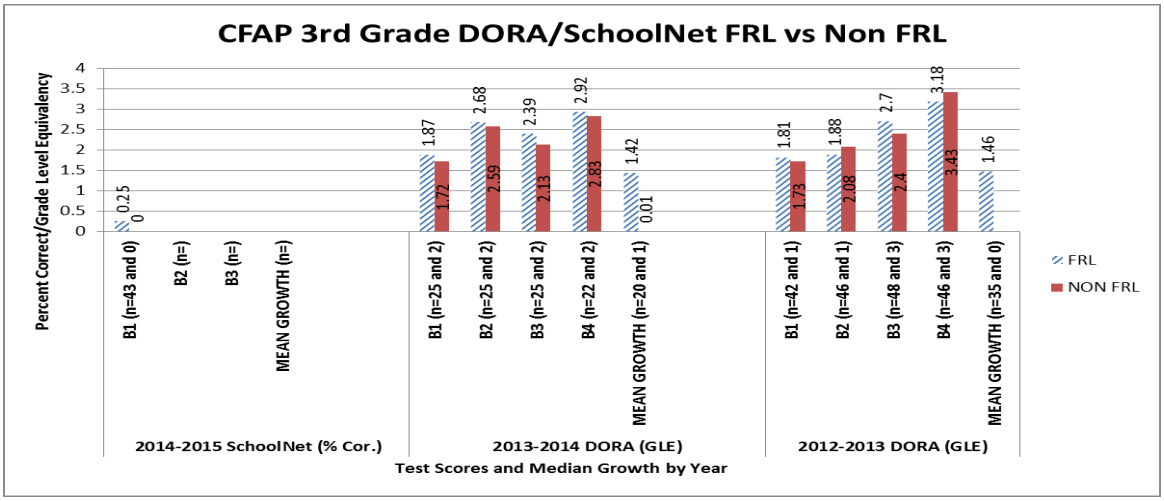
Insert Subgroup, FRL – Math data here:

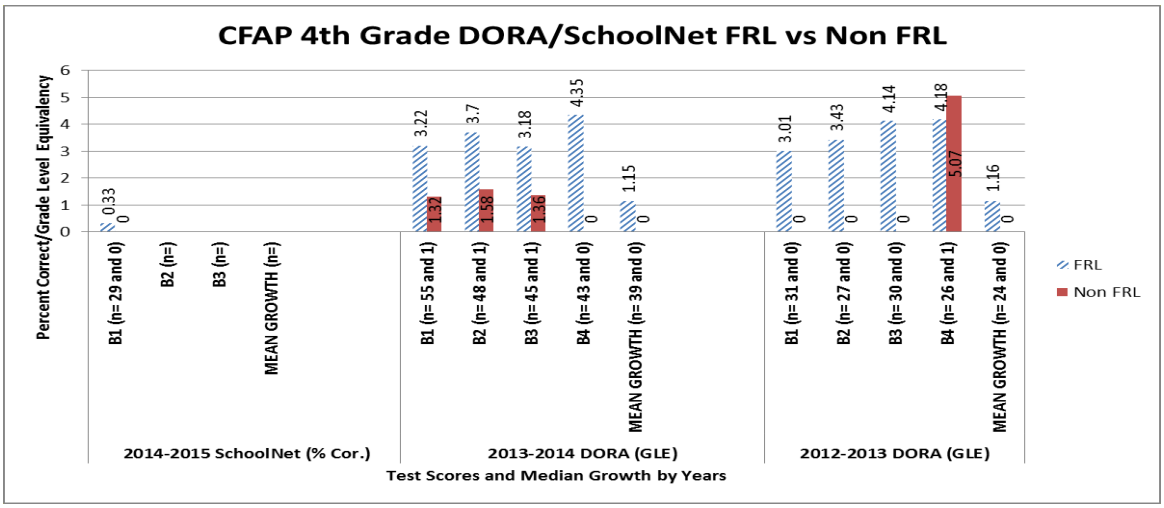


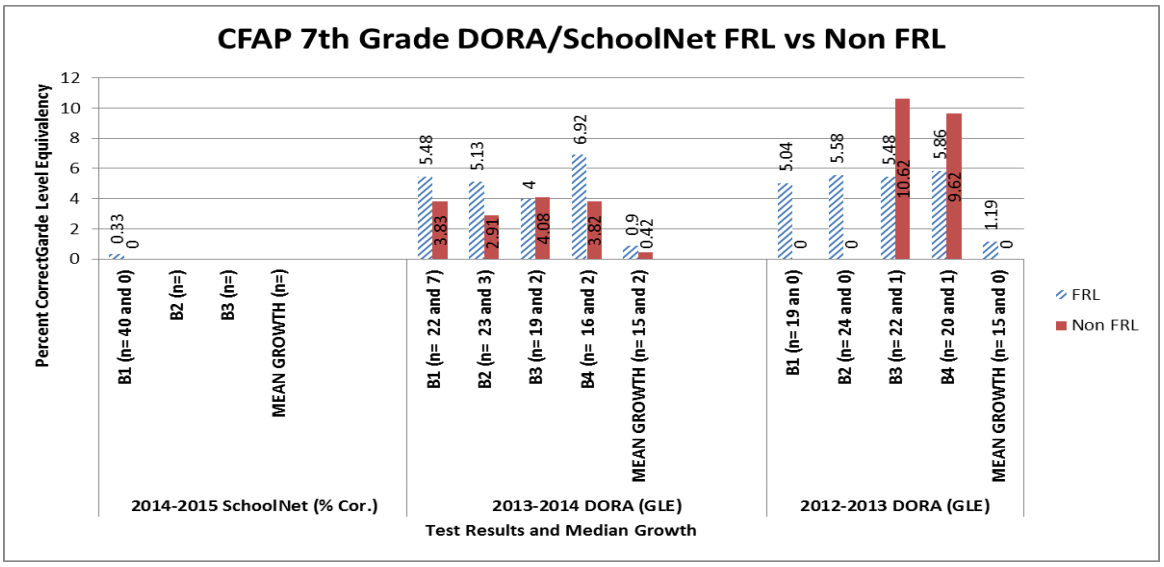




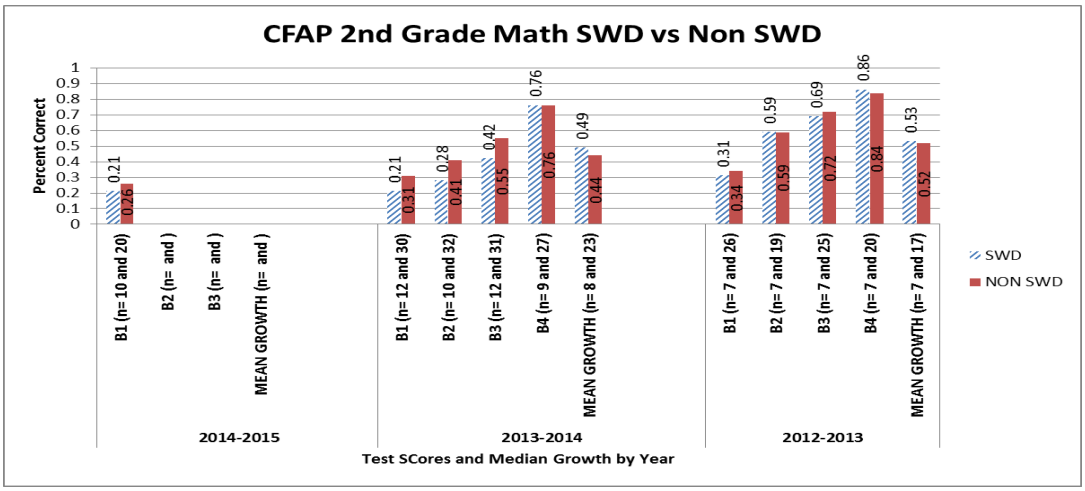
Insert Subgroup, FRL – Reading data here:

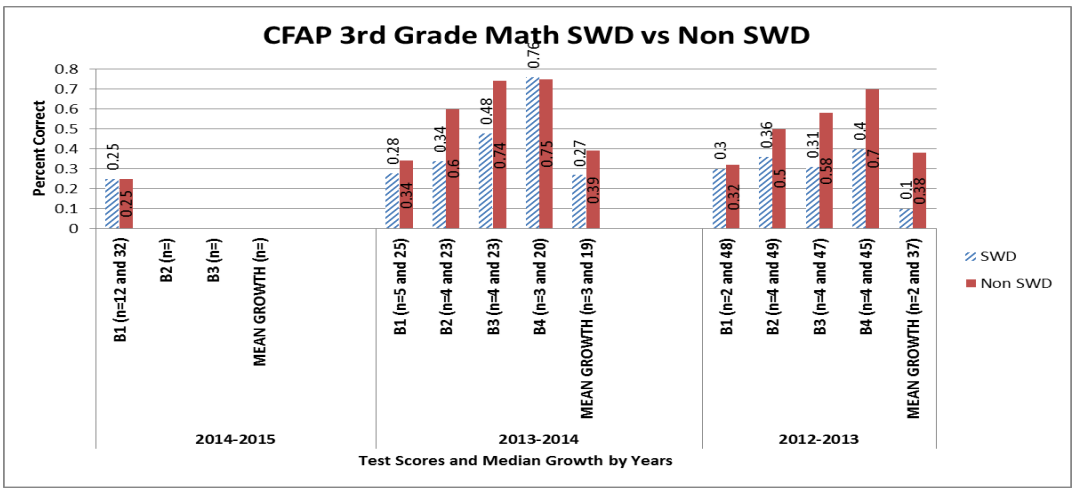


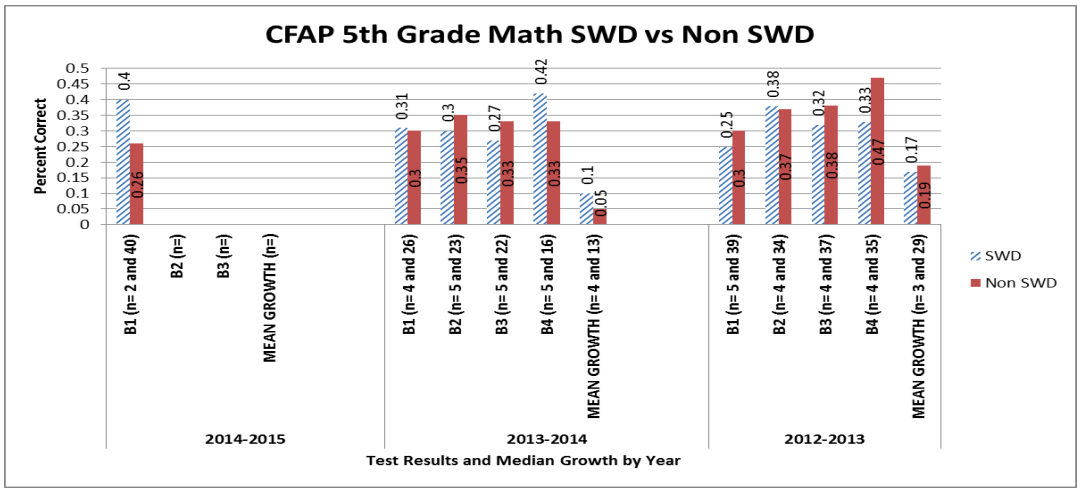




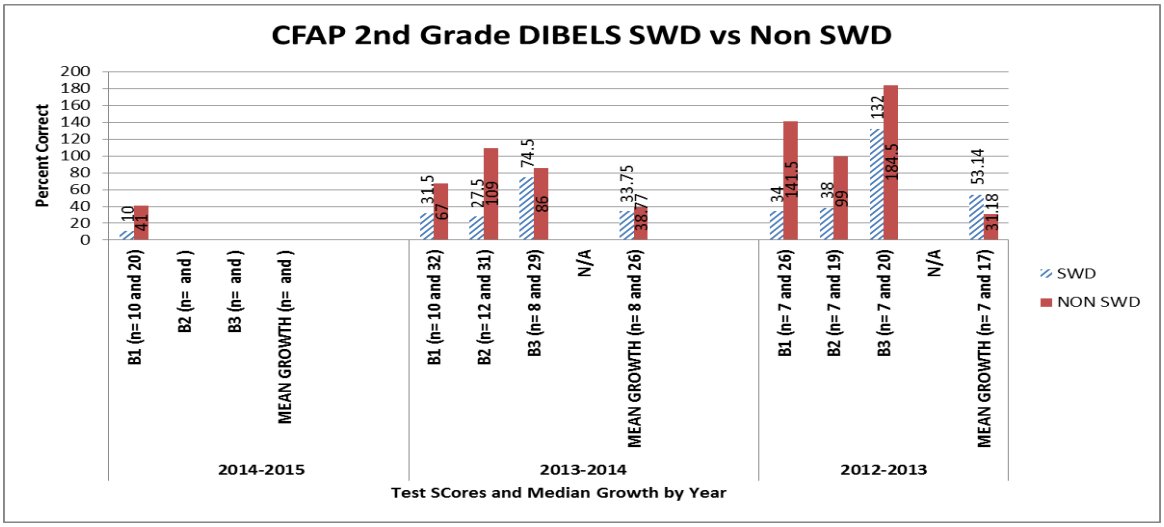
Insert Subgroup, students with disabilities – Math data here:

