AGENDA ITEM: Enrollment Cap – Imagine Desert West Middle, Inc.

Issue

An Enrollment Cap Notification Request to increase the enrollment cap from 280 to 320 was submitted by Imagine Desert West Middle, Inc. (IDWM). The charter is authorized for grades 6-8. IDWM did not meet the Board's academic performance expectations for 2013, and was required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided

Rationale for Expansion Request

IDWM had 302 students either moving up from the elementary school or re-enrolling in the middle school at the end of FY 2013. They also have 30 students on a waiting list.

Support Information

The submitted minutes of the March 31, 2014 meeting of the school governing body show approval for the increasing the enrollment cap from 280 to 320. The charter holder provided architectural drawings of the facility indicating capacity to accommodate the increased enrollment.

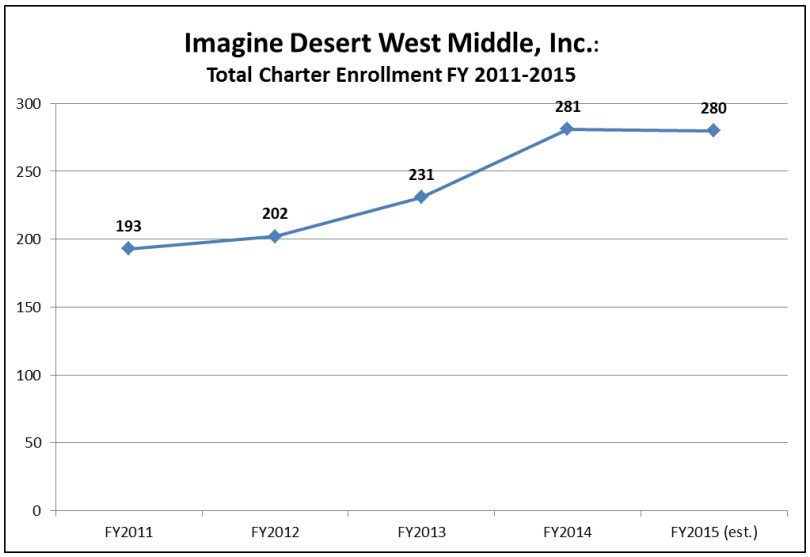
Background

IDWM was granted a charter in 2007 to operate 1 school serving grades 6-8 in Phoenix. According to the Charter Holder, 18% of students in FY 2014 were in the ELL subgroup, 100% of students were in the FRL subgroup, and 12% of students were in the SPED subgroup.

The following list shows the 2014 A-F Letter Grade for the five public schools serving grades in the 6-8 range closest to Imagine Desert West Middle on McDowell Road in Phoenix:

School Name	District/Charter	Grades Served	FY2014 A-F Letter Grade
Palm Lane	District	K-8	B
Cartwright School	District	K-8	B
Raul H. Castro Middle School	District	6-8	C
Pioneer Preparatory: A Challenge Foundation Academy	Charter	K-6	B
Starlight Park School	District	K-8	B

The current enrollment cap is 280. According to ADE, the 100th day ADM for FY 2014 was 281. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2014, and estimated enrollment for 2015.



Eligibility

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

Academic Performance

As stated in the Board's Academic Performance Framework and Guidance document, a Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. A dashboard representation of Imagine Desert West Middle's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Imagine Desert West Middle

		2012 Traditional Elementary School (6-8)			2013 Traditional Elementary School (6 to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	40	50	12.5	65	75	12.5
	Reading	38	50	12.5	56	75	12.5
1b. SGP Bottom 25%	Math	43	50	12.5	50	75	12.5
	Reading	33	25	12.5	51	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	51 / 60.7	50	7.5	58.2 / 62.2	50	7.5
	Reading	68 / 79.4	50	7.5	74.7 / 79.5	50	7.5
2b. Composite School Comparison	Math	-4.2	50	7.5	7.2	75	7.5
	Reading	-6.6	50	7.5	5.1	75	7.5
2c. Subgroup ELL	Math	38 / 42.6	50	2.5	37.3 / 36.4	75	2.5
	Reading	59 / 61	50	2.5	54.2 / 52.4	75	2.5
2c. Subgroup FRL	Math	51 / 50.5	75	2.5	58.2 / 52.9	75	2.5
	Reading	68 / 72.4	50	2.5	75 / 72.6	75	2.5
2c. Subgroup SPED	Math	12 / 18.2	50	2.5	12 / 18.2	50	2.5
	Reading	42 / 37.8	75	2.5	28 / 35.8	50	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		48.12		100	70		100

The FY 2013 overall rating for the school on the Board's academic performance measures was 70 including points received for the FY 2013 letter grade of B as reported by the Arizona Department of Education. The FY 2012 overall rating for the school on the Board's academic performance measures was 48.12 including points received for the FY 2012 letter grade of C as reported by the Arizona Department of Education.

