Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: James Sandoval Preparatory High School
School(s): Crown Point High School
Date Submitted: February 15, 2015
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: Crown Point High 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	☐	☑*NR	☐	☑ *NR	☑
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☑*NR	☐	☑ *NR	☑
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	☐	☑*NR	☐	☑	☑
Subgroup, FRL – Reading	☐	☑*NR	☐	☑	☑
Subgroup, students with disabilities – Math	☐	☑*NR	☐	☑ *NR	☑
Subgroup, students with disabilities – Reading	☐	☑*NR	☐	☑ *NR	☑

[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.

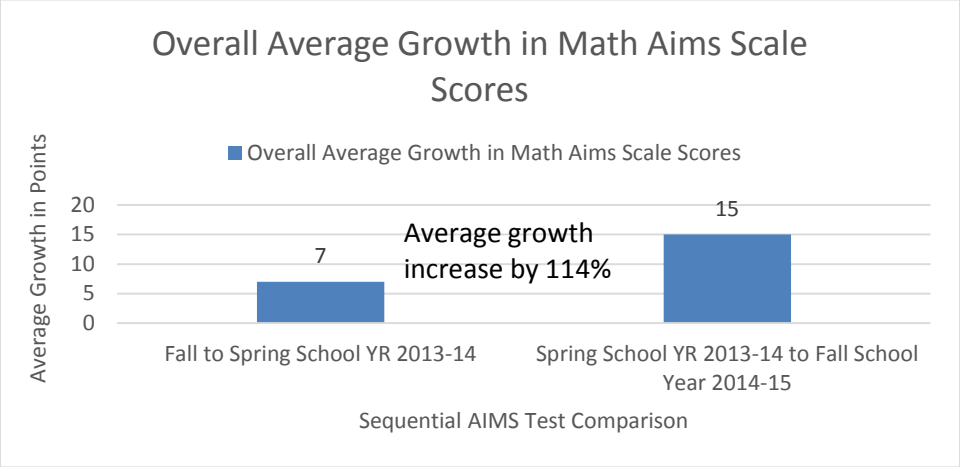
Insert data here:

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

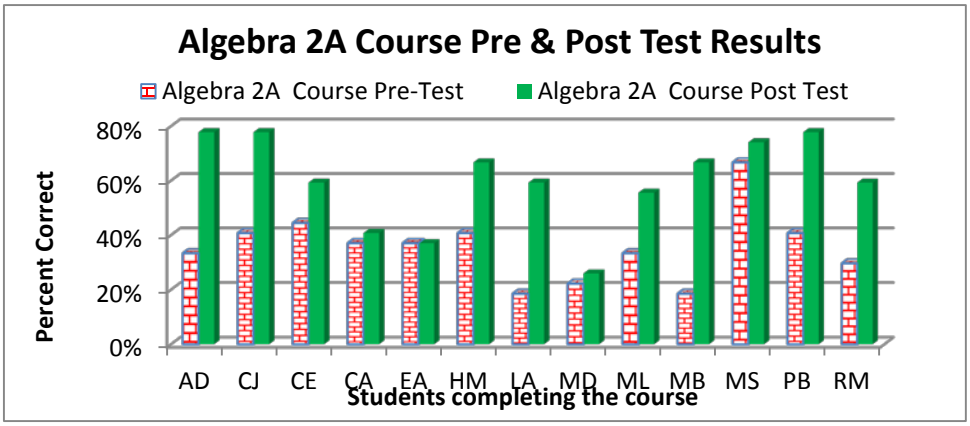
Table 1a.1 The table below illustrates that of the students currently enrolled, those identified with low SGP numbers (assigned by ADE in Spring 2014), all have made growth in the 2014-2015 school year, as compared to the 2013-2014 school year.

Student	Spring 2014 SPG	Evidence of Growth
LD	2	Increased one Math AIMS level, from FFB to Approaches, from Spring 2014 to Fall 2015 Math AIMS.
RM	14	Increased in AIMS Math scale score from Spring 2014 to Fall 2015 Math AIMS.
MD	27	Increased one Math AIMS level, from FFB to Approaches, from Spring 2014 to Fall 2015 Math AIMS.
CA	27	Increased in AIMS Math scale score from Spring 2014 to Fall 2015 Math AIMS.
VM	30	Increased in AIMS Math scale score from Spring 2014 to Fall 2015 Math AIMS.
VM	30	Increased one Math AIMS level, from Approaches to Meets, from Spring 2014 to Fall 2015 Math AIMS.

Graph 1a.2 The graph below shows an increase in the average growth of individual students' scale score from AIMS assessment to AIMS assessment, year over year. As shown, there is significantly more growth in the current year results (Spring School YR 2013-14 to Fall School YR 2014-15) as compared to last year's (Fall 2013 to Spring 2014). There was a 114% increase in growth from the Spring test in school year 2013-14 to the Fall scores in school year 2014-15, than we saw from the fall to the srping test in school year 2013-14



Graph 1a.3 Growth in current course work is also evident; demonstrated by the graph below showing pre- post assessment results for a 2014-15 school year Algebra 2A course.