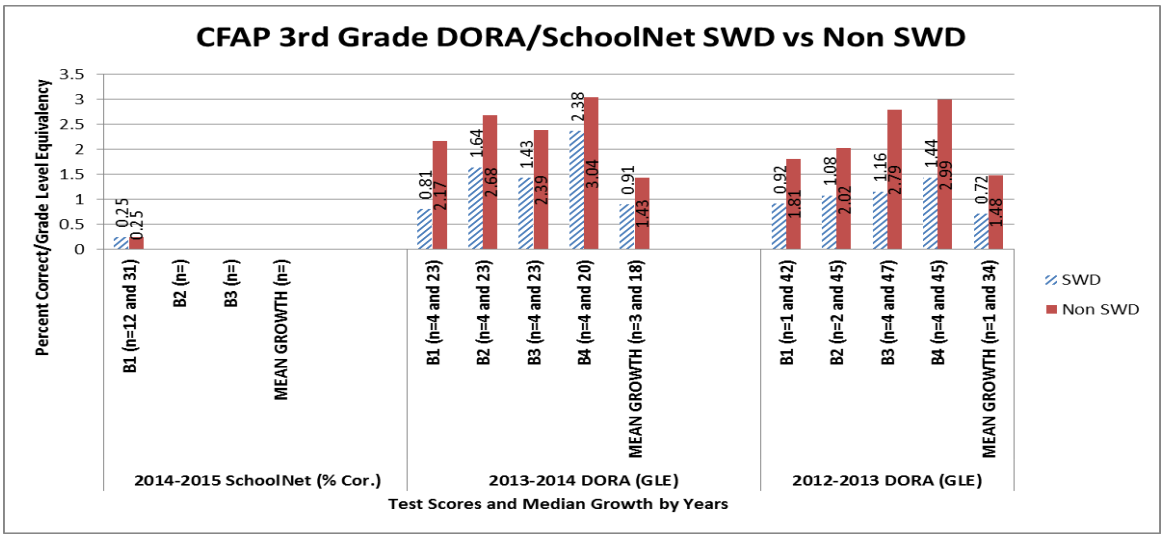


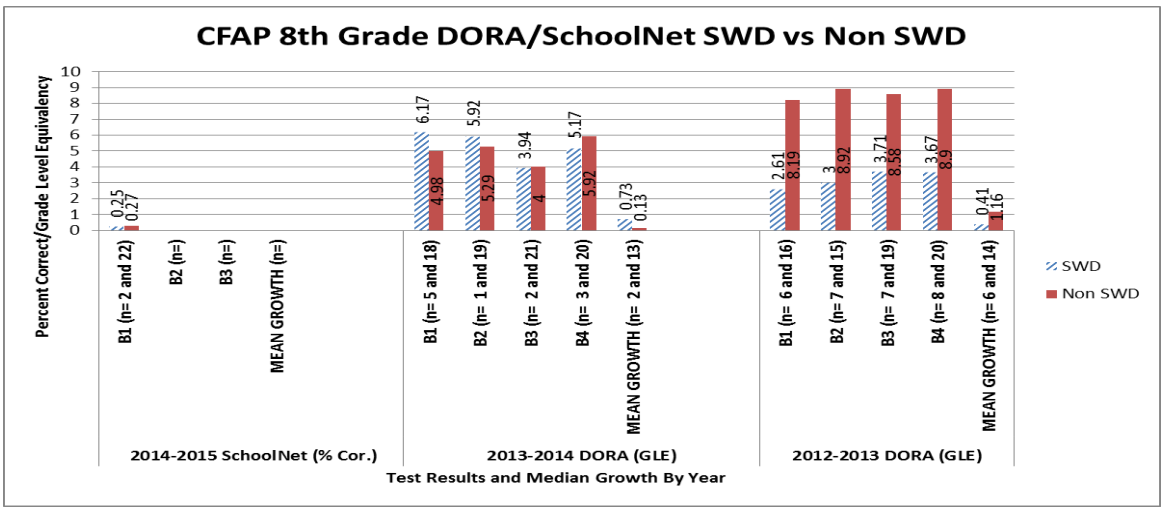




Insert Subgroup, students with disabilities – Reading data here:







Valid and Reliable Data

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

Answer (suggested word count is 400 words):

To ensure that the data mentioned in this report is valid and reliable, several measures have taken place.

- All teachers are trained in the same manner for any assessment used (TTC, DIBELS and Schoolnet)
- TTC and DIBELS have been administered for the last 5 years throughout the organization.
- For computer generated assessments, secure testing regulations are maintained.
- During assessment times, administration performs unofficial walk-throughs as students are taking the assessment.
- The IST developed the assessments to directly align to the ACCR standards.
- No reliability testing can be assessed at this time as the AzMERIT was just announced and has not been administered yet. However, based on the process used to develop the test, there is a high level of confidence in the current Schoolnet assessment scores.
- For the Schoolnet assessment, the test results were compared to those of the basic skills tests given at the start of the year to determine a correlation to overall student performance.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):

The conclusions drawn from the above data is that Edkey needed to make a bold move and change the leadership team along with 85% of the teaching and support team for CFAP from the 2013-2014 school year to the 2014-2015 school year. Under the new leadership team CFAP has taken on the new process with Leader in Me. The Leader in Me process is *How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time.*

As the new team analyzed the date we drew conclusions of what needed to be changed and what professional development needed to occur for the current school year.
The steps that have been taken:

- Common planning time has been added for grade level PLC's
- Reading and Math Blocks are in all classroom schedules.
- A reading interventionist was hired to support the bottom 25% of students
- Professional Development in
    - Leader in Me
    - Thinking Maps
    - Reading Horizons
- Data meetings are held monthly
- Mentor meetings are held monthly
- New teachers have been assigned a mentor that they met with weekly
- Classroom walk-throughs are daily, meetings with individual teachers are as often as needed
- After-School Programming Grant was submitted and approved. This program is supporting 130 of our currently enrolled students with after-school tutoring and enrichment.
- Currently we are seeking a Math Coach to support K-6 teachers in instruction and evaluation, this position has been made possible through our Priority School Grant.

As we approached the current school year the school was unable to hire a highly qualified Junior High Math teacher as a result of this instead of putting a unqualified long term substitute teacher into this classroom, the school looked at other Edkey resources and has built an online environment for all 7th and 8th grade students. Due to this change all students are being instructed by highly qualified teachers in all core academic courses.

The administrator on campus is ensuring that all teachers are using data to drive instruction. Classroom teachers have been given the tools necessary to collect data in Math and Reading. Students also are being held accountable in collecting data via data folders.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[2] The Charter Holder must copy and paste the entire Data area for each school.

School Name: **Children First Academy Tempe**

Dashboard Ratings for All Measures					
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Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
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Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

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Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

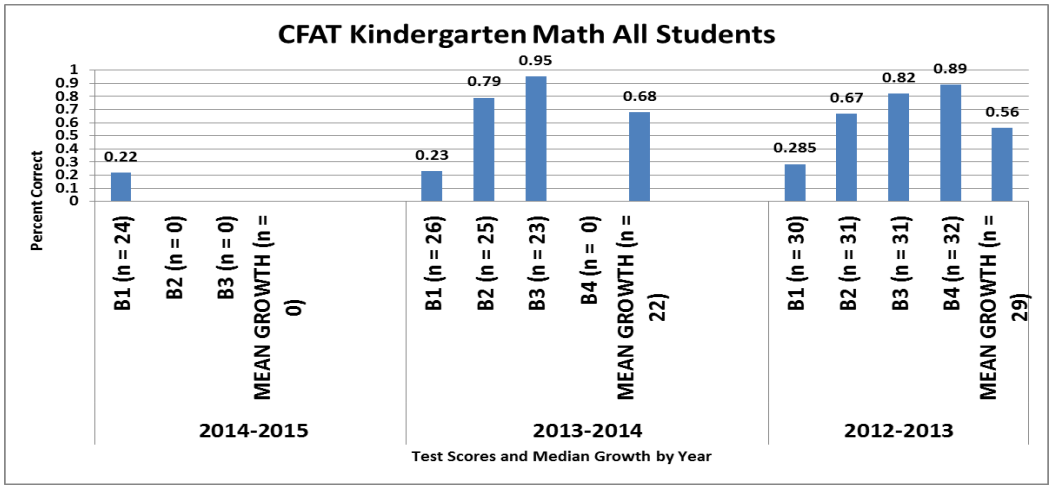
4. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

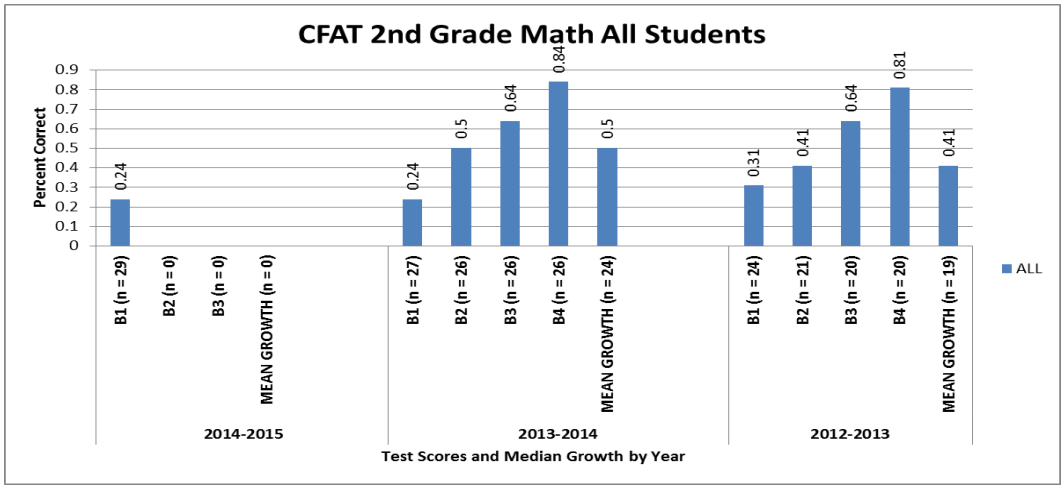
Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable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

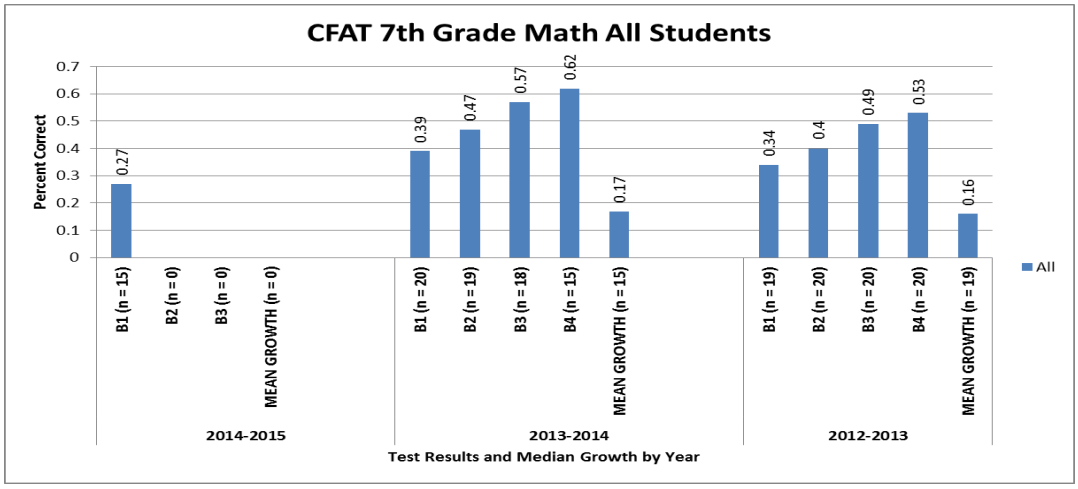
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert data here:

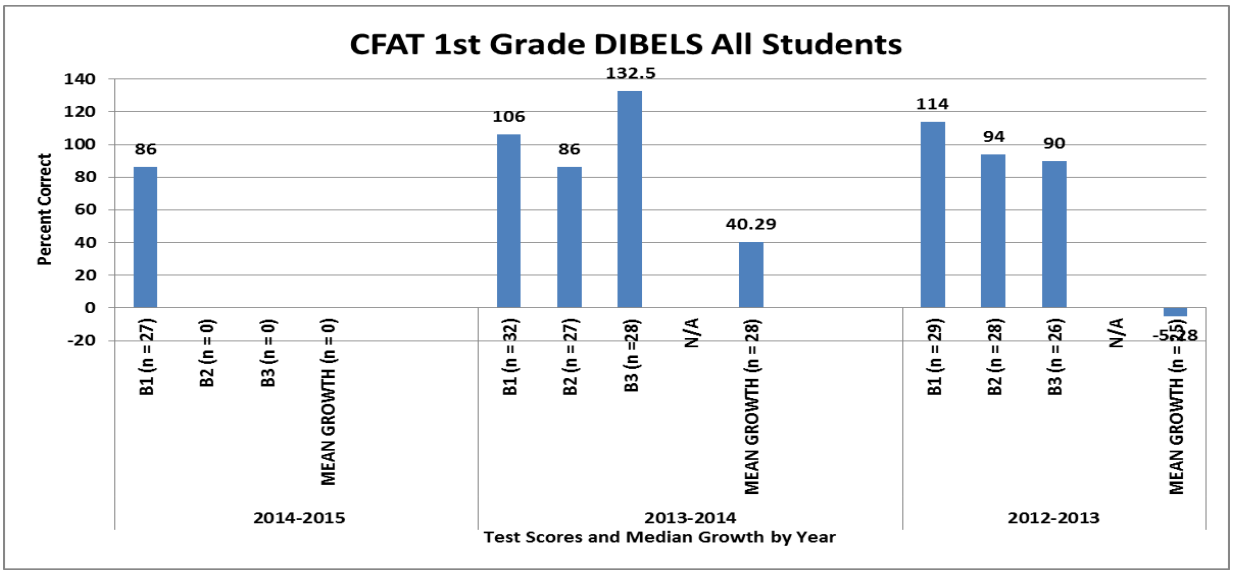
Insert Student Median Growth Percentile (SGP) – Math data here:

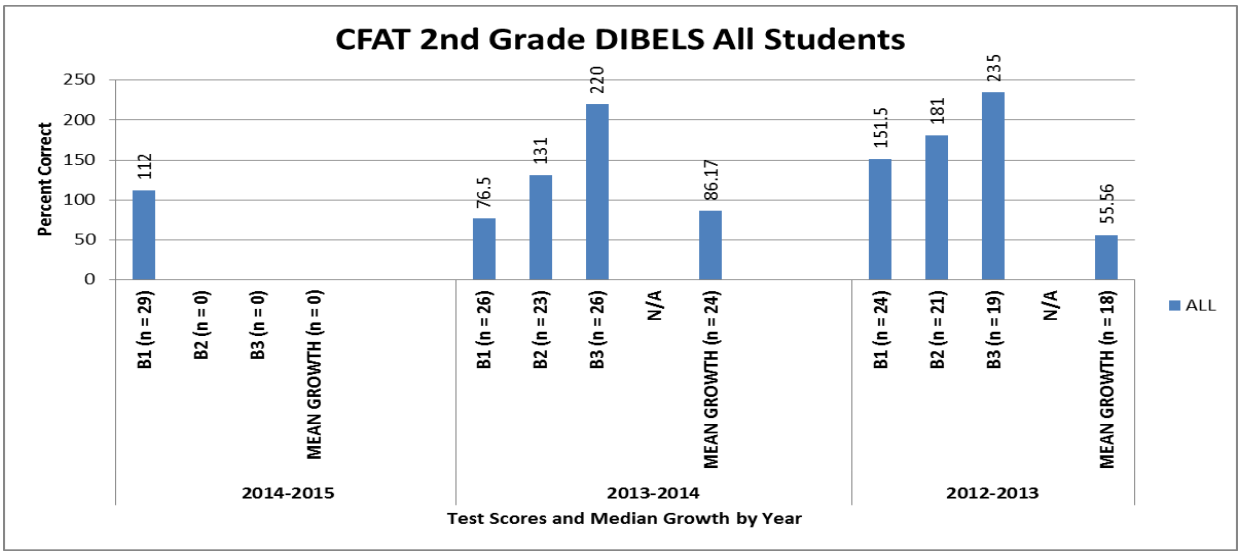


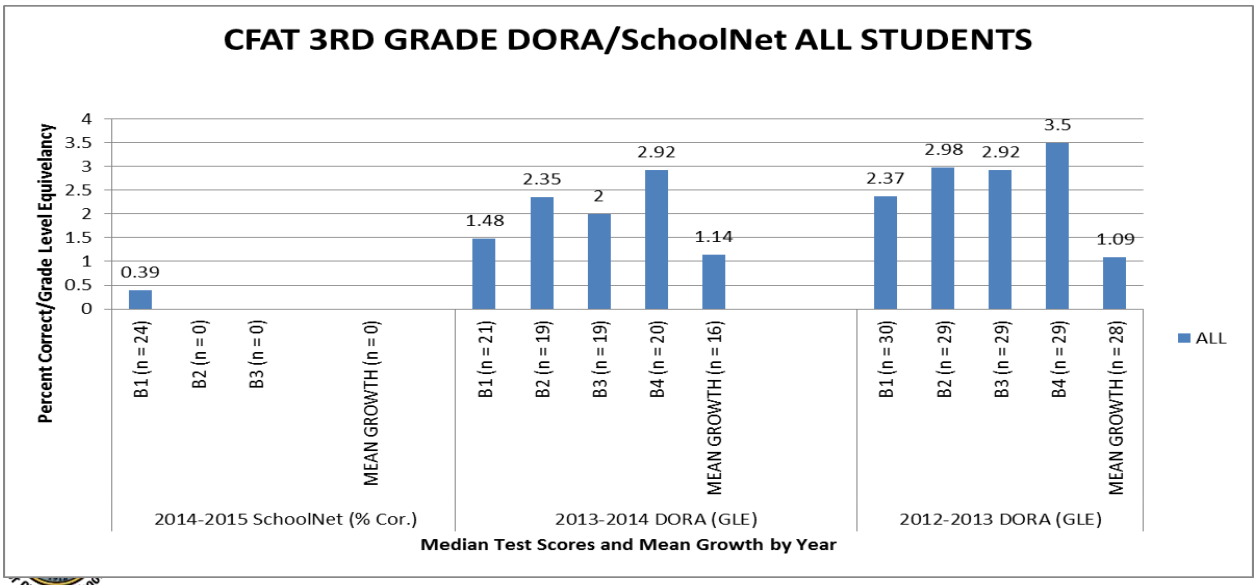




Insert Student Median Growth Percentile (SGP) – Reading data here:







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

CFAT BOTTOM 25% Reading TRACKING FORM

			AUGUST	SEPTEMBER		NOVEMBER		DECEMBER		JANUARY
	GRADE	**25%**	DIBELS BASELINE	DIBELS 1	DIBELS 2	DIBELS 3	DIBELS 4	DIBELS 5	DIBELS 6	DIBELS 7
374537XX	3	YES	8	5	9	13				
377806XX	3	YES	20	25	39	71				
378241XX	3	YES	22	47	61	69				
388397XX	3	YES	50	61	68	79				
391177XX	3	YES	49	49	51	71				
388462XX	3	YES	55	74	74	84				
378254XX	3	YES	24	19	25	58				
377530XX	4	YES	18	17	25	absent				
371499XX	4	YES	47	31	55	73				
371503XX	4	YES	8	16	20	47				
370668XX	4	YES	61	absent	79	absent				
312016XX	4	YES	8	8	8	12				
307443XX	4	YES	46	57	absent	63				
370662XX	4	YES	22	16	23	absent				
358415XX	4	YES	48	53	65	absent				
302587XX	5	YES	26	23	34	70				
356857XX	5	YES	15	14	18	absent				
358512XX	5	YES	21	17	26	absent				
356873XX	5	YES	51	51	57	65				
306530XX	5	YES	46	42	49	55				
301975XX	5	YES	49	41	43	66				
357327XX	5	YES	69	60	72	absent				
357260XX	5	YES	67	65	78	112				
360602XX	5	YES	76	75	77	81				
357165XX	5	YES	62	73	74	78				
Grades 6 - 8		BASELINE COMP		COMP 1	COMP 2	COMP 3	COMP 4	COMP 5	COMP 6	COMP 7
238677XX	6	YES	70	absent	absent	absent				
302899XX	6	YES	25	50	50	absent				
274732XX	6	YES	70	absent	80	85				
277917XX	6	YES	50	50	60	65				
260175XX	7	YES	40	absent	50	absent				
287493XX	7	YES	75	70	absent	90				

Insert Percent Passing – Math data here:

AIMS Percent Passing Analysis

	2013 EXCEEDS	2014 EXCEEDS	2013 MEETS	2014 MEETS	2013 APP	2014 APP	2013 FFB	2014 FFB
3 MATH	2	0	10	8	12	7	5	6
4 MATH	1	2	7	4	13	12	10	9
5 MATH	0	0	2	9	12	12	6	3
6 MATH	0	1	6	7	13	7	3	2
7 MATH	1	2	6	9	6	3	7	2
8 MATH	2	2	4	6	2	1	7	7
Total	**6**	**7**	**35**	**43**	**58**	**42**	**38**	**29**

Academic Performance Overview

2. Proficiency		**2012**	**2013**	**2014**
2a. Percent Passing	**Math**	39 / 65.5	29.8 / 64.4	42.2 / 62.9

Insert Percent Passing – Reading data here:

AIMS PERCENT PASSING GRADE LEVEL COHORT TRACKING

3rd Grade: Reading 2011-2012 Total Tested: 30		#	%
Exceeds	0	17	57%
Meets	17		
Approaches	12	13	43%
Falls Fall Below	1		

4th Grade: Reading 2012-2013 Total Tested: 31		#	%
Exceeds	0	16	52%
Meets	16		
Approaches	14	15	48%
Falls Fall Below	1		

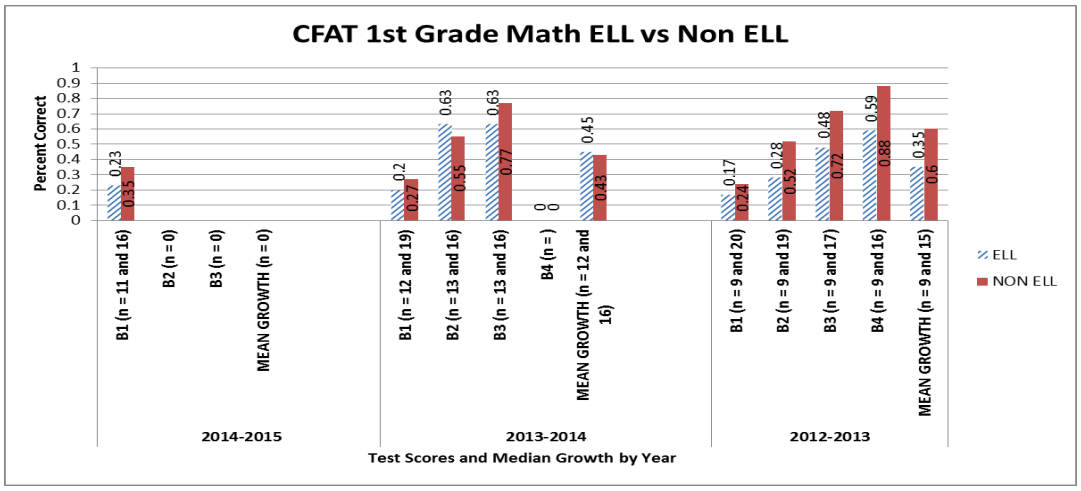
5th Grade: Reading 2013-2014 Total Tested: 24		#	%
Exceeds	0	15	63%
Meets	15		
Approaches	8	9	38%
Falls Fall Below	1		

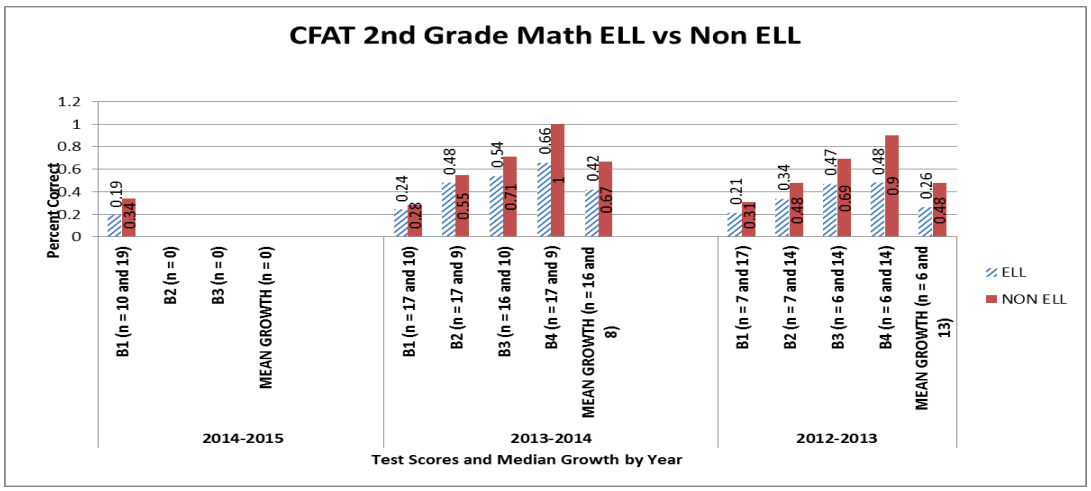
5th Grade: Reading 2011 - 2012 Total Tested: 20		#	%
Exceeds	1	8	40%
Meets	7		
Approaches	12	12	60%
Falls Fall Below	0		

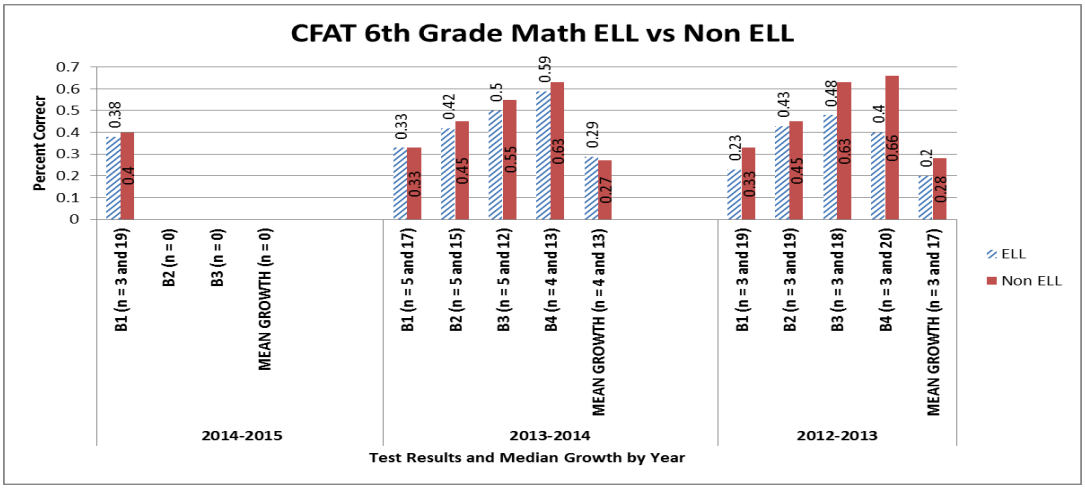
6th Grade: Reading 2012-2013 Total Tested: 22		#	%
Exceeds	0	14	64%
Meets	14		
Approaches	7	8	36%
Falls Fall Below	1		