The FY 2014 letter grade of Imagine Desert West Middle as reported by the Arizona Department of Education is B.

The academic performance of IDWM did not meet the Board's academic performance expectations set forth in the performance framework adopted by the Board. A Demonstration of Sufficient Progress (DSP) was submitted by the charter representative (presented in the Charter Holder's notification portfolio: e: DSP Submission).

Demonstration of Sufficient Progress

Following a preliminary evaluation of the DSP, staff conducted a site visit on August 20, 2014 to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the Charter Holder's amendment/notification portfolio: c. DSP Evaluation Instrument and d. DSP Site Visit Inventory) of the Charter Holder's DSP submission. The following representatives of IDWM were present at the site visit:

Name	Role
Sherry Ruttinger	Regional Director
Jason Archuleta	Regional Director
Heidi Lindsay	Regional Director
Davitta Hernandez	Dean of Academics/Assistant Principal
Bill Heintz	Principal
Vanessa Lozano	Academic Coach

The DSP submitted by IDWM for Imagine Desert West Middle was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the Charter Holder was required to provide a response. The Charter Holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The Charter Holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCR Standards) into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, and implementation of a professional development plan that contributed to increased student growth and proficiency.

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL and SPED subgroups, and improved growth for students in the bottom 25%.

Based on the findings summarized above and described below, staff determined that the Charter Holder <u>demonstrated sufficient progress</u> towards meeting the Board's academic performance expectations.

A description of the findings for each required area as evaluated is provided below:

Curriculum:

In the area of curriculum, IDWM's DSP was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the Charter Holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school.

The Charter Holder's demonstration of sufficient progress in the area of curriculum is acceptable.

- The Charter Holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided Curriculum Review Survey and Curriculum Review Survey Results. These documents provided the questions from a survey of teachers, conducted after teachers attended presentations for math and reading curriculum resources. These documents indicate that teachers were asked about the quality of specific curricular options, as well as the importance of wholly replacing math and reading programs. These documents demonstrate how the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process. This document demonstrates evidence of implementation of a systematic process the school uses to create/adopt curriculum.
    - The Charter Holder provided Curriculum Guidance Documents: June 20, 2012 letter from Imagine Schools National Education Team; Key Criteria for the selection of new textbooks in English Language Arts and Mathematics; Revised Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, grades 3-12; K-8 publisher's criteria for the Common Core State Standards for Mathematics. These documents provided background information and resources reviewed by Curriculum Task force to become familiar with essential components of effective curriculum resources, includes criteria for the selection of textbooks. These documents demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process. This document demonstrates evidence of implementation of a systematic process the school uses to create/adopt curriculum.
    - The Charter Holder provided Curriculum Task Force documents. These documents include emails dated February 28, 2014 to March 6, 2014, identifying the members of the curriculum task force, and describing the process for reviewing curriculum. These documents demonstrate how the school evaluates curriculum and who is involved in the curriculum adoption process. These documents provide evidence of implementation of a systematic process for evaluating and revising curriculum.
- The Charter Holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
    - The Charter Holder provided Pacing Guides 6th – 8th grade math, Quarter 1-4. These documents divide the school year into units and identify the duration of the unit, specific standards to be taught within each unit, the topic, and mathematical practices for the unit. These documents demonstrate the school utilizes tools that identify what must be taught and the expected pacing. These documents demonstrate evidence of a system for implementing the curriculum consistently across the school.
    - The Charter Holder provided Sequenced Units for the Common Core State Standards in Mathematics for Grades 6, 7, and 8. These documents describe the outcomes of the unit, and identify the number of days and specific component of each standard to be taught during the unit. These documents demonstrate the school utilizes tools that identify what must be taught and the expected pacing. These documents demonstrate evidence of a system for implementing the curriculum consistently across the school.

