Demonstration of Sufficient Progress

DSP Report

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

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

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

- ☐ FY2013
- ☒ FY2014

Directions:

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

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

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

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

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: Arizona Autism Charter School

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☐
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

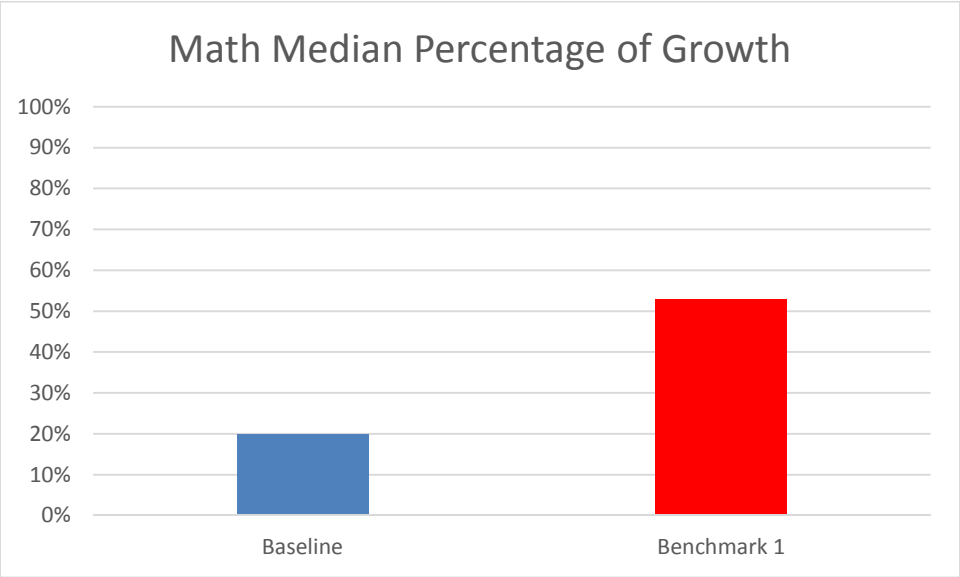
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

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.

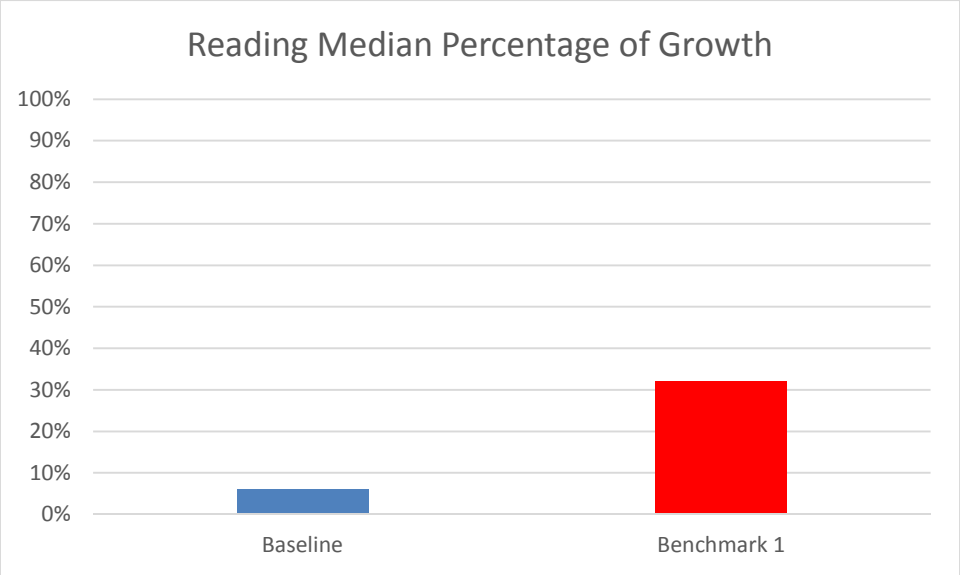
Insert data here:

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



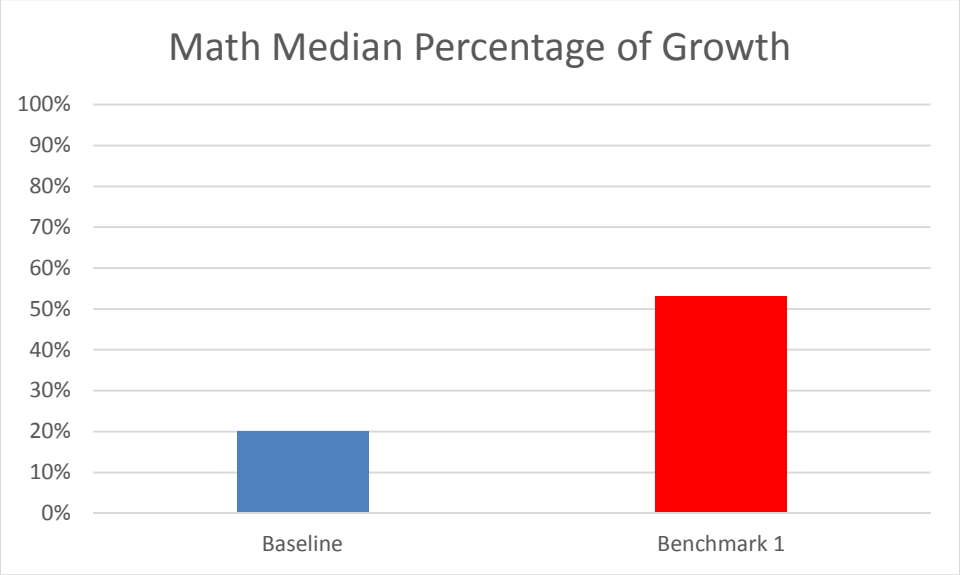
Math median growth percentage was calculated by first determining how many math IEP goals each individual student has had from the beginning of the school year through December 20th, 2014 when progress reports were submitted. Then it was determined how many of these math IEP goals each individual student mastered. The number of math IEP goals mastered was divided by the total number math IEP goals each individual student had to determine the percentage of growth. Once the percentage of growth was determined for all students, the median percentage of growth was calculated.

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



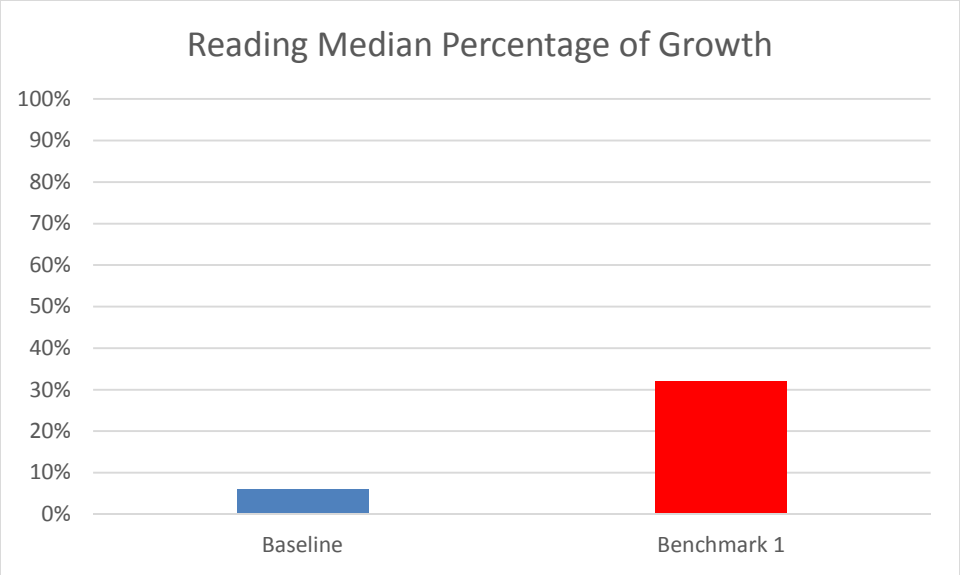
Reading median growth percentage was calculated by first determining how many reading IEP goals each individual student has had from the beginning of the school year through December 20th, 2014 when progress reports were submitted. Then it was determined how many of these reading IEP goals each individual student mastered. The number of reading IEP goals mastered was divided by the total number reading IEP goals each individual student had to determine the percentage of growth. Once the percentage of growth was determined for all students, the median percentage of growth was calculated.

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



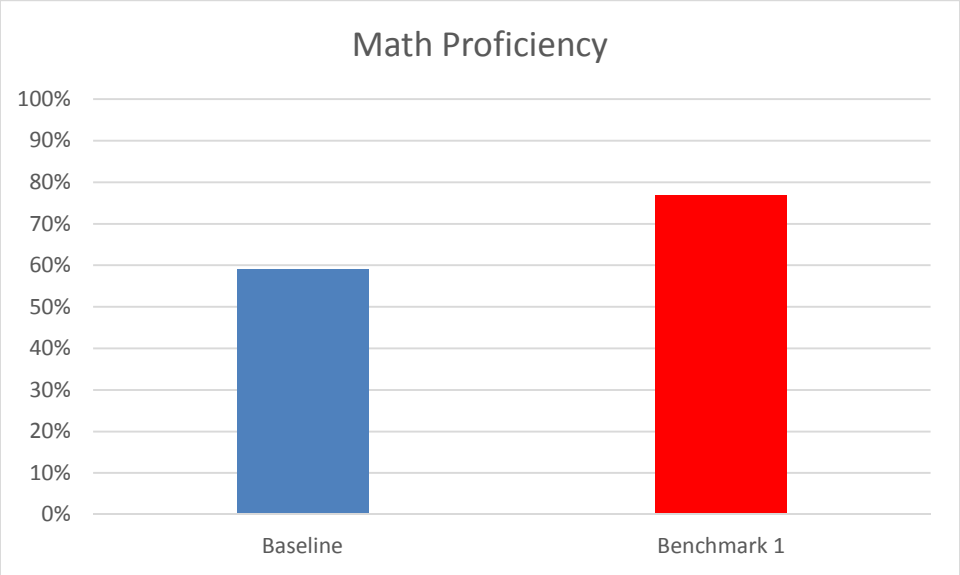
Bottom 25% Median Percentage of Growth for math was calculated in the same manner as median percentage of growth, but the median was take on the bottom 25% of students only.