7th Grade: Reading 2013-2014 Total Tested: 16		#	%
Exceeds	2	15	94%
Meets	13		
Approaches	1	1	6%
Falls Fall Below	0		

Insert Subgroup, ELL – Math data here:







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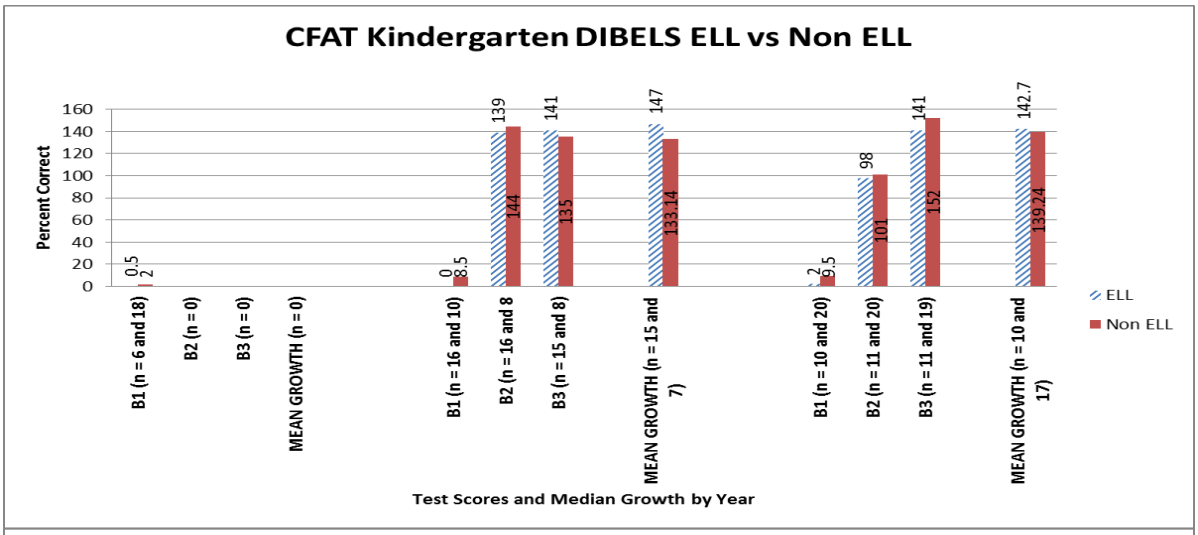
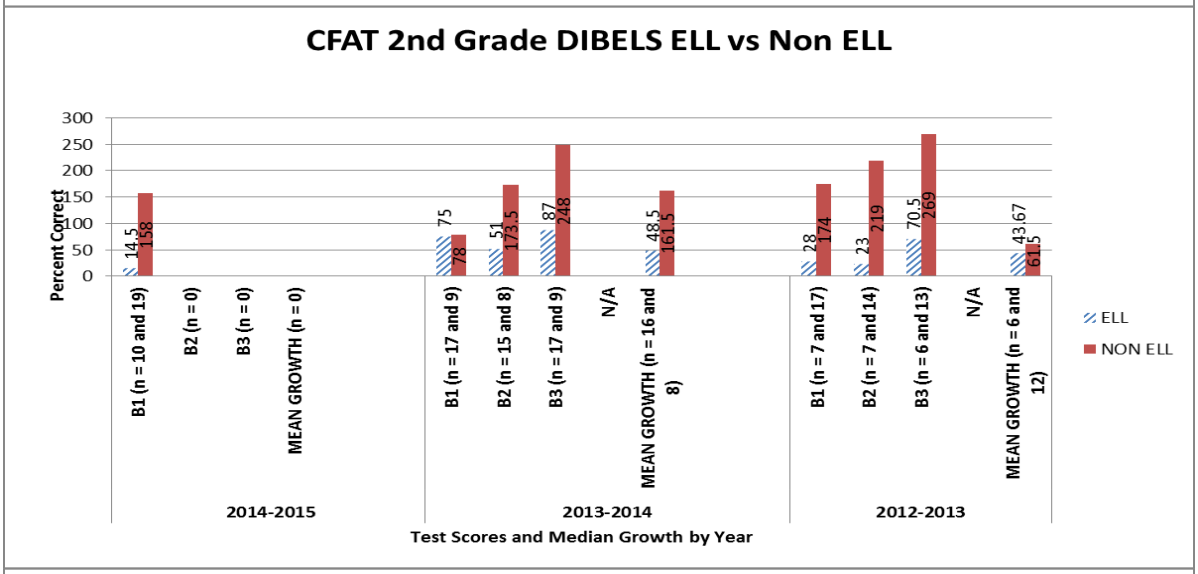
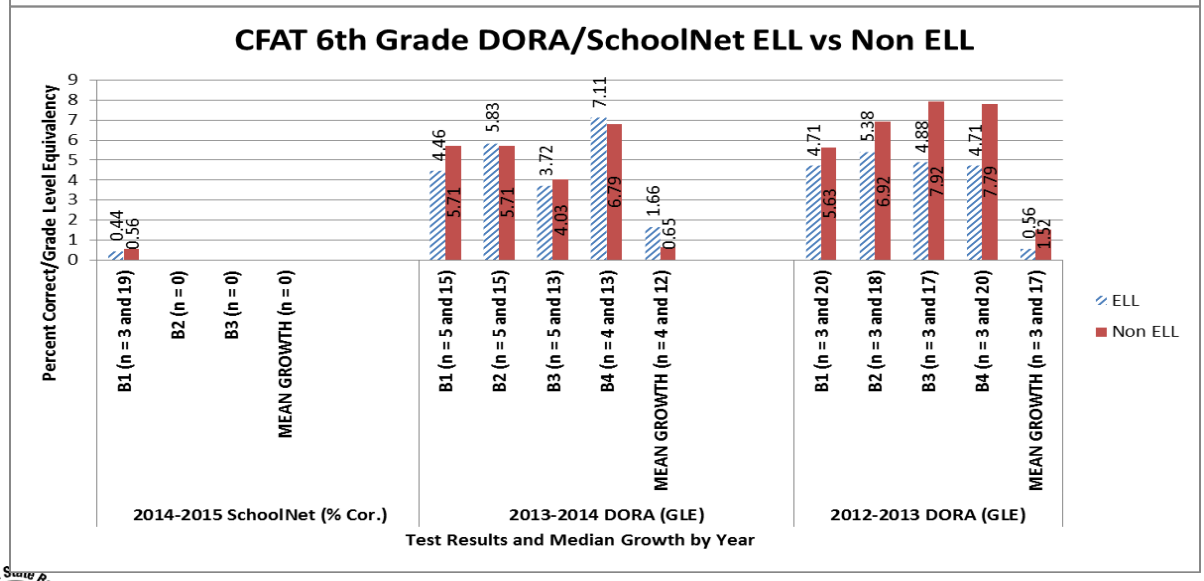
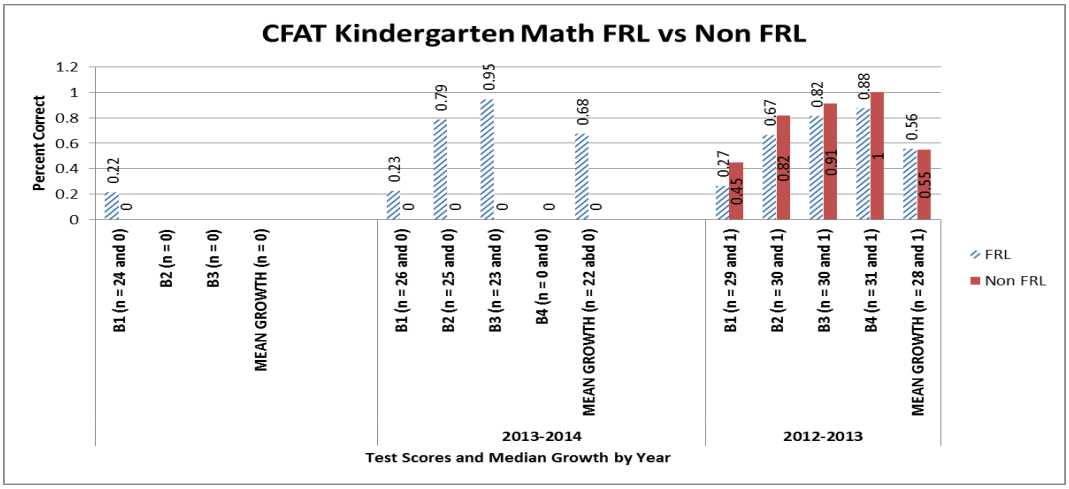
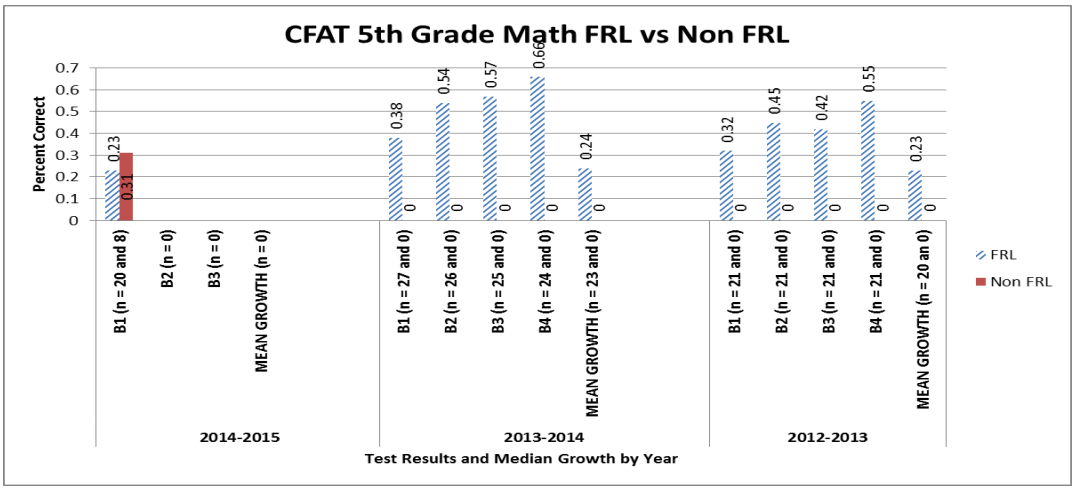


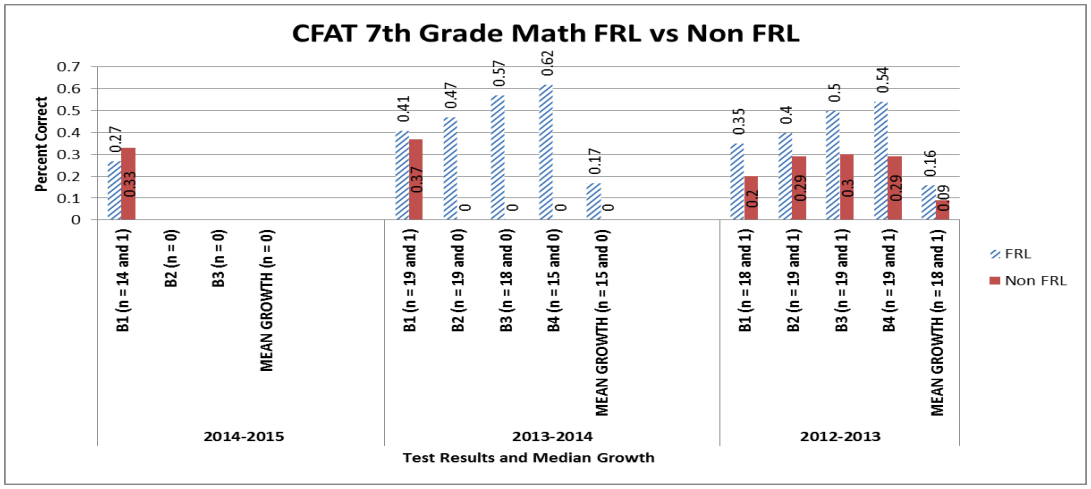




Insert Subgroup, FRL – Math data here:







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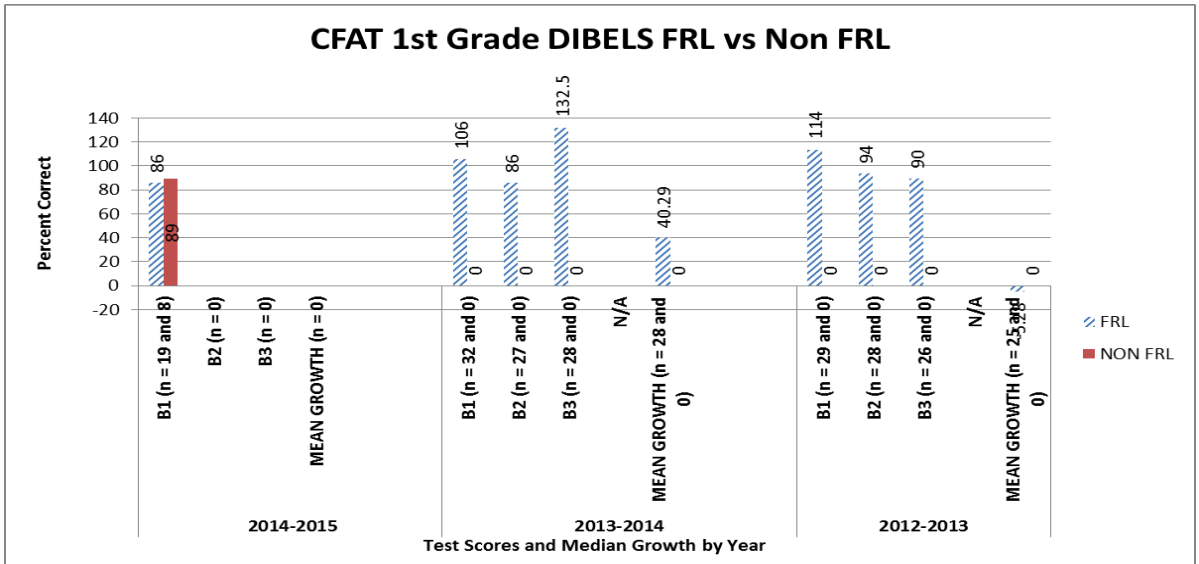
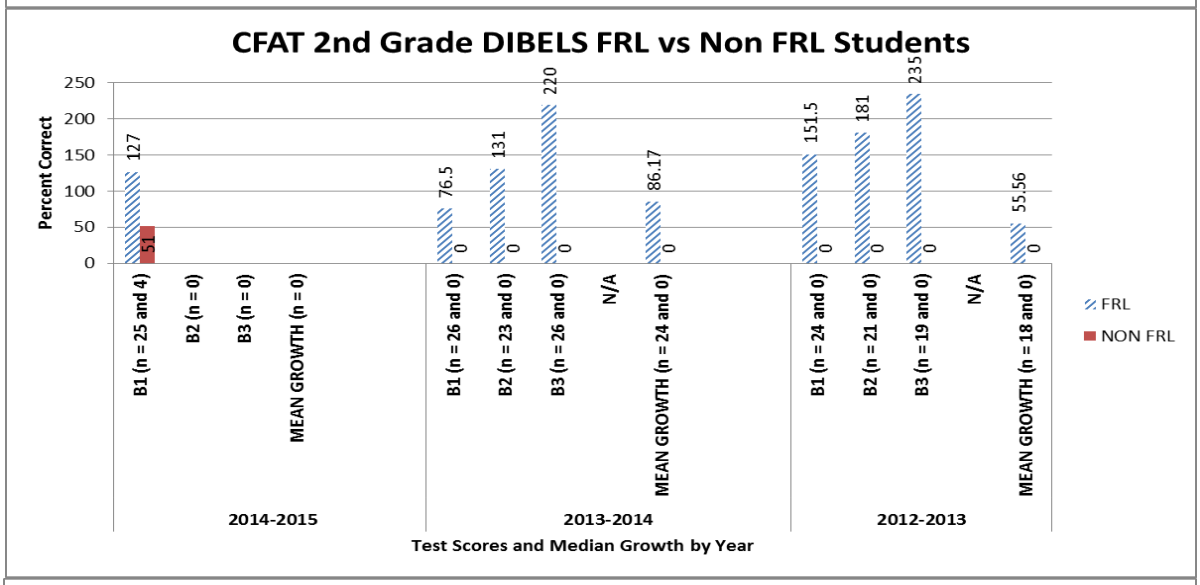
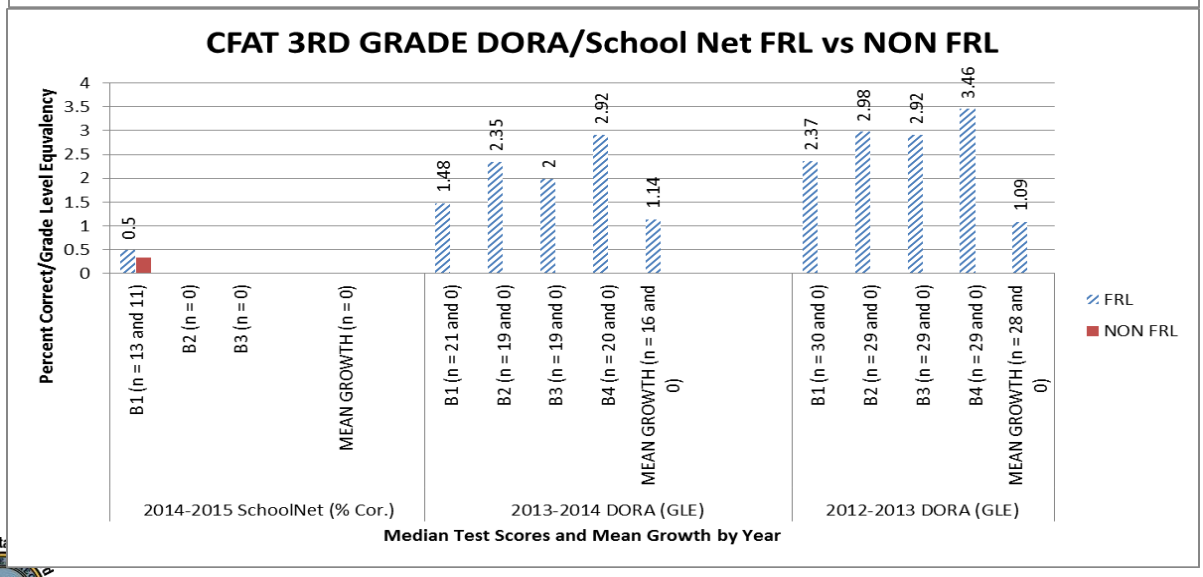
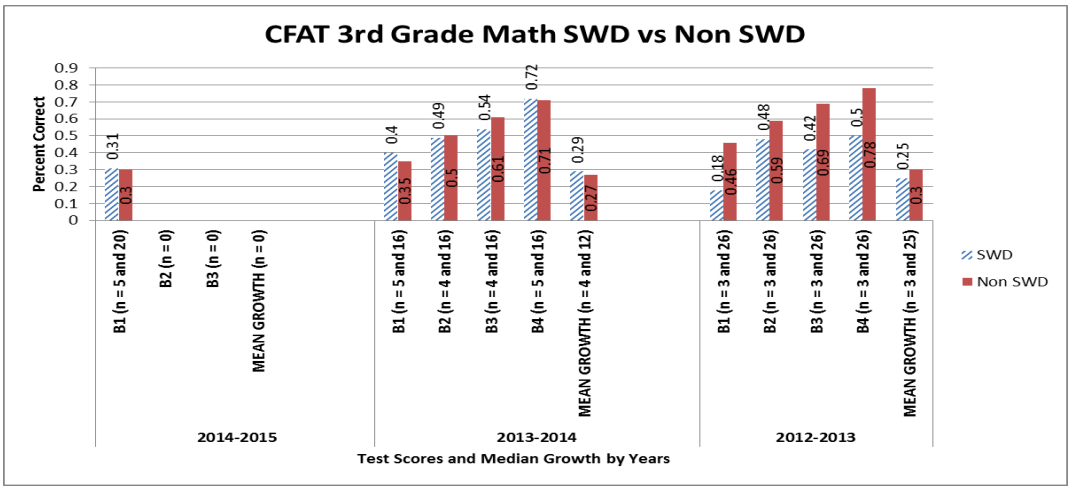
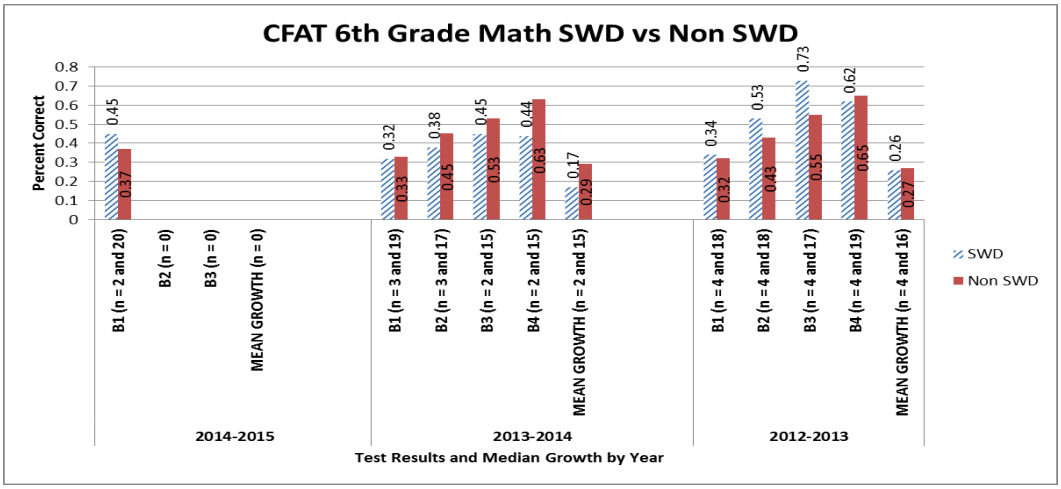


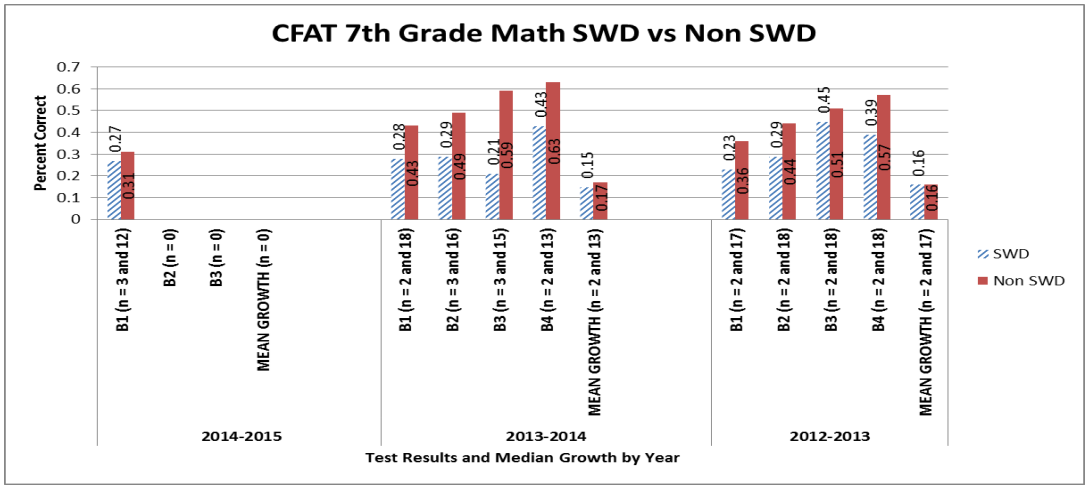




Insert Subgroup, students with disabilities – Math data here:







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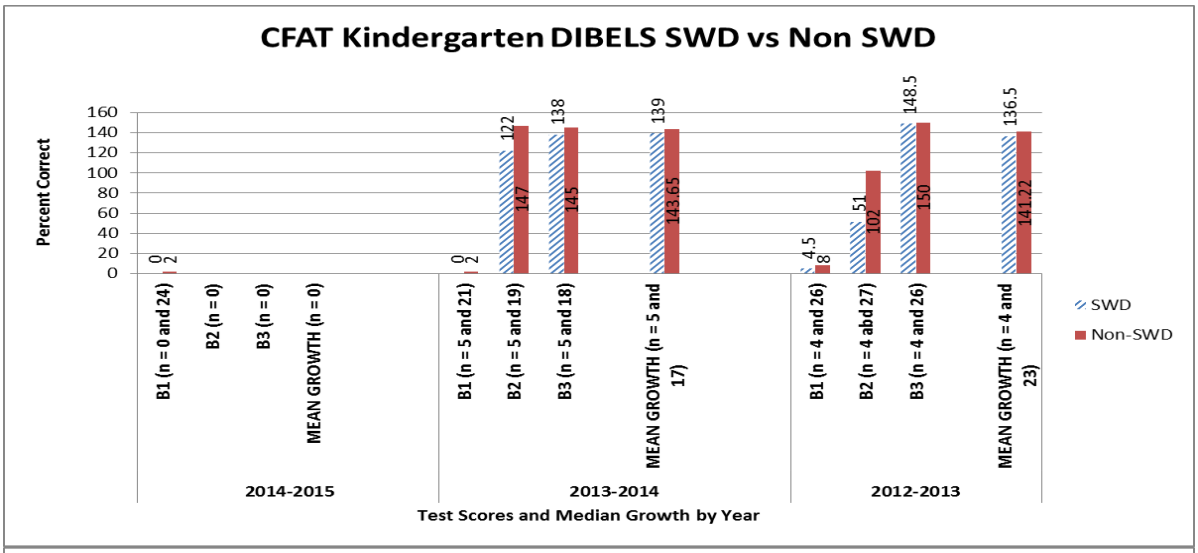