- The Charter Holder provided Year at a Glance Reading documents for 6th – 8th grade. These documents identify the specific standards to be taught each quarter, skills for each quarter, and supporting standards. Documents included quarters 1-4 for grades 6-8 for FY 2014, as well as quarter 1 for FY 2015. These documents demonstrate the school utilizes tools that identify what must be taught and the expected pacing. These documents demonstrate evidence of a system for implementing the curriculum consistently across the school.
- The Charter Holder provided Pacing Guide 6th-8th grade Reading. These documents identify specific ACCR standards for each text selection, along with questions for class discussions/assessments, and expected pacing by date. These documents demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities. These documents demonstrate evidence of a system for implementing the curriculum consistently across the school.
- The Charter Holder provided Lesson Plan Template and lesson plans. The lesson plans include Language Arts lessons for grade 6 for the week of August 18-22, 2014, and Language Arts lessons for grades 7-8 for the week of August 11, 2014. These documents include, by day, the ACCR standard, lesson procedures/activities, and assessment of the learning objective/check for understanding. These documents demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities. These documents demonstrate evidence of a system for implementing the curriculum consistently across the school.
- The Charter Holder provided Grade level meeting notes. These documents identify the resources to be used for instruction for the unit. Meeting documents are dated July 28, 2014 for sixth grade and August 7, 2014 for 7th and 8th grades, and include as attachments the Math Pacing Guides and Year at a Glance Reading documents. These documents demonstrate communicated expectations for the consistent use of these tools. These documents demonstrate evidence of a system for implementing the curriculum consistently across the school.
- The Charter Holder provided Lesson Plan check list. This document identifies, by teacher, the submission of complete reading and math lesson plans for each week. This document demonstrates the school utilizes tools that communicated expectations for the consistent use of these tools. This document provides evidence that the school has in place a system for implementing the curriculum consistently across the school.

- The Charter Holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
  - The Charter Holder provided WIG meeting agendas and sign-in sheets for September 26, 2012, November 28, 2012, December 12, 2012, February 27, 2013, March 6, 2013, and July 30, 2013. These documents identified when the curriculum task force met and discussed curriculum aligned to the PARCC assessment, met to create pacing guides, met to revise curriculum maps, identifies the blocks of time for grades 6-8, and data that was used to identify areas of weakness to be considered when revising curriculum maps. These documents demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. These documents provide evidence of implementation of a systematic process for evaluating and revising curriculum.
  - The Charter Holder provided emails and documents dated April 2013. These documents identify communication between curriculum director and outside consultant providing draft curriculum revisions and feedback from the outside consultant. These documents demonstrate the process used to revise the Year at a Glance Reading documents for 6th grade. The Charter Holder also provided Year at a Glance Reading documents for 6th grade quarters 1-4 for FY 2014, as well as quarter 1 for FY 2015. The FY 2015 documents incorporate revisions included in the draft revisions, including incorporating novel

studies into the curriculum. These documents demonstrate how the school is addressing curricular gaps. These documents provide evidence of implementation of a systematic process for evaluating and revising curriculum.

  - The Charter Holder provided Imagine Desert West Instructional Data Meeting agendas for January 30, 2014 and February 6, 2014. The January 30 document indicates that the revision of the Reading curriculum map (grades 3-6) and the Math pacing guide (grades 7-8) was scheduled for that meeting. The February 6 document lists "finish updating maps" as an agenda item. The Charter Holder also provided Class Objectives Summary Report Grade 6 and Mastery Tracker for grades 6-8 Reading and Math. These documents identify the specific standards assessed in the 2nd quarter post-test and whether the students and classes met or did not meet their goals on these standards. These documents were used at the Instructional Data Meetings to identify gaps and revise curriculum. These documents demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. These documents provide evidence of implementation of a systematic process for evaluating and revising curriculum.

- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided Pacing Guides 6th – 8th grade math, Quarter 1-4. These documents divide the school year into units and identify the duration of the unit, specific standards to be taught within each unit, the topic, and mathematical practices for the unit. These documents demonstrate evidence of implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided Sequenced Units for the Common Core State Standards in Mathematics for Grades 6, 7, and 8. These documents describe the outcomes of the unit, and identify the number of days and specific component of each standard to be taught during the unit. These documents demonstrate evidence of implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided Year at a Glance Reading documents for 6th – 8th grade. These documents identify the specific standards to be taught each quarter, skills for each quarter, and supporting standards. Documents included quarters 1-4 for grades 6-8 for FY 2014, as well as quarter 1 for FY 2015. These documents demonstrate evidence of implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided Pacing Guide 6th-8th grade Reading. These documents identify specific ACCR standards for each text selection, along with questions for class discussions/assessments, and expected pacing by date. These documents demonstrate evidence of implementation of a curriculum aligned to the ACCR standards.
  - The Charter Holder provided Lesson Plan Template and lesson plans. The lesson plans include Language Arts lessons for grade 6 for the week of August 18-22, 2014, and Language Arts lessons for grades 7-8 for the week of August 11, 2014. These documents include, by day, the ACCR standard, lesson procedures/activities, and assessment of the learning objective/check for understanding. These documents demonstrate evidence of implementation of a curriculum aligned to the ACCR standards.
- The Charter Holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
  - The Charter Holder provided SEI Program Implementation and Program Placement Procedures. These documents describe procedures for placement of ELL students into support services, and describe the procedures to be implemented for students in SEI classrooms and in mainstream classrooms with ILLPs. These documents provide evidence of a plan to provide differentiated materials, activities, and/or strategies for struggling students within the ELL subgroup.

- The Charter Holder provided ELD Lesson Planning Template and ILLP documents for Pre-Emergent, Emergent, and Intermediate. The ELD Lesson Planning Template has areas for the teacher to enter daily activities regarding conversation, vocabulary, grammar, reading, and writing, including ELP and CC standards, to be used in an SEI classroom. The ILLP documents indicate secondary ILLP areas, time allocated, responsible teacher, ELP standards or language skills to be covered, and the dates of implementation, between August 5, 2013 and December 20, 2013. These documents demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the ELL subgroup. These documents demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations.
- The Charter Holder provided Special Education Program and SPED Teacher Schedules. The Special Education Program document describes the pull-out model used to provide instruction to students with disabilities. The Teacher Schedules identify the students meeting with the teacher and the subject area that is the instructional focus during that scheduled time. The Charter Holder also provided Data Collection for Progress Towards Goals (Q3/4 – 2013-2014). This document contains SPED students goals by subject and includes documentation of student progress towards stated goals, including supporting data notations by the teacher. The Charter Holder also provided Individual Education Plans (IEPs) for two students. These documents include placement tests, goals in various areas, accommodations to be provided, and progress reports throughout the 2013-2014 school year. The Charter Holder also provided Similar Polygons and Reading pre-Assessment. These student worksheets include teacher notations limiting the number of questions required and adapting the assignments as required by the IEPs. These documents demonstrate there is curriculum intended to provide differentiated materials, activities, and strategies for struggling students within the SPED subgroup. These documents demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, IDWM's DSP was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the Charter Holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

The Charter Holder's demonstration of sufficient progress in the area of monitoring instruction is acceptable.

- The Charter Holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The Charter Holder provided Week at a Glance August 12-22, 2014. This document communicates to school staff the results of the prior week's observation of instruction ("only 22 of 33 classrooms had objectives posted for both Reading and Math"), indicates the focus for the current week, and communicates expectations regarding the posting of objectives with instructions on how to unpack standards in order to form student-friendly objectives. The Charter Holder also provided Objectives Check Sheet August 11, 2014. This document lists all teachers and indicates whether the teacher had objectives posted. The Charter Holder also provided Walk through notes August 13, 2014 for five classrooms. These documents provide a brief narrative of the activities observed during the walk-through observation, including whether objectives were posted and aligned to the observed activity, along with suggestions for improvements. According to site leaders, these notes were provided to teachers as feedback. These documents demonstrate that the school ensures that teachers implement an ACCR Standards-aligned curriculum with fidelity. These documents provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.