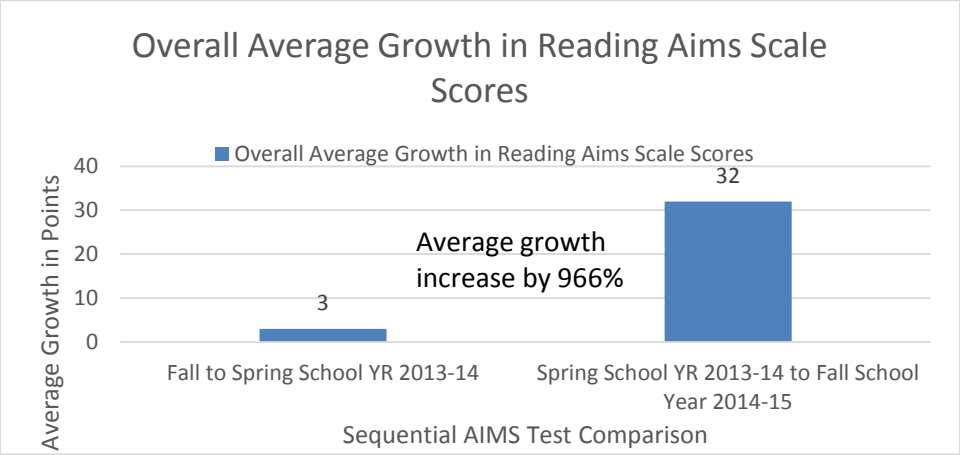


Insert Student Median Growth Percentile (SGP) – Reading data here:

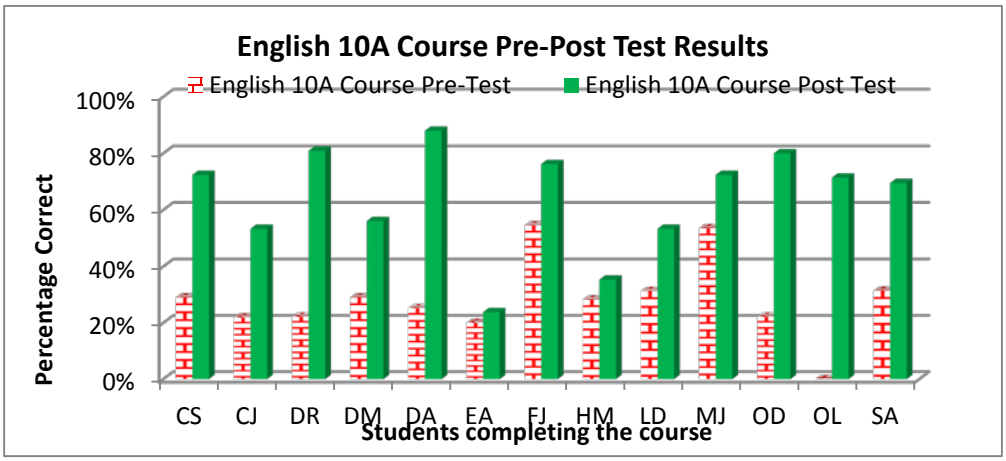
Table 1a.4 The table below illustrates that of the students currently enrolled, identified with low SGP numbers (less than 40) in Spring 2014, all have made growth in the 2014-2015 school year, as compared to the 2013-2014 school year.

Student	Spring 2014 SPG	Evidence of Growth
RM	5	Increased one Reading AIMS level, from Approaches to Meets, from Spring 2014 to Fall 2015 Reading AIMS.
LD	5	Increased in Reading AIMS scale score from Spring 2014 to Fall 2015 Reading AIMS.
MD	6	Increased in Reading AIMS scale score from Spring 2014 to Fall 2015 Reading AIMS.
PB	21	Increased in Reading AIMS scale score from Spring 2014 to Fall 2015 Reading AIMS.
VM	18	Increased one Reading AIMS level, from Approaches to Meets, from Spring 2014 to Fall 2015 Reading AIMS.

Graph 1a.5 The graph below shows an increase in the average growth of individual students' scale scores from AIMS assessment to AIMS assessment, year over year. As shown, there is significantly more growth in the current year results (Spring School YR 2013-14 to Fall School YR 2014-15) as compared to last year's (Fall 2013 to Spring 2014). There was a 966% increase in growth or 9.66 times more growth in Reading AIMS scores from the Spring test in school year 2013-14 to the Fall scores in school year 2014-15, than we saw from the fall to the spring test in school year 2013-14



Graph 1a.6 Growth in current course work is also evident as demonstrated in the graph below showing pre- post assessment results for a 2014-15 school year English 10A course.

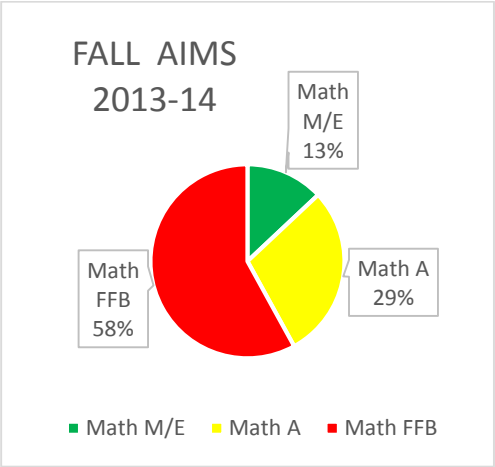


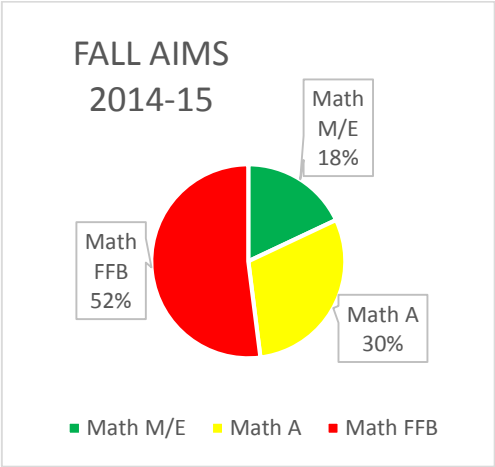
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

Table 1b.1 The table below illustrates that students currently enrolled and identified by ADE as being in the bottom 25% on Spring 2014 Math AIMS, have made growth this 2014-2015 school year. Additionally, the school identified all continuing enrollment students whose Spring 2014 Math AIMS results indicated FFB as part of the Bottom 25% group for targeted assistance. All have made growth in the 2014-2015 school year as compared to the 2013-2014 school year.