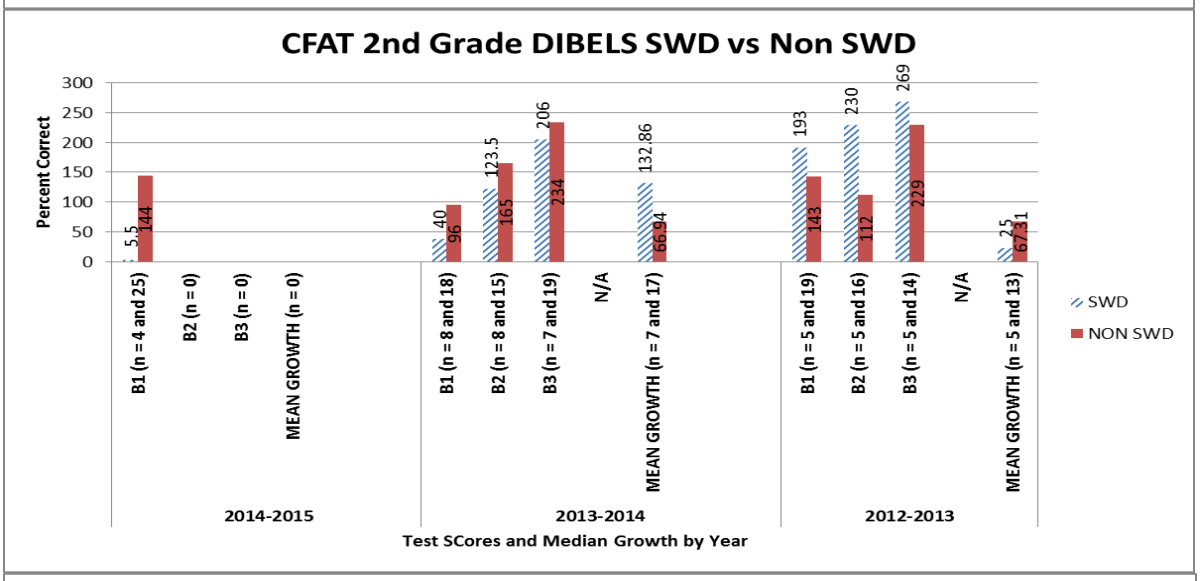

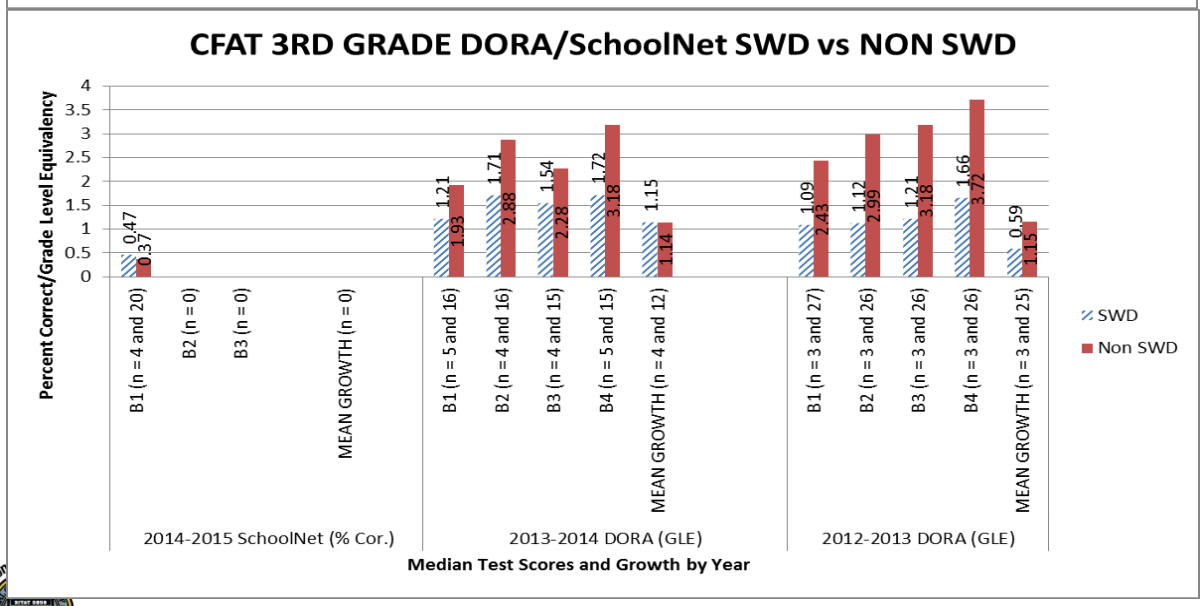

Valid and Reliable Data

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

Answer (suggested word count is 400 words):

To ensure that the data mentioned in this report is valid and reliable, several measures have taken place.

- All teachers are trained in the same manner for any assessment used (TTC, DIBELS and Schoolnet)
- TTC and DIBELS have been administered for the last 5 years throughout the organization.
- For computer generated assessments, secure testing regulations are maintained.
- During assessment times, administration performs unofficial walk throughs as students are taking the assessment.
- The IST developed the assessments to directly align to the ACCR standards.
- No reliability testing can be assessed at this time as the AzMERIT was just announced and has not been administered yet. However, based on the process used to develop the test, there is a high level of confidence in the current Schoolnet assessment scores.
- For the Schoolnet assessment, the test results were compared to those of the basic skills tests given at the start of the year to determine a correlation to overall student performance.

Conclusions Drawn From Data

6. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):

The first step we did was to determine the gaps evidenced by the data and then what our next steps would be.

As we analyzed the results, we also looked to see if there were any critical events that could have had a major negative impact on the data. As we looked at the data, we found some very noticeable correlations in several areas:

- SWD results declined in both math and reading. This occurred as a result of the sped teacher resigning mid-year.
- Math for 3rd – 4th grades: Results indicated a decline in academic performance. This was caused, in large part, by excessive absences of the math teacher as a result of family medical issues.
- Academic performance in reading declined as a result of a school-wide emphasis on math instruction and performance due to the 2012-2013 AIMS data and Academic Performance document.
- In Math and Reading, students in grades 3-4 did not receive enough interventions in the 2013-2104 school year. Insufficient staffing played a role in this outcome.
- Although we did analyze the instructional resources, not enough PD was provided as to how to implement the curriculum/instructional resources with fidelity.

As we look through the data, we are looking for possible reasons why some data declined and why some areas increased.

- We noticed a considerable increase in Math scores in the 2013-2014 school year due to the heavy emphasis placed on Math instruction.
- There was a significant increase in the 7th grade ELA scores. The 7th grade ELA teacher demonstrated a high degree of skill and proficiency. Accordingly, this teacher will be leading professional development opportunities on the campus to assist others.

In the areas where we found deficiencies, administration and staff continue to have conversations about the changes that need to take place in order to produce better results for our students.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): Prior to 2012-2013 neither school had consistent instructional materials. As a result of the PMP process both schools began to review and evaluate instructional materials that would align to ACCR standards and Edkey, Inc. Curriculum Guides. Instructional resources were purchased and implemented at both sites for Math and ELA, yet no formal curriculum evaluation process was being used. As a result of the DSP process the Edkey Instructional Support Team identified this gap and created an evaluation criteria tool known as the Instructional Resource Evaluation Rubric (IRER). The IRER will analyze the degree of alignment of each school's textbooks or textbook series while highlighting specific flaws in alignment. The IRER will evaluate the following components: • Content - Alignment to ACCR Standards; Rigor of curricular materials; Sufficient content and supplemental materials • Differentiation for student populations - ELL students; FRL students; students with disabilities; non-proficient students • Assessment • Design • Format Each element within the evaluation form will be evaluated using the following categories: • Meets • Partially Meets • Does Not Meet This process has been utilized at both campuses to identify strengths and need for supplemental materials. It is also important to note that due to the unique population that these schools serve the selection of instructional materials also focused on the specific needs of individual students who are at-risk and below the poverty line. This process has been completed with the following instructional resources:	List documents that serve as evidence of implementation of this process: - IRER Template - Completed IRER forms for each instructional resource listed above

• Children First Academy Phoenix (CFAP)
  ○ K-2 ELA: Superkids by Rowland Reading
  ○ 3-6 ELA: Reading Streets by Scott Foresman
  ○ 7-11 ELA: Sequoia Choice Online Courses which have undergone internal evaluation
  ○ K-6 Math: enVision by Pearson
  ○ 7-11 Math: Sequoia Choice Online Courses which have undergone internal evaluation
• Children First Academy Tempe (CFAT)
  ○ K-4 ELA: Journeys by Houghton Mifflin
  ○ 6-8 ELA: Prentice Hall Literature by Pearson
  ○ K-5 Math: GoMath by Houghton Mifflin
  ○ 6-8 Math: Big Ideas by Houghton Mifflin
This evaluation process will be conducted with each new instructional resource acquisition.	

2. How does the Charter Holder identify gaps in the curriculum?	

Answer (suggested word count is 400 words):
 	
The process to identify gaps in the instructional resources and curriculum has evolved into the following:
  ○ Step 1: Teacher review of instructional resources using the IRER.
  ○ Step 2: Creation of a Curriculum Review Committee (CRC) at each site to review IRER analysis.
  ○ Step 3: Ongoing comparison of ACCR standards and Edkey Curriculum Guides (Math and ELA) to instructional resource scope and sequence.
  ○ Step 4: Teacher feedback on identified gaps through the implementation of instructional resources.
  ○ Edkey will develop an ELA scope and sequence based on best practices to provide additional assistance with this project.
The role of the CRC is to provide assistance and guidance to teachers on an ongoing basis with regard to the implementation of instructional resources. This group will meet quarterly to review continuous feedback provided by the teachers on the implementation of the instructional resources.
	List documents that serve as evidence of implementation of this process:
	
	- IRER Template
	- Completed IRER forms for each instructional resource listed above
	- Minutes from CRC meetings
	- ELA Scope and Sequence Development

Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): Adopting Instructional Resources ○ An initial assessment based on the needs of the student population is conducted. ○ A review of current instructional resources to determine state alignment to ACCR standards is conducted to develop a list of potential instructional resources. ○ Presentations by publishing companies. ○ Review and assessment of presentations and materials by CRC and site administration. The Edkey's Instructional Support Team (IST) is also consulted. This team is a group of teacher specialists and coaches that support all teaching and administration staff throughout the organization. ○ Selection of an instructional resource that meets the identified needs. Revising/Providing Supplemental Instruction Resources to Fill Gaps ○ Gaps are identified as previously outlined in Question #2 ○ Once gaps have been identified a similar process is implemented to review and adopt supplemental instructional resources.	List documents that serve as evidence of implementation of this process: - Review and acceptance by the Executive Business Group - Inclusion in the Edkey Operations Manual
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): The following individuals/groups play an active role in adopting or revising instructional resource selection: ○ CRC ○ Site Administration ○ Edkey – Instructional Support Team ○ Teachers/Staff/Academic Coaches	List documents that serve as evidence of implementation of this process: - Inclusion in the Edkey Operations Manual
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): This process has been outlined above. Additionally, CFA P administration determined this year that the current instructional approach was not meeting the needs in upper grades based on discipline logs, academic performance, benchmark assessment and standardized	List documents that serve as evidence of implementation of this process: - AzDL ELA and Math syllabi for grades 7 – and up.

assessment results. The review of this data indicated the need to modify the curricular options for students in grades 7 and up. Students in grades 7 and up now participate in online instruction through Sequoia Choice, AZDL. Students have a qualified lab advisor to support them with their coursework and certified teachers who provide academic instruction through online learning modules. All instructional courses are aligned to ACCR standards. AzDL has illustrated increased student performance in Math and ELA as a result of the courses.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): Both schools implement Edkey's processes to ensure consistent implementation of the instructional resources including: o Quarterly Meetings guided by the IRER. o Principal's review submitted lesson plans. o Walk-throughs and observations by principal, peer, self (video), and other administrators looking for the implementation of instructional resources. o Based on walk-throughs and observations mentioned above, convene follow-up meetings with teachers to assess and address inconsistencies discovered. Additionally, as a result of continued lack of performance a complete change in leadership and teaching staff took place during the summer of 2014. A highly effective principal from one of our other schools was moved to CFA Phoenix to address the need for purposeful leadership to help the school increase student achievement and performance. A new teaching staff was hired as well. Only 3 teachers from the prior year remain at CFA Phoenix. These changes have already illustrated a decrease in disciplinary issues and an increase is student achievement.	List documents that serve as evidence of implementation of this process: - Self-video documentation - Walk-throughs - Follow up meeting documentation - Reviewed lesson plans - Observations - Quarterly Meeting of the CRC: agenda's and sign in sheets - CFA P disciplinary tracking documentation

7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): Edkey provides curriculum guides and scope and sequence for all mathematic standards at each grade level. Teachers are provided this during teacher orientation each summer and are available on the Edkey website. In the area of ELA teachers have been provided curriculum guides. Currently the IST team is working on creating a scope and sequence for each grade level. CFAT ensures that all grade-level standards are covered during the pre-observation meetings that are held twice a year, Fall and Spring. Teachers are required to bring their curriculum guides that show that which has been delivered to students through instruction. CFAP did not have a process in place during the 2013-2014 school year. Beginning this year teachers will also use the same standard as CFAT during evaluation meetings and provide their administrator with the check off from their curriculum guides. Additionally, standards 1 – 4 in the walk-through form address planning and preparation and administrators utilize these four standards to ensure lessons being delivered on a weekly basis area aligned to the ACCR standards.	List documents that serve as evidence of implementation of this process: - Math Curriculum Guides with teacher updates and notes - ELA Curriculum Guides with teacher updates and notes - Math Scope and Sequence - Pre-observation check list - Walk-through form
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): The expectation is that the guides are used with fidelity and are altered when needed during data meetings and conferences with administration. Fidelity is evident by lesson plans, data meetings, evaluation processes and walk-throughs. Teachers use their grade level curriculum guides to ensure that all standards are being taught in a logical order that builds upon previous standards. Assistant superintendents work collaboratively with site administration to mentor and ensure these expectations are implemented.	List documents that serve as evidence of implementation of this process: - Math Curriculum Guides with teacher updates and notes - ELA Curriculum Guides with teacher updates and notes - Math Scope and Sequence - Pre-observation check list - Walk-through form - Data Meetings Agenda - Anecdotal notes from assistant superintendents.