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



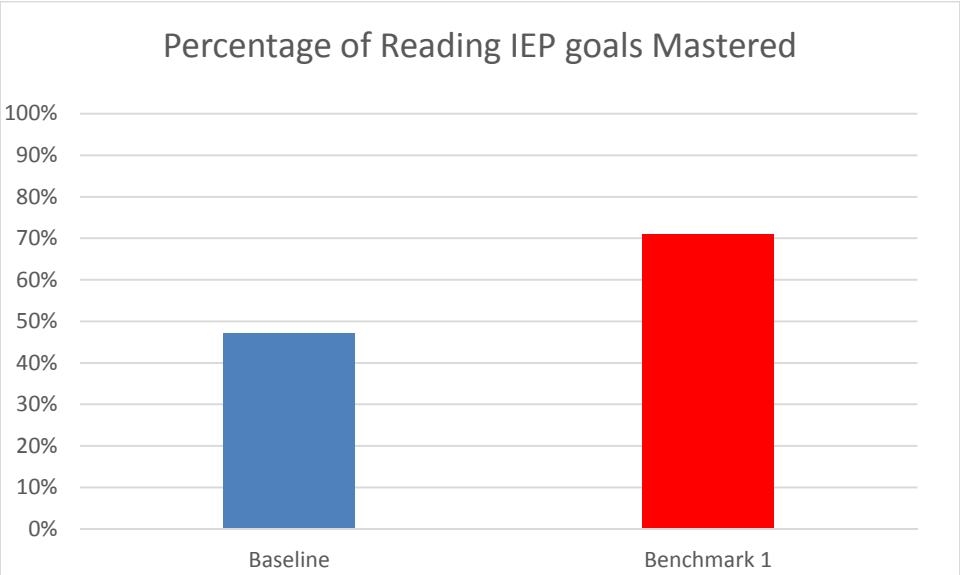
Bottom 25% Median Percentage of Growth for reading was calculated in the same manner as median percentage of growth, but the median was take on the bottom 25% of students only.

Insert Percent Passing – Math data here:



Percentage of math IEP goals mastered was calculated by first determining the total number of math IEP goals each student has had between the beginning of the school year and December 20th, 2014 when progress reports were submitted. Then it was determined how many of these math goals were mastered based on those progress reports. The number of mastered math goals was divided by the total number of math goals in order to determine the percentage of goals mastered.

Insert Percent Passing – Reading data here:



Percentage of reading IEP goals mastered was calculated by first determining the total number of reading IEP goals each student has had between the beginning of the school year and December 20th, 2014 when progress reports were submitted. Then it was determined how many of these reading goals were mastered based on those progress reports. The number of mastered reading goals was divided by the total number reading of goals in order to determine the percentage of goals mastered.

Insert Subgroup, ELL – Math data here: There are no students at AZACS on an ELL program.

Insert Subgroup, ELL – Reading data here: There are no students at AZACS on an ELL program.

Insert Subgroup, FRL – Math data here: As the first year of the school, the first year percentage is not available yet.

Insert Subgroup, FRL – Reading data here: As the first year of the school, the first year percentage is not available yet.

Insert Subgroup, students with disabilities – Math data here: All students are on IEP's.

Insert Subgroup, students with disabilities – Reading data here: All students are on IEP's.

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Instruction at Arizona Autism Charter School is based on the principles of Applied Behavior Analysis (ABA). Research indicates that Applied Behavior Analysis is one of the most empirically supported and effective methods for the treatment and education of individuals with autism. ABA-based interventions are so effective that they have been endorsed by leading federal and state agencies, including the American Academy of Pediatrics, the New York State Department of Health, and the United States Surgeon General. Applied behavior analysis (ABA) is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree (Baer, Wolf & Risley, 1968/1987; Sulzer-Azaroff & Mayer, 1991). Currently, all students at Arizona Autism Charter School are on Individual Education Plans (IEP) due to a developmental disability.

In order to streamline the assessment process and data collection, Arizona Autism Charter School has adopted an ABA-based curriculum program called ReThink Autism for students working below grade level with significant cognitive delays.

Students baseline levels in reading and math concepts were determined by initial ReThink autism assessment and probes conducted by teachers during the first month of school. Once baseline levels were determined, students received reading and math goals in their Individual Education Plans. Each goal is divided into objectives to be met. Mastery criteria is set for each objective and data is taken at least three times per week to measure progress. The above graphs are based on daily data and number of goals mastered in the content areas of reading and math.