Student	Spring 2014 Bottom 25% or FFB	Evidence of Growth
MD	Bottom 25%	Increased one Math AIMS level, from FFB to Approaches, from Spring 2014 to Fall 2015 Math AIMS.
MR	Bottom 25%	Increased in Math AIMS scale score from Spring 2014 to Fall 2015 Math AIMS.
EF	Math FFB	Increased one Math AIMS level, from FFB to Approaches, from Spring 2014 to Fall 2015 Reading AIMS.
GJ	Math FFB	Increased in Math AIMS scale score from Spring 2014 to Fall 2015 Math AIMS.
LD	Math FFB	Increased one Math AIMS level, from FFB to Approaches, from Spring 2014 to Fall 2015 Math AIMS.
OL	Math FFB	Increased in Math AIMS scale score from Spring 2014 to Fall 2015 Math AIMS.
RM	Math FFB	Increased in Math AIMS scale score from Spring 2014 to Fall 2015 Math AIMS.

Chart 1b.2 The set of Charts below shows the decrease in the percent of Falls Far Below (FFB) students when comparing year over year Fall 2014 to Fall 2015 Math AIMS results. The students identified in the bottom 25% are within this FFB category.





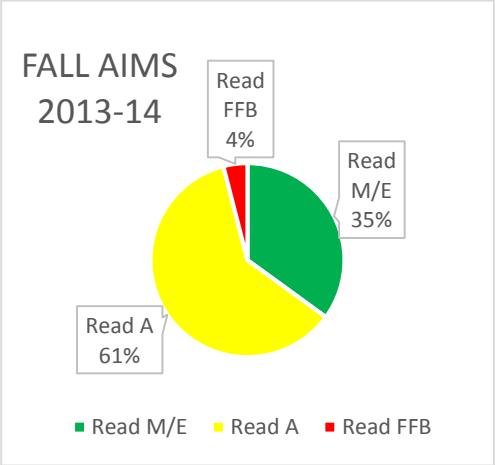
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:

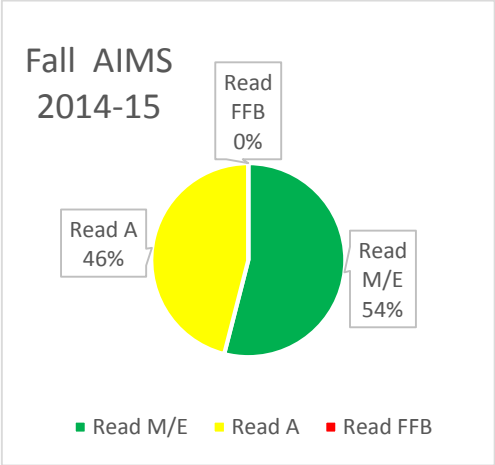
Table 1b.3 The school identified all continuing enrollment students whose Spring 2014 Reading AIMS results indicated FFB or Approaches as part of the Bottom 25% group for targeted assistance.
All have made growth in the 2014-2015 school year as compared to the 2013-2014 school year.

Student	Spring 2014 Bottom 25% or Approaches	Evidence of Growth
MD	Bottom 25%	Increased in Reading AIMS scale score from Spring 2014 to Fall 2015 Reading AIMS.
PB	Bottom 25%	Increased in Reading AIMS scale score from Spring 2014 to Fall 2015 Reading AIMS.
LD	Approaches	Increased in Reading AIMS scale score from Spring 2014 to Fall 2015 Reading AIMS.
LO	Approaches	Increased one Reading AIMS level, from Approaches to Meets, from Spring 2014 to Fall 2015 Reading AIMS.
RM	Approaches	Increased one Reading AIMS level, from Approaches to Meets, from Spring 2014 to Fall 2015 Reading AIMS.
VM	Approaches	Increased one Reading AIMS level, from Approaches to Meets, from Spring 2014 to Fall 2015 Reading AIMS.

Note: Crown Point High School had no Fall Reading AIMS FFB students.