9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Administrators hold teachers accountable for implementing standards through the alignment process, in this systematic order: 1. Curriculum guide 2. Lesson plan 3. Instruction 4. Evaluation All of the above are included in the walk-through form and in the supervision and evaluation process.	List documents that serve as evidence of implementation of this process: - Curriculum guide - Lesson Plans - Walk-through - Teacher evaluation
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): As a result of the DSP process, a gap in our procedural response to alignment was highlighted. In response to this, Edkey has begun to formalize a procedure to ensure curricular alignment. This procedure incorporates the completion of the IRER and requires staff to conduct a thorough analysis between the instructional resources scope and sequence and Edkey curriculum guides for all content areas.	List documents that serve as evidence of implementation of this process: - IRER - ELA and Math Curriculum Guides - Instructional Resource Scope and Sequence
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): As part of this new procedure, teachers/curriculum committee members who completed the IRER also analyzed tools, activities, content and assessments which addressed the bottom 25%. In addition, the team made sure that the curriculum resource had differentiated activities that embedded re-teaching and remediation that would offer sufficient help for the bottom 25%.	List documents that serve as evidence of implementation of this process: - Completed IRER - Curriculum Committee meeting sign in sheet
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): In order for ELL students to learn at a sufficient rate, certain elements not only in the instruction, but also curriculum, must be present. Since these schools serve	List documents that serve as evidence of implementation of this process: - Completed IRER

a large ELL population, it is vital that the instructional resources are adopted to meet the needs of our ELL students. Instructional resources must include: engaging pictures, large text, engaging activities, and remediation components that would help our students learn at a progressive rate. As part of the alignment process outlined above, the IRER was utilized to evaluate current instructional resources to ensure they met the criteria outlined above.	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The majority of our student body is FRL. The same strategies that were outlined to ensure instructional resources alignment for bottom 25, and ELL were used for the FRL population.	List documents that serve as evidence of implementation of this process: - Completed IRER
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Students with special needs receive individualized instruction based on their identified areas of deficiency. While in the regular education classroom, students are expected to have access to general education resources with modifications and support from the special education teacher to meet grade level standards. Students who require more specialized instruction may be pulled out of the general education classroom during non-core academic times to receive remediation and intervention. The instructional resources utilized in the special education classroom are also reviewed using the IRER tool to ensure alignment to the standards and effective instructional gains as outlined in each student's IEP.	List documents that serve as evidence of implementation of this process: - Completed Core Instructional Resource - IRER - Supplemental Instructional Material – IRER

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): Beginning the 2014-2015 school year Edkey began using Schoolnet as the primary standards based/aligned assessment for grades 3-12. In addition we use DIBELS K-6, and To the Core (TTC, a standards based Edkey developed math assessment) for grades K-2. The decision to move away from our previous ELA assessment, DORA (Diagnostic Online Reading Assessment) was due in part to the DSP review process last year. Upper administration felt that providing teachers with meaningful data on student's progress with the ACCR standards was vital to evidence increased student performance and achievement.	List documents that serve as evidence of implementation of this process: - SchoolNet results - DIBELS results - To the Core results - Writing results
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): Assessment tools have been selected based on actionable and reliable data provided to stakeholders. The decision to move away from the TTC math assessment and DORA as primary assessments was made at the start of the 2013-2014 school year due to a lack of correlation to the new ACCR standards. Additionally, the organization was looking for an online assessment to better prepare students when taking the new state standardized assessment, AzMERIT. A team was developed at the organization level consisting of teachers, administrator, and instructional leaders. Two online assessment programs were evaluated: Galileo and Schoolnet. After a number of presentations from both companies, the IST decided that Schoolnet would better meet the varied needs of our student population and teachers. The team also took into account the varied student populations throughout the organization. The team that selected Schoolnet felt that it provided the appropriate level of differentiation to assist teachers in making sound instructional decisions based on the data and also provided a venue to store and access highly effective instructional tools and resources to support instruction.	List documents that serve as evidence of implementation of this process: - Comparative analysis spreadsheet on the pro's and con's of each assessment tool.

3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): The new assessments were developed using Edkey Curriculum Guides. The Instructional Support Team identified specific essential standards that were vital for students' progress and achievement at each grade level 3 - 12. The assessments have been constructed based on these standards. Without having a state assessment currently, there is no alignment to this test. The items included in the item banks have been tested and are proven to be valid and reliable. This analysis can be obtained from Pearson. Two item banks are included in the assessment program: one from NWEA and the other from Pearson.	List documents that serve as evidence of implementation of this process: - ELA and Math Curriculum Guides with highlighted essential standards
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Answer (suggested word count is 400 words): Our typical assessment calendar includes a baseline assessment at the start of the school year, and subsequent assessments scheduled in November and February. A final benchmark assessment is then administered in May. Due to a delay in the delivery of the program and additional time to build the assessments at the start of the 2014-2015 school year, the first assessment was administered in September. The 2nd benchmark assessment will be administered in February 2015 and the final assessment in May 2015.	List documents that serve as evidence of implementation of this process: - Edkey Assessment Matrix
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): Edkey Inc. uses a computer-based assessment system called Schoolnet by Pearson that assesses grades 3-12. Schoolnet provides benchmark and formative assessments for ELA and Mathematics that are standards based and aligned to AZCCRS. Through Schoolnet, Edkey and the school sites have the opportunity to access data instantly which affords the	List documents that serve as evidence of implementation of this process: - Assessment Matrix - Data Meeting Agendas - Schoolnet dashboards and reports - To the Core spreadsheets - Intervention groupings

teacher/administrator the capability of accessing data to drive instruction in the classroom. Schoolnet dashboards and reports provide data for instructional planning, identifying struggling students, and suggests intervention groups for struggling students. Teachers have the ability to identify, by standard, a student's academic deficiencies. DIBELS, K-6, assesses phonemic awareness, phonics, fluency, vocabulary, and comprehension. TTC, K-2, assess student's mastery on grade level ACCR standards. Edkey provides an Assessment Matrix the following is the expectation for each site: - To the Core K-2 (3x a year) - DIBELS K-6 (3x a year) - SchoolNet ELA and Math 3-12 (3x a year)	
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): Schoolnet provides a standards based mastery report that: • Identifies how well each student performed on the standards tested. • Displays how many questions were related to that standard • Shows student overall score on the assessment. • Identifies the most commonly chosen answer and missed questions. • Provides a complete analysis of item responses. Schoolnet has proven to be highly beneficial in driving instruction, creating intervention groups and determining instructional effectiveness. The data is available to teachers through the online portal and allows teachers quick access to real time information in order to guide instruction. To identify and strengthen instructional practices based on benchmark assessment results and progress monitoring data, monthly data meetings are held. During these meetings the team analyzes strengths and weaknesses in the data and monitors the progress of various sub groups. Additionally, this group identifies other instructional strategies to support student engagement and academic performance. Item analysis	List documents that serve as evidence of implementation of this process: - Schoolnet dashboard - Schoolnet standard performance by student - Data team meeting notes and agenda - Curriculum maps/guides with revisions

of commonly missed questions is also conducted after benchmark administration is completed. From the information gathered at these meetings a comprehensive action plan is put into place that incorporates the standards and skills to be addressed. Curriculum maps and guides are also adjusted according to Schoolnet results. The test questions that were missed most often are notated in order to be retaught in subsequent weeks. This strong assessment-curricular alignment ensures all standards are taught with fidelity.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): To identify and strengthen instructional practices based on benchmark assessment results and progress monitoring data, monthly data meetings are held. During these meetings the team analyzes strengths and weaknesses in the data and monitors the progress of various sub groups. Additionally, this group identifies other instructional strategies to support student engagement and academic performance. Item analysis of commonly missed questions is also conducted within 2 weeks of benchmark administration. From the information gathered at these meetings a comprehensive action plan is put into place that incorporates the standards and skills to be addressed. Curriculum maps and guides are also adjusted according to Schoolnet results. The test questions that were missed most often are notated in order to be retaught in subsequent weeks. This strong assessment-curricular alignment ensures all standards are taught with fidelity.	List documents that serve as evidence of implementation of this process: - Schoolnet dashboard - Schoolnet standard performance by student - Data team meeting notes and agenda - Curriculum maps/guides with revisions
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Benchmark assessments are written using grade level standards to determine academic progress and success. For purposes of formative instructional assessment, Schoolnet will be utilized to develop similar questions with varying levels of passages and complexity to meet the diverse needs of our student population.	List documents that serve as evidence of implementation of this process: - Bottom 25% student list - Afterschool program enrollment - Afterschool program schedule - School intervention schedule - Classroom intervention Schedules - Pull out Reading intervention program

As we become more proficient in the use of Schoolnet, our abilities to further different assessment questions will be enhanced. Based on data gathered on the bottom 25%/non-proficient students, students are placed in intervention and afterschool programs for tutoring. ELA progress monitoring: • Students who are in the bottom 25% and scored Intensive on DIBELS receive progress monitoring on a weekly basis. Those who are Strategic receive progress monitoring twice a month. Students at Benchmark are monitored quarterly. Math progress monitoring: • Monthly skills test at grade level. Data is collected and reviewed and results are used to drive spiral review.	- Computer based intervention program - Volunteer tutors – small group and 1:1 - ELA progress monitoring data - Math progress monitoring data
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Benchmark assessments are written using grade level standards to determine academic progress and success. For purposes of formative instructional assessment, Schoolnet will be utilized to develop similar questions with varying levels of passages and complexity to meet the diverse needs of our student population. As we become more proficient in the use of Schoolnet, our abilities to further different assessment questions will be enhanced. Based upon the assessment data from Schoolnet and DIBELS, teachers with ELL students are provided with extra professional development, strategies, and resources. Those students who scored Intensive on DIBELS receive progress monitoring on a weekly basis. Those who are Strategic receive progress monitoring twice a month. Students at Benchmark are monitored quarterly. Edkey has an ELL coordinator who services teachers who work ELL students. The ELL coordinator ensures instruction is aligned to the ELL standards and the student's ILLP's and provides precise instructional strategies to increase student achievement.	List documents that serve as evidence of implementation of this process: - ELL student list - Afterschool program enrollment - Afterschool program schedule - School intervention schedule - Classroom intervention Schedules - Pull out Reading intervention program - Computer based intervention program - Volunteer tutors – small group and 1:1 - ELA progress monitoring data - Math progress monitoring data

10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Both schools serve 100% FRL populations. All assessments, procedures, interventions and supports as outlined above address how we support the FRL population. Both schools are considered by ADE to be School-wide Title 1 schools.	List documents that serve as evidence of implementation of this process: - Afterschool program enrollment - Afterschool program schedule - School intervention schedule - Classroom intervention Schedules - Pull out Reading intervention program - Computer based intervention program - Volunteer tutors – small group and 1:1 - ELA progress monitoring data - Math progress monitoring data
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): During the construction phase of Schoolnet it was determined that for students with special needs in the areas of Reading or Math, an alternate assessment would be given. This assessment is geared toward their instructional level per their IEP. The intent was to determine what instructional gains students were making at their performance level to support IEP goal progress. Students are continually exposed to general education standards and therefore the improvement in their skill deficiencies is expected to result in a positive impact on standardized assessment. This data gives both the classroom and special education teacher meaningful data to help provide remedial instruction to illustrate increased growth and achievement.	List documents that serve as evidence of implementation of this process: - IEP progress notes and data tracking - Schoolnet results disaggregated by SPED student population.

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	

Answer (suggested word count is 400 words):
 	
• Edkey has a fully developed supervision and evaluation model. The 1st four components of both our walk-through and evaluation tool addresses integration of the standards in the classroom. These are provided as evidence in the plan related to Monitoring Instruction. Walk-through observations are expected to be completed bi-monthly at a minimum. Formal observations/ evaluations are conducted twice a year for returning staff and three times a year for new staff.
  o Planning is documented in daily written lesson plans and based on adopted curriculum maps and Arizona Standards.
  o Content knowledge is readily detected and demonstrated in lesson plans.
• The teaching staff is also required to turn in lesson plans to the site administrator.
• Additionally, as a result of this process, the organization will begin implementing an expectation that teachers provide administration with a copy of the curriculum guides for Math and ELA which notates when each standard is being taught.
	List documents that serve as evidence of implementation of this process:
	
	- Supervision and Evaluation Model
	  o Walk-through documentation
	  o Formal observation/evaluation tool
	- Notated ELA and Math Curriculum Guides

2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	

Answer (suggested word count is 400 words):
 	
This is completed via the walk through and supervision and evaluation process.
 	
In addition, as a result of this process, the organization will begin implementing an expectation that teachers provide administration with a copy of the curriculum guides for Math and ELA which notates when each standard is being taught.
 	
This will be reviewed and modified on a quarterly basis and during data team meetings.
	List documents that serve as evidence of implementation of this process:
	
	- Supervision and Evaluation Model
	  o Walk-through documentation
	  o Formal observation/evaluation tool
	- Notated ELA and Math Curriculum Guides

Evaluating Instructional Practices

3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Both the walk-through and supervision and evaluation tools monitor the following components:
• Planning and Preparation
• Assessment of Student Achievement
• Learning Environment
• Instruction
• Professional Responsibilities
• Student Outcomes
 	
These tools are ever changing. Based on feedback from the DSP process last year, we have included a section under each standard that addresses teacher's strengths and areas of improvement to enhance and guide their effectiveness in the classroom.
 	
If teachers are not performing to the defined level they receive additional coaching and mentoring from specialist, master level teachers and site administration. Lack of increased proficiency may lead to the implementation of a Teacher Improvement Plan which if unsuccessful, could lead to termination.
	- Supervision and Evaluation Model
	  o Walk-through documentation
	  o Formal observation/evaluation tool
	  o Teacher Improvement Plan
	- Mentor Teacher Documentation and Notes

4. How does this process identify individual strengths, weaknesses, and needs?

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

During the 2013-2014 school year, we modified our supervision and evaluation reporting form to include teacher strengths and areas of development in each of the 21 standards. This year we have modified our walk-through document to reflect similar standards and components as well as to allow administrators to provide both positive comments and constructive feedback.	- Supervision and Evaluation Model
	  o Walk-through documentation
	  o Formal observation/evaluation tool
	  o Teacher Improvement Plan

Providing Analysis and Feedback to Further Develop Instructional Quality

5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Once an administrator completes a walk-through form online it is housed in the database. The administrator then meets with the teacher to provide feedback on instructional effectiveness as observed during the walk-through observation.
 	