Although all students at Arizona Autism Charter School are on Individual Education Plans, some are working at or near grade level in reading and/or math. Those students' baseline levels were assessed using more traditional curriculum based assessments from SRA Reading Mastery and SRA Connecting with Math Concepts. Baseline levels were determined and weekly assignments and formative assessments were scored to determine progress.

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? Not applicable.**

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?**

During the month of July 2014 prior to the opening of the school, school leaders consulted with professionals in the field of autism education to determine the best curriculum resources for the student population. The curriculum selection team included, the Executive Director, the Director of Curriculum and ABA Programs and the Special Education Director. After careful consideration of several curriculum programs geared toward students with autism and other developmental disabilities, the team determined that the most appropriate curriculum would be the ABA-based ReThink Autism program for students who are significantly developmentally delayed and the McGraw-Hill SRA Reading Mastery and SRA Connecting with Math Concepts for students working at or near grade level.

The curriculum team developed a curriculum map for each grade level based on the State Common Core Standards in reading and math and aligned with the ReThink and SRA curriculum programs.

IEP goals and objectives are developed for each student that align with state standards and integrate with math and reading curriculum. Percentile scores for proficiency and mastery are identified for each goal.

Data is taken regularly to determine student progress in reading and math goals. Effectiveness of curriculum is evaluated by analyzing student progress notes and aggregate data.

Effectiveness of curriculum programs in helping students access state standards to the best of their abilities will be reviewed each summer prior to the beginning of the school year by the Executive Director, Director of Curriculum, Special Education Director and designated teachers.

<u>List of Documents that serve as evidence:</u>

Purchase invoices for ReThink Autism and SRA Reading and Math Curriculum Programs
Curriculum Maps for each grade level
IEPs indicating which curriculum programs are in use

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

Gaps in the curriculum are identified by analysis of the data. As the curriculum is used with on grade level students, the data drives what gaps are present in the current curriculum and adjustments are made instantly. As the curriculum is used with students that have IEP's, adjustments are made to ensure that students are meeting their IEP goals in the areas of reading and math inparticular.	List documents that serve as evidence of implementation of this process: Informal data from lesson plans as compared to curriculum maps and IEP's.
In addition, for students with IEP's, the ABA-based ReThink Autism program is a developmentally based program that helps assess gaps in student learning to ensure all readiness and pre-academic skills are taught in reading and math.	ReThink Autism programs/lessons and developmental order list in reading and math skills.
Teachers and staff take data at least three days per week on reading and math goals. If a student is not demonstrating progress on a goal, the teacher moves to the previous developmental level in that goal to ensure there are no gaps in learning and the proper building block for a skill are taught.	Student data binders. Curriculum maps and student IEPs.

Teachers using SRA Reading Mastery and SRA Connecting with Math Concepts refer back to curriculum maps and students' IEPs to ensure all goals are addressed.	
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
	List documents that serve as evidence of implementation of this process:
School leaders evaluate the effectiveness of curriculum based on percentiles of proficiency and mastery in math and reading goals in students IEPs.	Student IEPs.
The Director of Curriculum and ABA Programs also keeps a running list of areas of need in the ReThink Curriculum and communicates with the publisher regularly to make updates in the functionality of the program. At year end school leaders will determine whether the publisher has been accommodating to requested changes to determine whether the program will be used in the following school year.	List of areas of need in the ReThink program provided by Director of Curriculum and ABA Programs.
The effectiveness of the McGraw-Hill SRA curriculums programs will be determined by IEP goals mastered in math and reading, student scores in year-end standardized assessments and ease of alignment with state common core standards. Upon completion of the first year, a complete evaluation will be done as to the effectiveness of the current programs to meet the needs to students.	Student IEPs, grade books, data binders showing progress and mastery of reading and math objectives.

4. Who is involved in the process for adopting or revising curriculum?	
At the end of the first year, the teachers as well as the Executive Director, the Director of Curriculum and ABA Programs and the Special Education Director will be the personnel involved in the process of adopting and revising curriculum.	List documents that serve as evidence of implementation of this process: • Calendar notices regarding adoption of curriculum • Notes from curriculum discussion meetings
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Same as answer 1 During the month of July 2014 prior to the opening of the school, school leaders consulted with professionals in the field of autism education to determine the best curriculum resources for the student population. The curriculum selection team included, the Executive Director, the Director of Curriculum and ABA Programs and the Special Education Director. After careful consideration of several curriculum programs geared toward students with autism and other developmental disabilities, the team determined that the most appropriate curriculum would be the ABA-based ReThink Autism program for students who are significantly developmentally delayed and the McGraw-Hill SRA Reading Mastery and SRA Connecting with Math Concepts for students working at or near grade level. The curriculum team developed a curriculum map for each grade level based on the State Common Core Standards in reading and math and aligned with the ReThink and SRA curriculum programs. IEP goals and objectives are developed for each student that align with state standards and integrate with math and reading curriculum. Percentile scores for proficiency and mastery are identified for each goal.	List documents that serve as evidence of implementation of this process: Purchase invoices for ReThink Autism and SRA Reading and Math Curriculum Programs Curriculum Maps for each grade level IEPs indicating which curriculum programs are in use