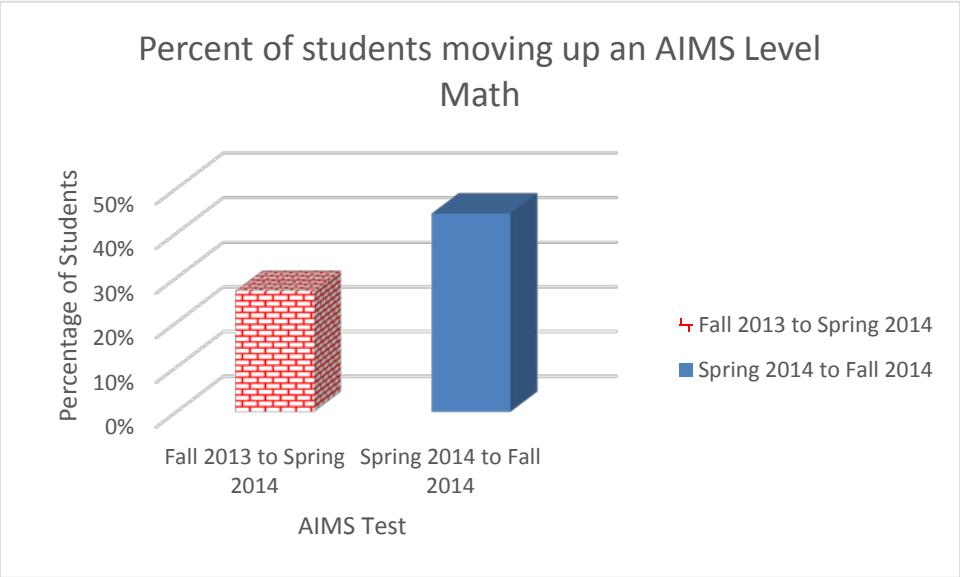
Charts 1b.4 The set of charts below shows the low percent of Falls Far Below (FFB) students, the decrease of Approaches (A) students, and the increase in Meets and Exceeds (M/E), when comparing year over year Fall 2014 to Fall 2015 Reading AIMS results. The students identified in the bottom 25% are within these lower categories.



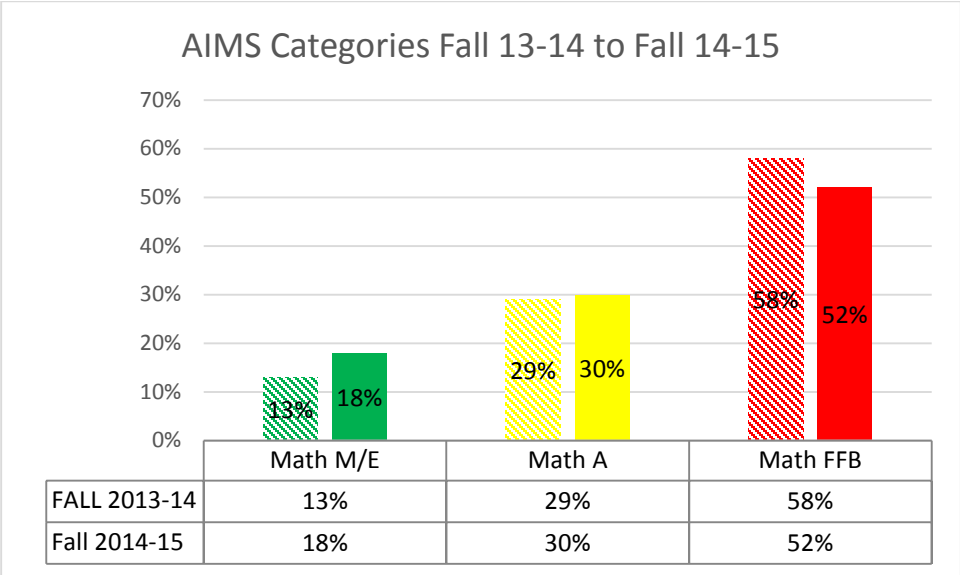


Insert Improvement – Math data here:
(Alternative High Schools Only)

Graph 1c.1 The graph below illustrates the increase in the current year results (ie: 44% of students increased at least one category from Spring 2014 to Fall 2015) of FAY students moving up at least one category on the Math AIMS levels, as compared to previous year changes in AIMS categories.



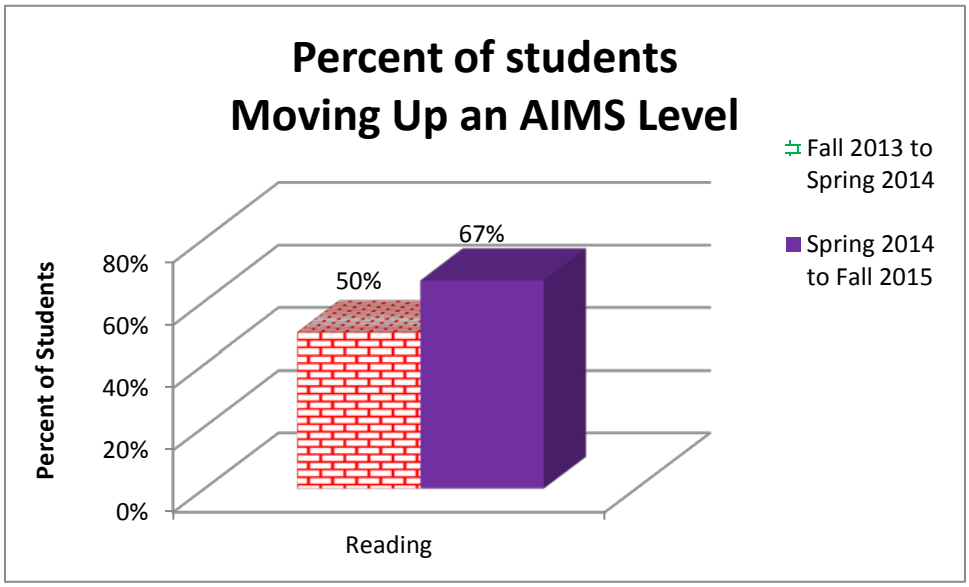
Graph 1c.2 The graph below shows the changes in percent of FAY students in each AIMS categories, year over year. It illustrates a decrease in the percent of Falls Far Below and an increase in the percentage of students Meeting/Exceeding the standards.