The form is then sent electronically to the teacher in
	- Supervision and Evaluation Model
	  o Walk-through documentation
	  o Formal observation/evaluation tool
	  o Teacher Improvement Plan

order to support and document the conversation. A date field is included for administrators to document when this interaction occurred. If a teacher is not making progress with a specific area the administrator may conduct multiple walk-throughs and provide additional modeling and support for the teacher. A similar process is implemented during the supervision and evaluation process. Administrator and teacher participate in a collaborative conversation to support increased teacher effectiveness and student achievement. All of these tools are documented and housed in Edkey's server for follow-up and review as needed.	
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	

Answer (suggested word count is 400 words):
 	
All data is stored in an online server which all levels of administrators have access to. Administrators can review individual walk-throughs or evaluations, or generate reports for the entire campus. This allows the administrator to monitor individual teacher progress or identify strengths and weaknesses of the staff as a whole.
 	
In addition, a report is generated twice year, after each evaluation cycle, that assists the administrator in determining the strengths and weaknesses of their teaching staff. This information is integral in mentoring meetings, professional development, and understanding the needs of each campus.
	List documents that serve as evidence of implementation of this process:
	
	- Supervision and Evaluation Reports
	  o Walk-through documentation reports
	  o Formal observation/evaluation reports
	  o Teacher Improvement Plan reports

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): In our supervision and evaluation process in the planning and preparation sections Standard 4 asks "Does planning reflect differentiation and other evidence that each child is known." Teacher submitted lesson plans include differentiation for the various sub groups. Also, through monthly data meetings we discuss the academic growth of the bottom 25% and work collaboratively with the Reading Specialist and Special Education teacher on intervention that will best support	List documents that serve as evidence of implementation of this process: - Lesson plans with differentiation for various sub groups. - Formal observation/evaluation tool - Data meeting notes and agendas - Progress monitoring tools

the individual student. ELA progress monitoring: • Students who are in the bottom 25% and scored Intensive on DIBELS receive progress monitoring on a weekly basis. Those who are Strategic receive progress monitoring twice a month. Students at Benchmark are monitored quarterly. • A data sheet that had cumulative data points is kept to monitor progress. Math progress monitoring: • Monthly skills test at grade level. Data is collected and reviewed and results are used to drive spiral review. • A data sheet that had cumulative data points is kept to monitor progress. Additionally, as a result of the DSP and PMP process, we have modified our walk through forms to address how teachers are reaching and supporting the various sub-groups. Continuous reviews will be continued to ensure the data is relevant and meaningful.	
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Our supervision and evaluation process focuses on meeting the needs of English Language Learners in the following three standards: • Standard 3 - Is explicit vocabulary instruction planned into and used in lessons? • Standard 4 – Does planning reflect differentiation and other evidence that each child is known? • Standard 5 - Does the teacher have measurable goals for each student's achievement that are identified, written and regularly referenced? In order to meet the expected standard in these three areas, teachers must differentiate instruction for the various sub-groups in their weekly lesson plans. The ELL coordinator meets on a weekly basis with teachers to support and model effective instruction in the classroom. Information that is communicated to the teacher is also shared electronically with the administrator.	List documents that serve as evidence of implementation of this process: - Lesson plans with differentiation for various sub groups. - Formal observation/evaluation tool - Data meeting notes and agendas - Progress monitoring tools - ELL coordinator correspondence - ILLP progress

Additionally, as a result of the DSP and PMP process, we have modified our walk through forms to address how teachers are reaching and supporting the various sub-groups. Continuous reviews will be continued to ensure the data is relevant and meaningful.	
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Both schools serve 100% FRL populations. All assessments, procedures, interventions and supports as outlined above address how we support the FRL population. Both schools are considered by ADE to be School-wide Title 1 schools. Additionally, as a result of the DSP and PMP process, we have modified our walk through forms to address how teachers are reaching and supporting the various sub-groups. Continuous reviews will be continued to ensure the data is relevant and meaningful.	List documents that serve as evidence of implementation of this process: - Lesson plans with differentiation for various sub groups. - Formal observation/evaluation tool - Data meeting notes and agendas - Progress monitoring tools
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): Instruction for students with disabilities is monitored by the special education team including the classroom teacher, special education teacher and administration, and is driven by their individual education plan. The plan is monitored quarterly and reviewed with the team a minimum of once annually. Additionally, as a result of the DSP and PMP process, we have modified our walk through forms to address how teachers are reaching and supporting the various sub-groups. Continuous reviews will be continued to ensure the data is relevant and meaningful.	List documents that serve as evidence of implementation of this process - Lesson plans - Formal observation/evaluation tool

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): In 2011-2012, Edkey began the process of formalizing their professional development opportunities. To date, Edkey provides 4 professional development days each school year. At the start of this school year, all staff was asked to complete a Professional Development Needs Assessment Survey to provide the Instructional Support Team with information on what teachers would like to see in the professional development offerings. Additionally on these days, grade level or content groups meet in Professional Learning Communities to help meet the individual needs of our varied staff. At the school level, principals were provided a disaggregated report of their staff's responses to the Professional Development Needs Assessment Survey. Additionally, principals evaluate prior year evaluations, benchmark results and standardized assessment date to determine professional development needs. As part of Edkey's 301 plan, each teacher reviews their previous evaluation to determine their areas of strengths and areas of development. Using this information, teachers create individual professional development plans. These plans are reviewed twice a year during the evaluation process.	List documents that serve as evidence of implementation of this process: - 301 Plans - Edkey Professional Development Schedule - Site Professional Development Schedule - Needs Assessment Survey - Teacher Evaluation Report
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): The professional development plan is developed by using the data from previous year's teacher evaluations and teacher needs surveys. Benchmark and AIMS assessment data was also used. The plan was also based on the goals in the Continuous Improvement Plan.	List documents that serve as evidence of implementation of this process: - Teacher Evaluations - Teacher Needs Survey - Continuous Improvement Plan
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): The professional development plan is developed and aligned to the instructional learning needs of the staff by using the following: • Data from previous year's teacher evaluations ○ Planning and Preparation	List documents that serve as evidence of implementation of this process: - Teacher Evaluations - Teacher Needs Survey - Continuous Improvement Plan

○ Assessment of Student Achievement ○ Instruction ○ Learning Environment ○ Professional Responsibility • Teacher needs assessment surveys • Benchmark and AIMS assessment data • Goals in the Continuous Improvement Plan • Individualized teacher 301 plans	- 301 Plans
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): CFA Phoenix - Past plans to create and promote a positive school culture with high academic expectations and individual responsibility have met with tacit consistency in at CFA Phoenix. This school was in dire need of change. The Franklin Covey Foundation learned about Children First Academy – Phoenix, was intrigued by its story saw an opportunity to help turn the school culture around. As a result the Franklin Covey Company has adopted the campus and brought the "Leader in Me" personal responsibility and leadership process to the staff and students. The "Leader in Me" process assists schools and parents around the world to inspire greatness one child at a time! During the summer of 2014 professional development series, all staff members attended a four day training on Highly Effective People. **This was the beginning of the change on the Phoenix Campus.** The professional development continued with a full day of implementation training for all staff and another day for school leaders. Edkey management understood that dramatic changes were needed for CFAP students to have an opportunity to achieve academic success. The Covey training which emphasizes "Beginning with the End in Mind" along with the rest of the 7 Habits have been implemented. We are already seeing an improvement in the school culture and appearance, a drop in disciplinary referrals and an increase in attendance. Most importantly, the teachers, students, staff, parents, and administration are all on a path to complete compliance with the principles of the "Leader In Me" process. Moreover, the new principal is relentless in ensuring that that compliance not just a passing fad.	List documents that serve as evidence of implementation of this process: - Leader In Me Training Materials - Pictures of Walls with LIM Artifacts

CFA Tempe - CFAT created their PD plan based upon vital data: • Lowest scores on the teacher evaluation • Teacher survey • CIP • Academic Performance document A professional development plan was created in areas where we noticed deficiencies in our instruction or areas that needed additional focus. The major areas that we focused on were: • Lowest scores on the teacher evaluation. The Edkey supervision model is a tool that measures teacher effectiveness; therefore, since assessment was the lowest score on this rubric, it was evident that this standard demanded attention. As a result of this data, assessment was included in our school wide professional development plan. We recognize that the more equipped a teacher is able to efficiently and fairly assess a child, the greater opportunity we have of raising student achievement. • Teacher survey - Teachers were surveyed to assess where they felt they needed the most instructional support. • Continuous Improvement Plan - As a school, we have a focused instructional plan working on as a united team. • Academic Performance Document - According to the AIMS State test, it was evident that reading needed more attention, therefore, differentiation and reading strategies are a major component of the professional development plan.	- Teacher Survey - CIP - PD Examples
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): In order to ensure the implementation of the strategies learned in the PD sessions, several practices have been implemented. After every Edkey District-wide PD, participants are required to submit an "application report" of how they implemented the strategies and the outcome of doing so. Additionally, after every PD at the school site level, participants are given an application assignment in which they share the results of applying that which they	List documents that serve as evidence of implementation of this process: - PD Schedule - Walkthrough Forms - PD Application Assignment (CFA T) - Leader in Me Checklist (CFA P) - Thinking Maps - Application Report

learned with their colleagues. Finally, the principals determine if the strategies are being used with fidelity as they perform formal and informal walk-throughs.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): Edkey has a talented IST team, Admin staff and professional teachers that are able to provide quality resources and professional development. During these PD's, invaluable effective resources are distributed to the participants. As an organization, individuals are also sent to professional development opportunities that are provided through ADE or other recognized professional organizations.	List documents that serve as evidence of implementation of this process: - Edkey Professional development website - Professional Development Resources - Staff PD Presenters documentation
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): In order to ensure that implementation of the strategies learned are implemented, walk-throughs and observations are conducted on a regular formal and informal basis. In addition, follow up meetings between the administrator and teachers occur to discuss the implementation of the PD. Many times teachers are invited to come back to their staff to teach that which they have learned in their PD classes. Ongoing conversations about that which is learned in PD and observed in the classroom occur between the school academic coach and administrator. In addition, CFA Tempe has an academic coach who also participates and shares instructional insights. Continual conversations about professional development implementation occur between administration and the Academic Coach. Once a week, both individuals discuss implementation effectiveness witnessed in the classroom. Feedback is then provided to the teacher through follow up meetings.	List documents that serve as evidence of implementation of this process: -Lesson plan -Walk through -Observations -Coach / Principal Meeting Agendas
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): After a walk-through or formal observation takes place, the administrator convenes a follow up meeting with	List documents that serve as evidence of implementation of this process: - Follow up meetings/conversation

the teacher to discuss amongst other observations and suggestions, the PD Strategies noticed. The administrator also regularly reviews the teacher's lesson plans for evidence of PD application.	- Lesson plans
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): CFA Phoenix - held a professional development session during the first week of summer training with Backbone Communications to address the needs of the bottom 25% through their Reading Horizon Program. This program is now being implemented. CFAP has also implemented IXL Math to address the bottom 25% Math students. The IS team has researched a specific professional development course to support teachers with differentiation and best practices. These courses are held during our PD days. CFA Tempe - held professional development during the summer in the areas of math and reading for the bottom 25%. • Math- we used Backbone Communications to implement the A+ for the bottom 25%. A+ is a computer research based program that is adaptive according to the child's current skill level. Based on the results of the assessment, interventions are prescribed for the student. • Reading- Imagine Learning (IL) is used to address the reading gaps of the bottom 25%. IL is also a researched computer based program which has embedded predictive and evaluative checkpoints that prescribe lessons based upon their current level of understanding. Both programs provide student and teachers with valuable real time data that is used as reinforcement in the classroom to increase student achievement.	List documents that serve as evidence of implementation of this process: - Sign in for Backbone Communication - Sign in for Grammar Walls - A+ sign in - Imagine Learning sign in
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Both CFA campuses have an extremely high ELL Population. Due to the high ELL Population, an ELL Coordinator, who conducts PD Training, spends quality time with ELL teachers to promote quality instruction that will positively affect student achievement.	List documents that serve as evidence of implementation of this process: - OELAS Brochure - ELL Coordinator Notes - ELL Lesson plan with strategies listed

Furthermore, ELL Teachers are sent to "ELL" OELAS conferences for professional development training.	
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The professional development plans at both schools are based on the needs of their respective student populations and teachers' training needs. Since both campuses are 100% FRL the professional development plans are designed with the needs of these students in mind.	List documents that serve as evidence of implementation of this process: - Sign in for Backbone Communication - Sign in for Grammar Walls - A+ sign in - Imagine Learning sign in
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): Edkey's and these two schools' professional development does not only positively affect general education teachers, but special education teachers as well. To ensure that special education teachers continue to receive the best professional development possible, Edkey provides requires its SPED teachers to attend 5-6 professional development days throughout the year in which the focus is strictly on SPED laws and best SPED teacher strategies for students with disabilities. Besides this training. SPED teachers also attend Edkey Special Education PLC's where they choose which PD best suits their student and professional needs.	List documents that serve as evidence of implementation of this process: - Special Education PD Agenda - Conversation between Sped Ed. And -General Education