Data is taken regularly to determine student progress in reading and math goals. Effectiveness of curriculum is evaluated by analyzing student progress notes and aggregate data.	
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?	
Arizona Autism's process for ensuring consistent implementation of the curriculum across the school is realized by two alignments. The first alignment is the daily lessons to the curriculum maps in reading and math. The second alignment is to the IEP's and the reading and math skills needed to ensure student success of IEP goals and objectives. As alignment is ongoing, the administration has developed a criteria for a teacher formal evaluation which will be used for the first time spring of 2015. During the first semester teacher lesson plans were monitored for alignment in accordance with curriculum maps and IEP goals and objectives. Regularly scheduled observations and coaching to observe evidence of the alignment and appropriate delivery of the curriculum are frequently conducted throughout the year.	List documents that serve as evidence of implementation of this process: Lesson Plans IEP's Teacher Evaluation document Calendars
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?	
The tools that exist that identify what must be taught and when it must be delivered exist in each grade level in the form of curriculum maps, IEP's and the ReThink Autism developmentally ranked lists. Each curriculum map is written and aligned to the Arizona College and Career Ready Standards.	List documents that serve as evidence of implementation of this process: Curriculum maps IEP's ReThinnk Autism lists

During the process of curriculum mapping, each map is vetted to ensure the coverage of the standards throughout the map. Cross referencing to the standards is completed along with the alignment assuring the all grade-level standards are covered.	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
The expectation for curriculum maps is that they are used every day to guide the direction of the student learning with the appropriate modifications and accommodations for that particular student. Criteria has also been developed to ensure consistent use of the tools by including the expectation as part of the evaluation and monitoring process. The expectation for IEP's is that students are taught according to their IEP's. The expectation for use of ReThink Austism is that teachers create and implement the ABA lesson plans with stated performance objectives bi-weekly and place them in an individual student binder that is reviewed by the Director of Curriculum.	List documents that serve as evidence of implementation of this process: Lesson Plans Progress towards meeting IEP goals and the modifications and accommodations identified on the lesson plans. Binders
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
The evidence gathered in the first semester are the data charts that identify students are gaining mastery of the IEP skills as well as the mastery of the Arizona College and Career Ready standards as students are ready for them or ready to have them modified to meet their needs. Evidence is also clear between the noted lessons in binders and lesson plans along with classroom observation of specific lessons.	List documents that serve as evidence of implementation of this process: Data charts Classroom observations
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	

During the curriculum writing process last summer, we started with the end in mind, the Arizona College and Career Ready standards were used as the foundation of the curriculum. Then the grade level appropriate resources were aligned to the specific standards outlined by the Arizona Department of Education. The pacing and decisions about when to teach the particular standards was identified on a week by week basis to ensure coverage. Once that was complete, the standards on the maps were cross referenced with the list of standards to assure coverage throughout the year. Then the standards were unpacked and the skills and the knowledge needed to master each individual standard was aligned to the materials used for that particular lesson.	List documents that serve as evidence of implementation of this process: Arizona College and Career Ready Standards Backward by Design by Grant Wiggins
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?	
The bottom 25% was calculated by determining the lowest 25% of students on the continuum of students mastering IEP goals during the first semester in both reading and math. As those students are identified, the data generated by IEP monitoring determines whether a new IEP meeting needs to be conveyed. If new strategies or accommodations need to be written, the IEP team can make and act on those decisions.	List documents that serve as evidence of implementation of this process: Data generated from assessments IEP goals and objectives
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
N/A	List documents that serve as evidence of implementation of this process: N/A
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	

As the first year of the school's operation, the calculation of FRL percentages are not available.	List documents that serve as evidence of implementation of this process: N/A
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
All students have an IEP and process is monitored by the teachers towards the IEP goals and objectives to determine how ready a student is for the grade level curriculum.	List documents that serve as evidence of implementation of this process: IEP's