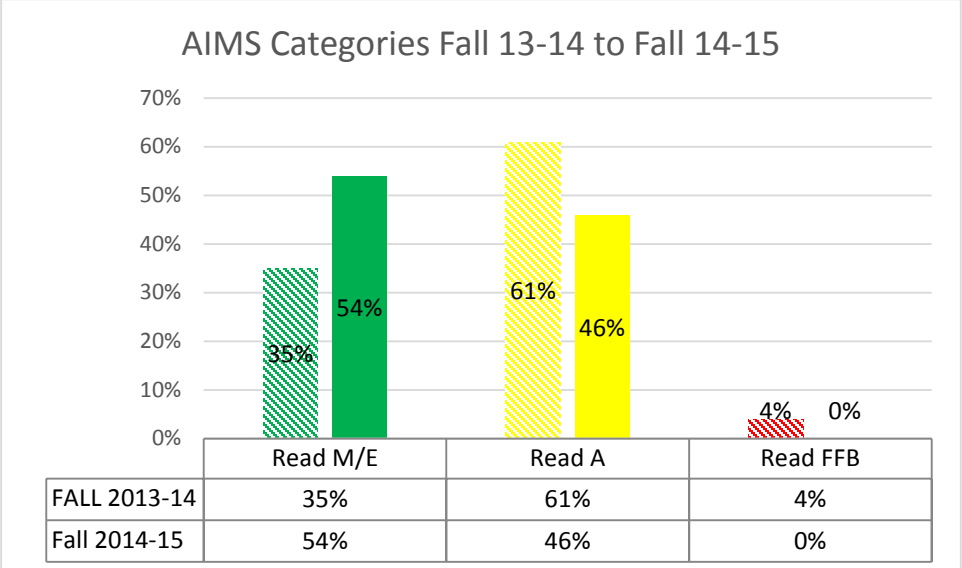
	Math M/E	Math A	Math FFB
FALL 2013-14	13%	29%	58%
Fall 2014-15	18%	30%	52%

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

Graph 1c.3 The graph below illustrates the increase in the current year results (ie: 67% of students increased at least one category from Spring 2014 to Fall 2015) of FAY students moving up at least one category on the Reading AIMS levels, as compared to previous changes in AIMS categories.

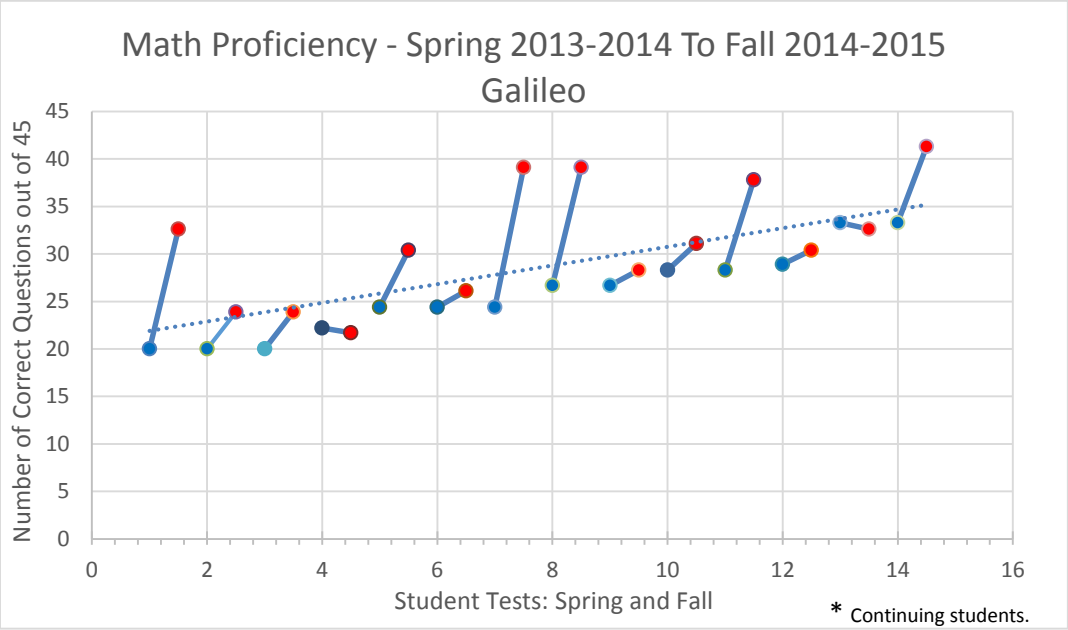


Graph 1c.4 The graph below shows the changes in percent of FAY students in each AIMS category year over year. It illustrates a decrease in the percent of Falls Far Below and an increase in the percentage of students Meeting or Exceeding the standards.