- The Charter Holder provided Week at a Glance documents for January 6-10; 13-17; 21-24, 2014, and for March 24-April 4, 2014. These documents identify the expectations for lesson plans, identify the focus for the week's observations, including posting student friendly objectives and ensuring that activities align to lesson plans, that Math bulletin boards were to be monitored during observations, and that data walls would be checked to ensure they were up to date. These documents demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity. These documents provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.
- The Charter Holder provided Imagine Desert West Instructional Data Meeting agendas for January 30, February 6, February 20, and March 6, 2014. These documents identify reviewing Galileo results and formative data analysis. These documents demonstrate that the school monitors the effectiveness of standards-based instruction. These documents provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.
- The Charter Holder provided Formative Assessment Standards by Quarter. This document lists the ACCR Standards in Math and Reading covered by each grade 6-8 for quarters 1-3. This document indicates that most, but not all, grade level ACCR Standards are assessed during the first three quarters of the year. The Charter Holder also provided Galileo Intervention Alerts. These data reports were used to identify areas where students had low scores to identify areas that require additional instruction. The intervention alerts indicate that standards not included on the Formative Assessment Standards by Quarter were included in the Galileo assessments. The Charter Holder also provided Galileo Standards Analysis. This document, used with the Galileo Intervention Alert, identifies ACCR Standards where the students had scored low, along with the standard description and a sample problem. These documents demonstrate that the school has a process to ensure all grade level standards are taught within the school year in all classrooms. These documents provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction.

- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
  - The Charter Holder provided Teacher Evaluation Process. This document from the Arizona Department of Education describes an evaluation framework based on the Danielson model. The Charter Holder also provided Teacher Evaluation Document. This document describes the evaluation timeline for new and experienced teachers and the teacher self-assessment process and professional growth plan, and provides templates for the Classroom Teacher Snapshot Observation /Data Collection Form and the Classroom Teacher Evaluation Instrument. The Charter Holder also provided completed examples of the Snapshot Observation Forms and Teacher Evaluations for one teacher for a full annual cycle, including snapshot observations for December 5, 2013, March 24, 2014, and April 8, 2014 and Teacher Evaluation Documents for December 5, 2013 and May 12, 2014, signed by the teacher and administrator. These documents indicate improvement by the teacher in 3 of 5 areas identified as below the Proficient level in December 2013. These documents demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers. These documents provide evidence of implementation of a system to evaluate the instructional practices of teachers.
  - The Charter Holder provided 7th grade math August 8, 2014. This document contains walkthrough notes from August 8, 2014, which identify areas for improvement for the teacher, and follow-up area of observation identifies areas that will be focused on. These documents demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers. These documents provide evidence of implementation of a system to evaluate the instructional practices of teachers.

- The Charter Holder provided Observation Notes for March 4 and March 27, 2014. These documents are tables addressing performance goals, which list observation look-fors, evidence from the observation related to the look-fors, and next steps for addressing the performance goals, with the document from March 27 addressing a next step listed on March 4. The document documents identification of teacher learning needs based on observation of classroom instruction, establishes professional goals and next steps for the teacher. These documents demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers. These documents provide evidence of implementation of a system to evaluate the instructional practices of teachers.

- The Charter Holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
  - The Charter Holder provided completed examples of the Snapshot Observation Forms and Teacher Evaluations for one teacher for a full annual cycle, including walk-through observation for October 10, 2013, February 24, 2014, and March 24, 2014; completed Protocol for Post-Observation Conference for December 10, 2013, Snapshot Observations for December 5, 2013, March 24, 2014, and April 8, 2014; Galileo Student Growth and Achievement report results for CBAS #3 and Data Review Notes for a meeting between the teacher and site leaders; and Teacher Evaluation Documents for December 5, 2013 and May 12, 2014, signed by the teacher and administrator. These documents provide evidence of feedback throughout the cycle, and indicate improvement by the teacher in 3 of 5 areas identified as below Proficient in December 2013. These documents demonstrate that teachers receive the feedback, and that the school ensures teacher development is ongoing. These documents provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system.
  - The Charter Holder provided Observation Notes for March 4 and March 27, 2014. These documents are tables addressing performance goals, which list observation look-fors, evidence from the observation related to the look-fors, and next steps for addressing the performance goals, with the document from March 27 addressing a next step listed on March 4. The document documents identification of teacher learning needs based on observation of classroom instruction, establishes professional goals and next steps for the teacher. The Charter Holder also provided 5 emails from the Behavior Intervention Coach to the same teacher, dated April 21 to April 28, 2014. The emails provide feedback to the teacher following a series of observations, and include observation notes and suggestions for improvement, with follow-up and monitoring to document whether changes had been made or if they were effective. These documents demonstrate that teachers receive the feedback, and that the school ensures teacher development is ongoing. These documents provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system.

- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
  - The Charter Holder provided SEI Lesson Plans for the week of August 20-24, 2012. These documents list the schedule, strategies, activities, and ELP Standards for an SEI classroom. The Charter Holder also provided an email from a site leader to the SEI teacher reviewing the lesson plans, and indicating areas that need improvement. The Charter Holder also provided Model Compliance. These documents provide a framework for reviewing SEI lesson plans, and include reviewer annotations and follow-up questions to teachers. The Charter Holder also provided Classroom (ILLP). This document was used to monitor that teachers have time scheduled to provide instruction in the identified areas for ELL students. These documents demonstrate the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL

students. These documents provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of ELL students.

Assessment:

In the area of assessment, IDWM's demonstration of sufficient progress was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the Charter Holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

The Charter Holder's demonstration of sufficient progress in the area of assessment is acceptable.

- The Charter Holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The Charter Holder provided The Tests. This document identifies the types of assessments and the frequency of each assessment, identifies that post-test are given quarterly, pre-tests are given each semester, and that tests are also based on pacing guides. This document demonstrates the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress. This document provides evidence of the implementation of a comprehensive assessment system.
    - The Charter Holder provided Formative Assessment Standards by Quarter. This document lists the ACCR Standards in Math and Reading covered by each grade 6-8 for quarters 1-3. This document indicates that most, but not all, grade level ACCR Standards are assessed during the first three quarters of the year. The Charter Holder also provided Galileo Intervention Alerts. These data reports were used to identify areas where students had low scores to identify areas that require additional instruction. The intervention alerts indicate that standards not included on the Formative Assessment Standards by Quarter were included in the Galileo assessments. The Charter Holder also provided Galileo Standards Analysis. This document, used with the Galileo Intervention Alert, identifies ACCR Standards where the students had scored low, along with the standard description and a sample problem. These documents demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress. These documents provide evidence of the implementation of a comprehensive assessment system.
    - The Charter Holder provided 2013-2014 and 2014-2015 school assessment calendars. These documents identify testing windows for DIBELS and Galileo benchmark assessments, AZELLA, and curricular pre- and post-tests. This document demonstrates the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress. This document provides evidence of the implementation of a comprehensive assessment system.
- The Charter Holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
    - The Charter Holder provided Imagine Desert West Instructional Data Meeting agendas for January 30, February 6, February 20, and March 6, 2014. These documents identify reviewing Galileo results and formative data analysis, including the findings from data analysis. These documents demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. These documents provide evidence that data from assessments is analyzed and utilized.

- The Charter Holder provided Imagine Desert West Galileo Analysis for two teachers for December 2013. These documents identify results of teacher analysis of Galileo data and plans developed from the results of the analysis. The documents show how teachers include results of the most recent benchmark assessment in reading and math, present performance goals for the subsequent assessment, and list instructional strategies that will be used to meet the goals. These documents demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. These documents provide evidence that data from assessments is analyzed and utilized.
- The Charter Holder provided Data Walls. These documents identify processes teachers use to track student data, and show that results are also used for student grouping for intervention and small group instruction. The documents include photographs of data walls tracking student proficiency by level. These documents demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. These documents provide evidence that data from assessments is analyzed and utilized.

- The Charter Holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
  - The Charter Holder provided Math interventionist notebook and Math Galileo results by student for students in the bottom 25%, including ELL students and students with disabilities. The Math interventionist notebook logs daily progress of each group, and identifies progress in specific skills. The Galileo results compare student progress from the January 2014 benchmark to March 2014 benchmark. These documents demonstrate how the assessment system assesses students within the subgroups according to their needs. These documents provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, and students with disabilities.
  - The Charter Holder provided Imagine Desert West Galileo Analysis for two teachers for December 2013. These documents identify results of teacher analysis of Galileo data and plans developed from the results of the analysis. The documents show how teachers include results of the most recent benchmark assessment in reading and math, present performance goals for the subsequent assessment, and list instructional strategies that will be used to meet the goals. These strategies include creating ability-leveled student groups in Math and Reading. The Charter Holder also provided lesson plans for the teachers including small-group activities to monitor student understanding of the material. These documents demonstrate how the assessment system assesses students within the subgroups according to their needs. These documents provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, and students with disabilities.

Professional Development:

In the area of professional development, IDWM's DSP was evaluated as Meets.

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the Charter Holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation.