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
The charter holder uses formative and summative assessments to reflect the learnings of the student. Formative assessments are completed each day as a best practice during instruction. Checks for understanding, the use of personal whiteboards, and exit tickets just for example to ensure learning and to plan for the next step in the lesson or the next day's lesson. Summative assessments are used at the classroom level to measure the mastery of skills taught in relation to the standards taught. As a school, and in conjunction with our K-3 Move on When Reading plan, students are screened with a universal screener during the first weeks of school with the ReThink Reading Domain Assessment. Then after four weeks the same tool is used to identify how well students are mastering the skills in the areas of comprehension, phonics, fluency, vocabulary and phonological awareness. Students are also progress monitored on a frequency level based on their last performance. Students that at benchmark are progress monitored with the same tool every four weeks. Students approaching are progress monitored every two weeks and students at risk are progress monitored every two weeks. In addition to the content area assessments and grade level assessments, the Verbal Behavior Milestone Assessment and Placement program is used as an assessment tool and skill tracking system that is designed for children with autism. The VB-MAPP is based on B.F. Skinner's analysis of verbal behavior, established developmental milestones and research from the field of behavior analysis.	List documents that serve as evidence of implementation of this process: ReThink Reading Domain Assessment data results SRA Math and Reading Mastery Assessment Assessment of Basic Language and Learning Skills Revised (ABLLS-R) Verbal Behavior Milestone Assessment and Placement Program (VB-MAPP)

And one more tool used for assessment purposes is the ABLLS-R used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities.	
2. What was the process for designing or selecting the assessment system?	
The assessment system was designed with the best evidence based practices in the area of assessment as well as the programs designed to support students with Autism. Assessments are used in relation to the measurement of IEP goals, the behavioral programs and the core academic programs used throughout the building.	List documents that serve as evidence of implementation of this process: Research
3. How is the assessment system aligned to the curriculum and instructional methodology?	
For each student on an IEP, the assessment results generated through the system and teacher observations are taken into consideration when determining how the assessment system informs IEP goals. A five step process will be used to align curriculum and instruction with the assessment and mastery of the content. 1 – Analyze baseline data, assessment results, and conduct observations to form actionable present levels of performance for each of the Arizona College and Career Ready standards for the respective content areas. 2 – Identify the corresponding state standard to the analysis. 3 – Conduct a task analysis of the components required for the student to be able to perform that standards with mastery, given their current level of functioning. 4 – Teacher collects data specific to that goal and objective and determines how often the progress will be monitored based on the initial rate of acquisition and opportunities to practice the skill. 5 – Submit the completed goal, data collection/analysis process, and criteria for mastery to the IEP team for review and approval.	List documents that serve as evidence of implementation of this process: Various data sets

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?	
Various intervals are used to assess student progress depending on the assessment tool. Many tools are used daily such as formative assessment and the daily data sheet used for each student in relation to their IEP goals. Progress monitoring and benchmark progress is assessed in various intervals based on IEP goals and objectives. Formative assessments are completed each day as a best practice during instruction. Checks for understanding, the use of personal whiteboards, and exit tickets just for example to ensure learning and to plan for the next step in the lesson or the next day's lesson. Summative assessments are used at the classroom level to measure the mastery of skills taught in relation to the standards taught. As a school, and in conjunction with our K-3 Move on When Reading plan, students are screened with a universal screener during the first weeks of school with the ReThink Reading Domain Assessment. Then after four weeks the same tool is used to identify how well students are mastering the skills in the areas of comprehension, phonics, fluency, vocabulary and phonological awareness. Students are also progress monitored on a frequency level based on their last performance. Students that at benchmark are progress monitored with the same tool every four weeks. Students approaching are progress monitored every two weeks and students at risk are progress monitored every two weeks.	List documents that serve as evidence of implementation of this process: IEP Daily data sheet
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	

The assessment system provides for analysis on multiple levels, from day to day analysis to more long term analysis over multiple data sets. As IEP goals are written, a complete understanding of the assessment to be used is documented along with the interval for administration. In addition, diagnostics assessments are completed at the beginning of the year and then progress monitoring along the way as needed.	List documents that serve as evidence of implementation of this process: Data collected from multiple assessment administrations
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
The analysis of the student data is used along with the classroom observation data to determine the effectiveness of the instruction and curriculum being used in a classroom or for a particular student. Data sets from both student work as well as classroom walk throughs are evaluated on the spot to determine the coaching session needed with that particular teacher about the observed behavior. In addition, at the end of the first year, a complete evaluation will be done to determine the effectiveness of the instruction as well as the curriculum used to identify gaps in the process. Then researching materials and best practices will inform the process for the start of the second year.	List documents that serve as evidence of implementation of this process: Student data from assessments and IEP's Classroom data from informal assessments Classroom walk through data Student work Gap analysis at the end of the year based on classroom walk throughs from first year of instruction observations
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Job embedded coaching is used to inform curriculum and instruction in a timely manner when it comes to gaps identified during a classroom observation when comparing the student data and the classroom observation data. The School Leaders have a conversation with the teacher before the end of the day to determine what corrective issues need to happen before the next instructional day. Short intervals within the day are used to correct easy, short term fixes that can be applied the following day. Longer intervals are used when working with large gaps	List documents that serve as evidence of implementation of this process: Classroom observations Student data sets

identified based on various student data sets and multiple classroom observations.	
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?	
The bottom 25% was calculated by determining the lowest 25% of students on the continuum of students mastering IEP goals during the first semester in both reading and math. As those students are identified, the data generated by IEP monitoring determines whether a new IEP meeting needs to be conveyed. If new strategies or accommodations need to be written, the IEP team can make and act on those decisions.	List documents that serve as evidence of implementation of this process: Data IEP goals and objectives
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
N/A	List documents that serve as evidence of implementation of this process: N/A
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
N/A	List documents that serve as evidence of implementation of this process: N/A
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
All students are currently on an IEP.	List documents that serve as evidence of implementation of this process: IEP's