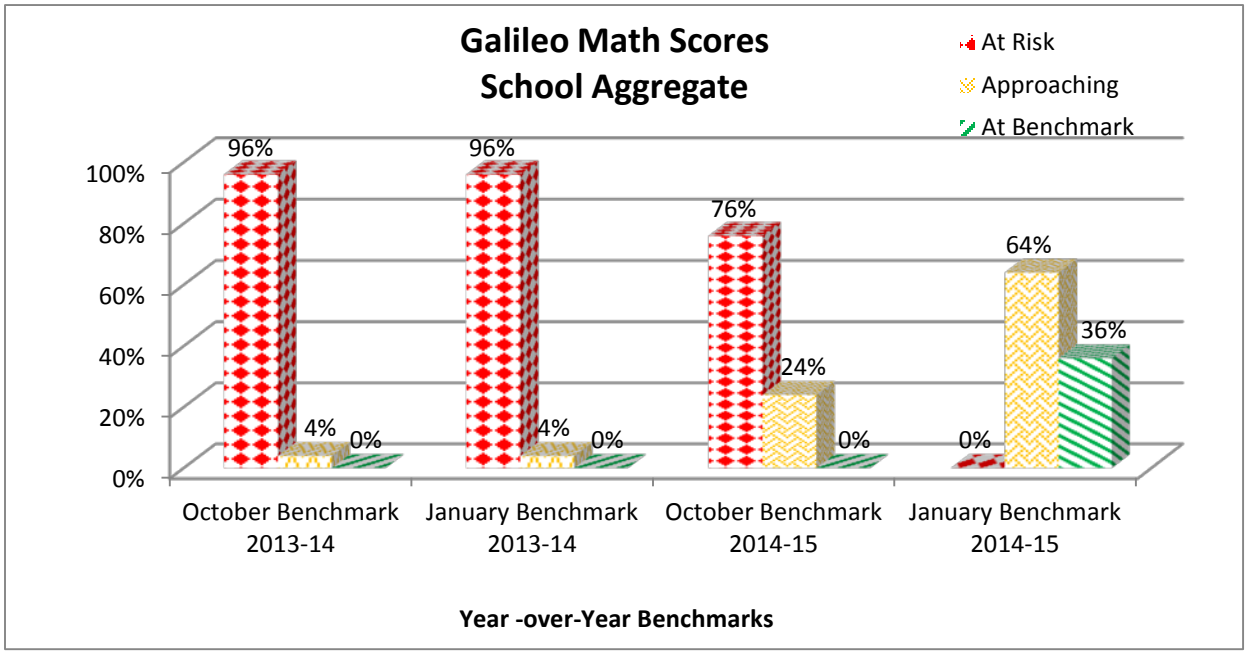


Insert Percent Passing – Math data here:

Graph 2a.1 The graph below shows the increases in mastering AIMS Math concepts based on Galileo testing. Student's Spring and Fall scores are connected to better illustrate the increase in the number of correct answers between Spring 2013-14 and Fall 2014-15.

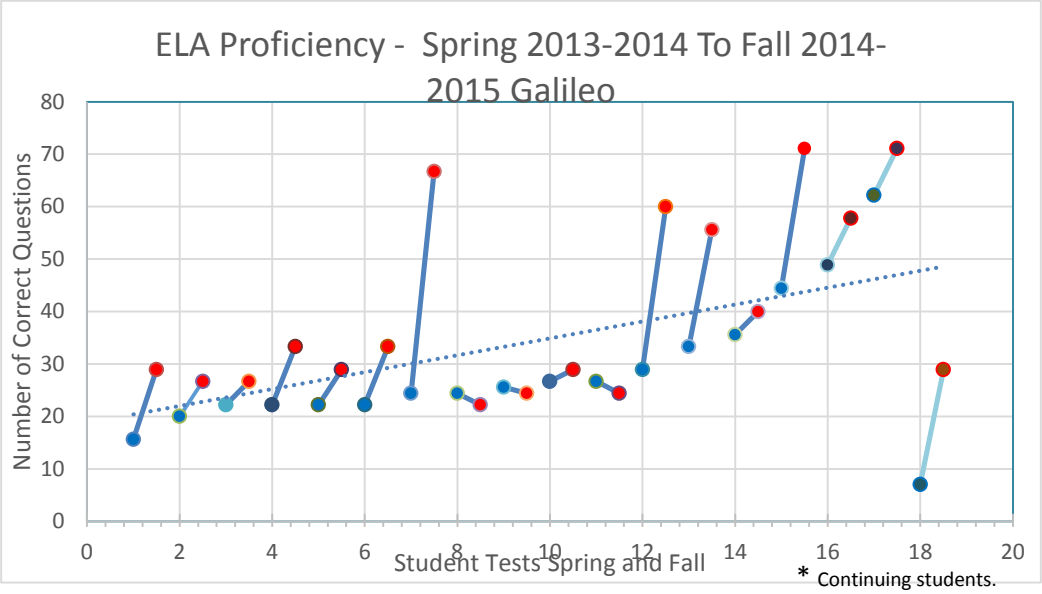


Graph 2a.2 The graph below shows the increase in percent of current students mastering AIMS Math concepts based on Galileo testing, as compared with last year's benchmark scores.
Also illustrated, is the success during this current year in moving students out of the At-Risk category.