The Charter Holder's demonstration of sufficient progress in the area of professional development is acceptable.

- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The Charter Holder provided: 2014-2015 School of Excellence Plan; Group Calendar Map 2014-2015; Academic Excellence Literacy Focus; and Professional Development Calendar 2014-2015. The Group Calendar Map and Professional Development Calendar identify professional development dates and topics for the school year. The 2014-2015 School of Excellence plan identifies goals and strategies from the Performance Management Plan. The Charter Holder also provided Academic Excellence Literacy Focus, which outlines a three-year system-wide focus on building literacy across the curriculum, identifying three focus areas for 2013-2014, two for 2014-2015, and two for 2015-2016. The Professional Development Calendar 2014-2015 lists trainings related to Literacy Focus 1, 2, and 3 in August 2014, and Literacy Focus 4, 5 in December 2014. The Charter Holder also provided PD Plans for 2012-2013 and 2013-2014, which identify data that was analyzed to determine PD needs, and list the specific needs. The methods used to determine teacher learning needs are identified as a teacher survey, as well as a survey of the Curriculum Task Force. These documents demonstrate that the plan was developed to address teacher learning needs and areas of high importance. These documents provide evidence of implementation of a comprehensive professional development plan.
    - The Charter Holder provided: Instructional Data Coach Summer Planning Meeting June 3rd 2013; Imagine Southwest Group regional professional development agendas for July 25, 2013; October 4, 2013; and January 31, 2014. These documents identify focus areas for professional development in ELA and Math for Imagine Schools, including trainings on planning, assessment, and understanding Common Core Standard instructional shifts. These areas align to the Professional development plan for 2014-2015 described above. These documents demonstrate that the plan was developed to address areas of high importance. These documents provide evidence of implementation of a comprehensive professional development plan.
    - The Charter Holder provided Imagine Desert West Professional Development December 4, 2014 Agenda, sign-in sheet and samples of teacher work. These documents identify topics for the professional development session including the Socratic Method and teacher tools for reading discussion, related to the regional literacy focus of text complexity. Examples of teacher work demonstrate that teachers completed discussion questions regarding a specific text selection and were asked to reflect on how what they learned could be used to improve their instructional practices. These documents demonstrate that the plan was developed to address teacher learning needs and areas of high importance. These documents provide evidence of implementation of a comprehensive professional development plan.
    - The Charter Holder provided: Summer Institute Sonoran Desert Region 2012 agenda; and Imagine Southwest Groups Professional Development Focus 2013-2014. These documents include professional development agendas that identify professional development topics to support the focus areas identified for the region, including text complexity and mathematical practices. The 2012 document includes descriptions of training activities related to mathematical practices, and align with Action Item 5 identified in the PD Plan for 2012-2013 described above. The 2013-2014 document describe trainings in text complexity and math practices for grades 6-8 in July and October 2013 and January 2014, which align to the Regional In-services listed on the PD Plan for 2014-2015 described above. These documents demonstrate that the plan was developed to address areas of high importance. These documents provide evidence of implementation of a comprehensive professional development plan.
    - The Charter Holder provided: 6+1 Shifts to Mathematical Achievement; Imagine Southwest Monte's and Brad's Groups presentation; and Task Force minutes. These documents identify a professional development goal, an area of high importance as identified by the task force. The presentation identifies areas of high importance based on data from overall AIMS passing rates, and specific results for individual schools. Task force minutes document how the focus on the 6+1 shifts was determined. These

documents demonstrate that the plan was developed to address areas of high importance. These documents provide evidence of implementation of a comprehensive professional development plan.

- The Charter Holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies.
    - The Charter Holder provided Imagine Desert West Professional Development December 4, 2014 Agenda, sign-in sheet and samples of teacher work. These documents identify topics for the professional development session including the Socratic Method and teacher tools for reading discussion, related to the regional literacy focus of text complexity. Examples of teacher work demonstrate that teachers completed discussion questions regarding a specific text selection and were asked to reflect on how what they learned could be used to improve their instructional practices. These documents demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. These documents provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan.
    - The Charter Holder provided EDC Calendar Math Scavenger Hunt, and Week at a Glance July 28 – August 1. The Math Scavenger Hunt documents are teacher-completed worksheets to demonstrate the ability to implement instructional strategies learned through professional development. The Week at a Glance document identifies professional development schedules for July 28-30, 2014, aligned to the 2014-2015 School of Excellence Plan. These documents demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. These documents provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan.
- The Charter Holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
    - The Charter Holder provided Week at a Glance for January 2013. This document identified monitoring of the implementation of calendar math strategies that were taught to teachers at previous professional development during classroom observations by site leaders. This document demonstrates how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.
    - The Charter Holder provided Thematic Units documentation. These documents include materials used in the professional development for thematic units in the 2012-2013 PD plan, and include evidence of thematic units that were implemented including lesson plans, photographs, student work, and reviews by site leaders. These documents demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. These documents provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.
- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and

students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.