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?	
Arizona Autism Charter School monitors the integration of standards into classroom instruction in several ways. The first way is by having standards driven curriculum maps that pace the standards throughout the school year. The second way is by having IEP's aligned and goal driven by the Arizona College and Career level standards. The third way is by completing classroom walk throughs assuring alignment between IEP's/curriculum maps and the observation of instruction. The School Leaders also monitor the instructional staff in their implementation of the Arizona College and Career Ready standards with fidelity in several ways. The first way is by monitoring lesson plans for the standards alignment to the curriculum maps for those students on grade level and the IEP's for those students working towards goals aligned to the standards identified on IEP's. The second way is by observing in classrooms comparing the planned lesson to the observation of the lesson taught, ensuring fidelity to the planned lesson. The third way is to ensure a coaching conversation happens between the teacher and the school leader to discuss the implementation.	List documents that serve as evidence of implementation of this process: Lesson plans IEP's Classroom walk through outcomes
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
The Charter Holder hires School Leaders and teachers to monitor the effectiveness of standards-based instruction in two main ways. Leaders ensure that teachers are trained and understand how to implement with depth and knowledge of the skills needed to implement properly. School leaders also ensure that teachers collaborate on instruction in ways that discuss the curriculum, instruction and assessment surrounding the standards. Teachers bring IEP's and students work together and	List documents that serve as evidence of implementation of this process: Agendas and sign in sheets from professional development Student work samples IEP goal obtainment

discuss the success of the instruction on a particular standard, they discuss ways of increasing effectiveness with lessons to come.	
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
The first step to ensuring evaluation of instructional practices was to train all teachers in research based practices. The Charter Holder ensured that all teachers were trained. During the first semester of the schools existence, teachers were monitored for their implementation of the research-based instructional practices. At the end of the first year, School Leaders and teachers will review the instructional data to evaluate effectiveness and make needed improvements for the second year of instruction. School Leaders evaluate the quality of instruction weekly during walk through observations. The process that will be used at the end of the year will be based on evidence gathered throughout the first year as well as student data collected.	List documents that serve as evidence of implementation of this process: Agendas and sign in sheets from professional development Classroom observations Student data
4. How does this process identify individual strengths, weaknesses, and needs?	
School Leaders document the strengths and weaknesses during classroom walk throughs based on the professional development taught during instructional professional development. This informs the needs in terms of more professional development either in a large group setting or for individual professional development. Those strengths and weaknesses are then imparted to the classroom teacher in a quick coaching feedback session or in a longer conversation before the end of the school day. At the end of the first year, a collective visit to all the data collected in all classrooms from walk throughs will be evaluated by School Leaders to	List documents that serve as evidence of implementation of this process: Classroom observations

determine next steps for the start of the second year.	
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?	
The Charter Holder along with School Leaders provide feedback on a continual basis shortly after classroom walk throughs. By providing feedback shortly after the walk through session, teachers have the needed information to make instant changes to their next lesson. Once a complete year has been evaluated for the strengths, weaknesses and learning needs by the School Leaders, the monitoring system will be adjusted based on needs to inform instructional practices for the second year of operation.	List documents that serve as evidence of implementation of this process: Classroom observations
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?	
The Charter Holder has analyzed the data from the first semester of operation to inform the teacher evaluation process. The teaching force has many strengths however after evaluating the strengths and weaknesses of the teaching force, specific goals were developed to guide a teacher in becoming proficient in areas that maybe were not a strength during the first semester. At the end of the year evaluations, School Leaders will determine based on all the data sets if a teacher will need to continue teaching at Arizona Autism. This kind of timely response is important to building a quality instructional team.	List documents that serve as evidence of implementation of this process: Classroom observation data Teacher evaluations
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?	
The bottom 25% was calculated by determining the lowest 25% of students on the continuum of students mastering IEP goals during the first semester in both reading and math. As those students are identified, the data generated by IEP monitoring determines whether a new IEP meeting needs to be conveyed. If new strategies	List documents that serve as evidence of implementation of this process: IEP's

or accommodations need to be written, the IEP team can make and act on those decisions. By identifying these students and ensuring that IEP's are visited more often, ensure that needs are met of this subgroup.	
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
N/A	List documents that serve as evidence of implementation of this process: N/A
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
N/A	List documents that serve as evidence of implementation of this process: N/A
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Each student at Arizona Autism has an IEP.	List documents that serve as evidence of implementation of this process: IEP's