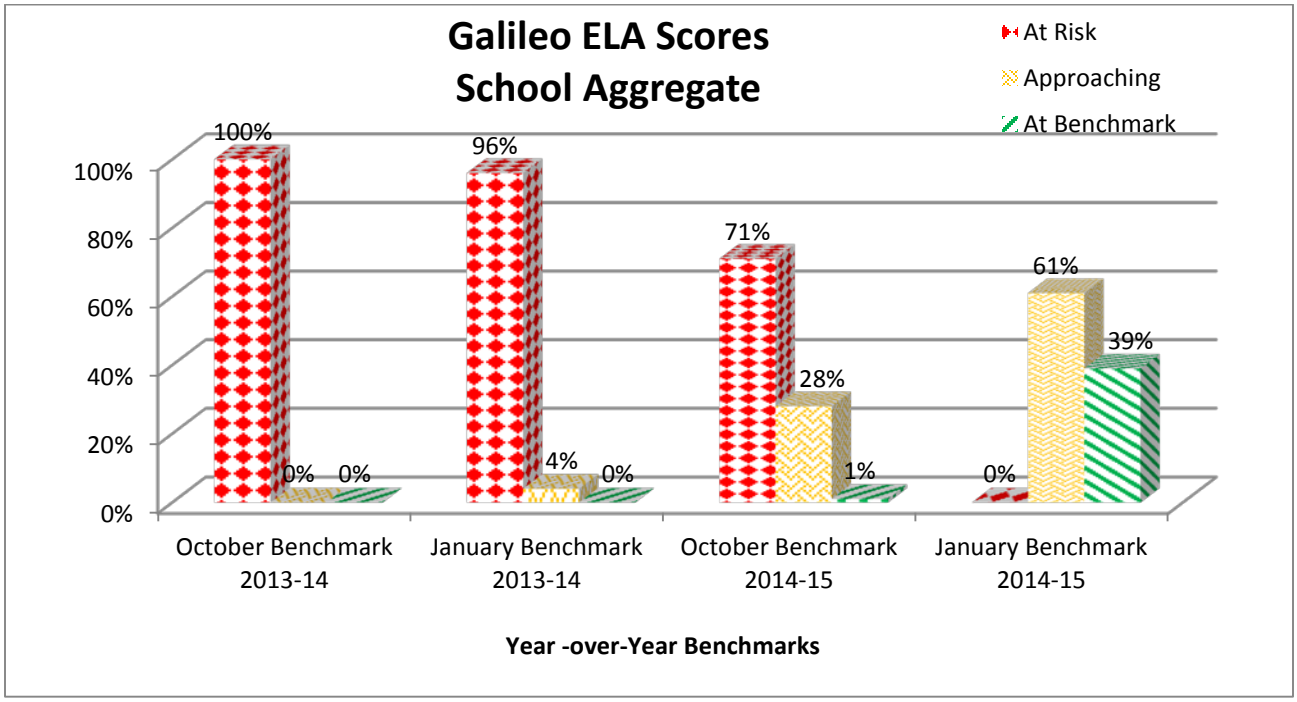


Insert Percent Passing – Reading data here:

Graph 2a.3 The graph below shows the increases in mastering of AIMS ELA concepts based on Galileo testing. Student's Spring and Fall scores are connected to better illustrate the increase in the number of correct answers between Spring 2013-14 and Fall 2014-15.



Graph 2a.4 The graph below shows the increase in percent of current students mastering AIMS Reading concepts based on Galileo testing, as compared with last year's benchmark scores.
Also illustrated, is the success during this current year in moving students out of the At-Risk category.



Insert Subgroup, ELL – Math data here:

Not required: The Arizona State Board of Charter Schools Renewal Summary Dashboard for Crown Point High School indicates section 2c. Proficiency Subgroup ELL Math has met the standard two years in a row.

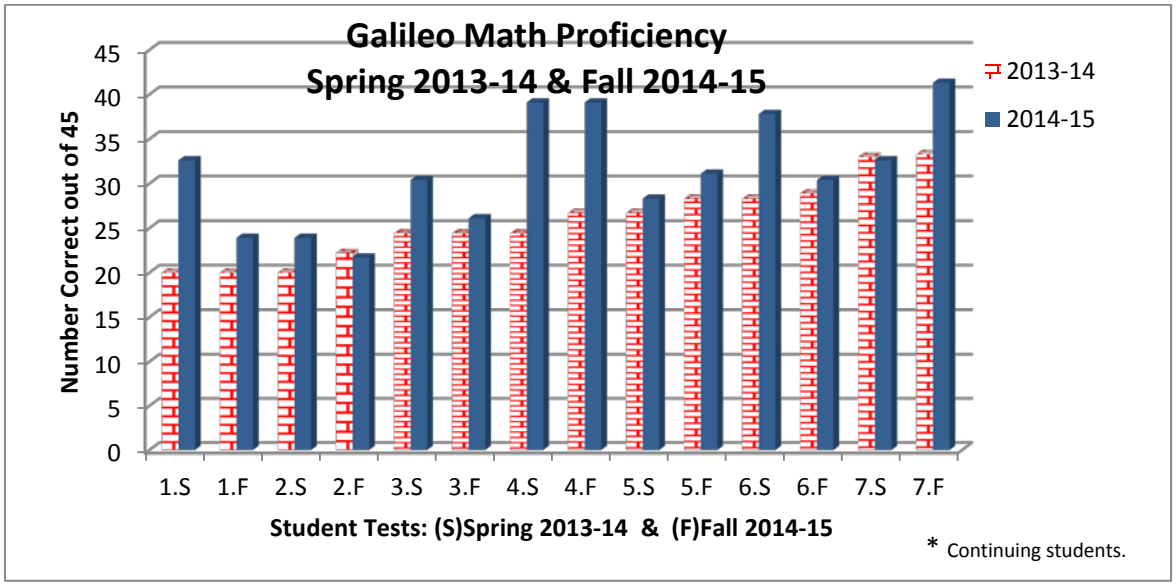
Insert Subgroup, ELL – Reading data here:

Not required: The Arizona State Board of Charter Schools Renewal Summary Dashboard for Crown Point High School indicates section 2c. Proficiency Subgroup ELL Reading has met the standard two years in a row.

Insert Subgroup, FRL – Math data here:

All Crown Point Students have free or reduced unch status.