- The Charter Holder provided Special Education Informational Folder and the schedule of professional development attended by special education teacher. These documents identified professional development sessions for the special education teacher, including topics and dates attended. The Special Education Informational Folder identifies topics and provides presentation materials for teachers regarding Special Education, including screening procedures, the Student Study Team process, and the school's Student Support Plan. These documents demonstrate how the professional development plan addresses areas of high importance in relation to students within the subgroups according to their needs. These documents provide evidence of implementation of a comprehensive professional development plan that meets the needs of students with disabilities.
- The Charter Holder provided ELL training materials and ADE training description. These documents identify SEI strategies teacher were trained to embed into instruction. ELL check sheets collected as part of monitoring instruction demonstrate monitoring of implementation of ELL strategies learned through professional development. ADE training description describes the training received by the school's sole SEI classroom teacher. These documents demonstrate how the professional development plan addresses areas of high importance in relation to students within the subgroups according to their needs. These documents provide evidence of implementation of a comprehensive professional development plan that meets the needs of ELL students.
- The Charter Holder provided Imagine School at Desert West November 28, 2012 agenda. This document lists Intervention Structuring as a topic for professional development, including student grouping, monitoring progress, and materials. The materials provided include planning documents for grouping, lesson planning, and progress monitoring, and listed Reading and Math resources that could be used both for the intervention group and for students not involved in the intervention. This document demonstrates how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. This document provides evidence of implementation of a comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%.

Data:

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.

The Charter Holder's demonstration of sufficient progress in the area of data is acceptable.

- The Charter Holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate a correlation between the school's performance on the AIMS assessment, as reflected in the dashboard, and benchmark assessments that demonstrates improvement compared to prior years.
    - The Charter Holder provided Middle School AIMS Meets or Exceeds. This document provided a year-by-year graph of AIMS results in Math and Reading demonstrating increased percent proficiency in Math and Reading for 2014 as compared to 2013. The Charter Holder also provided Stanford 10 Learning Gains. This document provided a year-by-year graph of Stanford 10 results show the school maintained learning grains for 2014 as compared to 2013, and that average growth in Reading and Math was consistently above 1 year of growth. This document demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

- The Charter Holder provided Subgroup Data. This document provided an analysis of AIMS scores for subgroup students who had been at the school for three years, including assessment scores from FY 2012, 2013, and 2014. The data showed improvement for 9 of 10 students in Reading, and 8 of 10 students in Math. This document demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

Board Options

Option 1: The Board may approve the Enrollment Cap Notification Request. Staff recommends the following language provided for consideration: Charter expansion is based on consideration of academic and contractual compliance of the Charter Holder. In this case, the Charter Holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations. With that taken into consideration, as well as having considered the statements of the representatives of the Charter Holder today and the contents of the expansion portfolio which includes the Demonstration of Sufficient Progress, I move that the Board approve the request to increase the enrollment cap of the charter of Imagine Desert West Middle, Inc. from 280 to 320.

Option 2: Notwithstanding staff's recommendation to approve the request, the Board may determine that there is a basis to deny the Enrollment Cap Notification Request to the charter held by Imagine Desert West Middle, Inc. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the expansion portfolio which includes the Demonstration of Sufficient Progress, I move to deny the requests to increase the enrollment cap of the charter of Imagine Desert West Middle, Inc. on the basis that Charter Holder failed to: **1)** meet or make sufficient progress toward the academic performance expectations set forth in the performance framework when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]; **AND/OR 2)** complete the obligations of the contract when: [*provide specific material findings related to obligations of the contract*]; **AND/OR 3)** comply with Arizona charter school statutes or any provision of law from which the charter school is not exempt when: [*provide specific violations related to provisions of law*].