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Professional Development is held every Wednesday afternoon. As the first semester of the schools existence, mission and vision were part of the first pieces of developing a common	List documents that serve as evidence of implementation of this process: Agendas

culture and design. Followed by professional development on grade level materials, autism behaviors and characteristics as well as school student behavior policies. In addition, a Mentor/Mentee program was developed to target teaching strategies and maximize the learning for each professional. In this program each teacher is assigned to a mentor role or a mentee role and weekly one on one meetings are scheduled for the pair to meet and discuss the craft.	Data from classroom walk throughs Guidelines for Mentor Program
2. How was the professional development plan developed?	
The Professional Development plan was created by the School Leaders based on the needs of a new staff. In the future, the teachers will be part of constructing the professional development including need assessments as to their individual and collective needs.	List documents that serve as evidence of implementation of this process: Needs identified during the interview process of new staff
3. How is the professional development plan aligned with instructional staff learning needs?	
As a new school, the professional development was designed to ensure success for students and staff. As evaluation of teaching continues and teachers are given coaching to improve their practice, general themes will emerge as to topics that need to be addressed during professional development sessions in the future.	List documents that serve as evidence of implementation of this process: Needs identified during the interview process
4. How does this professional development plan address areas of high importance?	
As a new school, of most importance was ensuring the success of the school during its first year. Success is defined by students learning and teachers being motivated to teach. Going into the second year, teachers will be involved with discussions with the CEO and the Director of Instruction to prioritize items of importance.	List documents that serve as evidence of implementation of this process: Classroom observations
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	

Research based strategies are used during professional development sessions. The expectation is that what is learned and discussed in professional development is put into practice starting the very next day. Teachers document the strategies used in their lesson plans and those plans are monitored by the Director of Instruction. In addition, those lesson plans are used on a weekly basis to complete classroom observations specifically looking for the strategies taught during professional development. Data is collected relative to observations which is then shared with the teachers collectively.	List documents that serve as evidence of implementation of this process: Classroom walk throughs
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
The Charter is committed to providing the needed resources for high quality implementations. The foundation of the standards has been set and adoption of materials was completed for the first year of implementation. As teachers reflect on their implementations, their voice will be sought in making decisions about any additional resources needed for high quality implementations.	List documents that serve as evidence of implementation of this process: End of first year conferences with teachers to ensure adjustments are made to improve the quality of the first year.
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Professional development sessions are held and what is taught and learned during professional development is monitored to ensure implementation. Teachers gain new information during the sessions with the expectation that the weeks to come, classroom walk throughs will be conducted and specific notes will be taken regarding the skills and knowledge taught during professional development. Then coaching and guidance in the form of feedback is given to the teachers to ensure follow through. Lesson plans are also checked for the inclusion of new material in the planning process. Continued classroom walk throughs take place until observation of the new material is evident.	List documents that serve as evidence of implementation of this process: Classroom walk throughs Lesson Plans

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?	
Professional development sessions are held and what is taught and learned during professional development is monitored to ensure implementation. Teachers gain new information during the sessions with the expectation that the weeks to come, classroom walk throughs will be conducted and specific notes will be taken regarding the skills and knowledge taught during professional development. Teachers follow up with instructional staff in their room to ensure all instructional staff are using the best practices learned during professional development. Then coaching and guidance in the form of feedback is given to the teachers and to other instructional staff to ensure follow through. Lesson plans are also checked for the inclusion of new material in the planning process. Continued classroom walk throughs take place until observation of the new material is evident.	List documents that serve as evidence of implementation of this process: Walk through observations 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?	
Since all students at Arizona Autism have Individualized Education Plans, the importance for the lowest 25% is to always ensure that IEP's are being followed and that if strategies outlined on the IEP are not working, they need to be adjusted. If either the data collected on a weekly basis is not showing growth or if the student's behavior is getting in the way of his academic learning, a team must be called to review the current IEP and make decisions for adjustments in consultation with the classroom teacher.	List documents that serve as evidence of implementation of this process: Behavior logs Data for progress monitoring in reading and math
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)?	
N/A	List documents that serve as evidence of implementation of this process: N/A

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?	
N/A	List documents that serve as evidence of implementation of this process: N/A
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?	
Since all students are on an Individualized Education Plan, the answer to this is the same as number 8: Professional development sessions are held and what is taught and learned during professional development is monitored to ensure implementation. Teachers gain new information during the sessions with the expectation that the weeks to come, classroom walk throughs will be conducted and specific notes will be taken regarding the skills and knowledge taught during professional development. Teachers follow up with instructional staff in their room to ensure all instructional staff are using the best practices learned during professional development. Then coaching and guidance in the form of feedback is given to the teachers and to other instructional staff to ensure follow through. Lesson plans are also checked for the inclusion of new material in the planning process. Continued classroom walk throughs take place until observation of the new material is evident.	List documents that serve as evidence of implementation of this process: Walk through observations Lesson Plans
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	