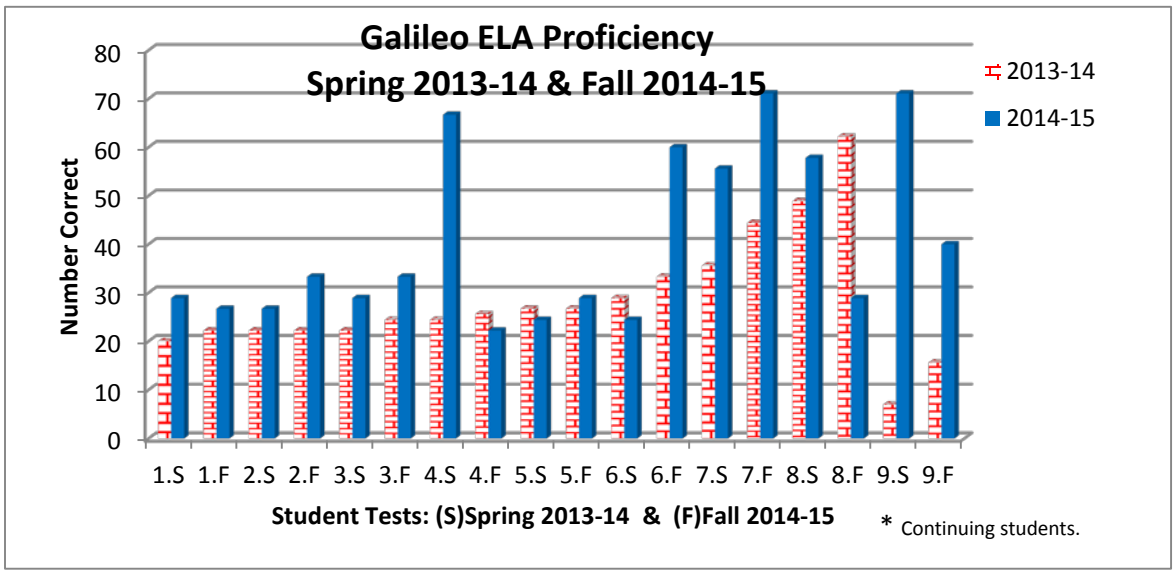
Graph 2c.1 The graph below shows the increase in mastery of AIMS Math concepts based on Galileo testing, as compared with the previous school year's benchmark scores.



Insert Subgroup, FRL – Reading data here:

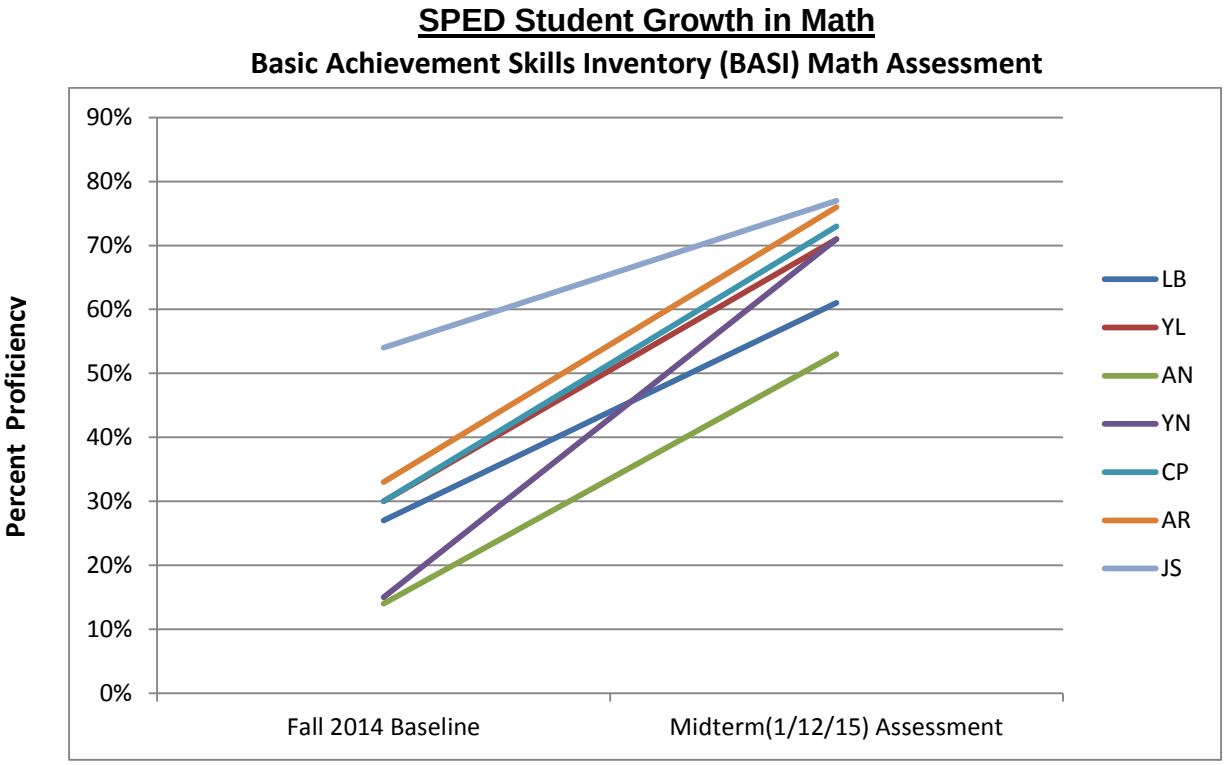
All Crown Point Students have free or reduced lunch status.

Graph 2c.2 The graph below shows the increase in mastery of AIMS ELA concepts based on Galileo testing, as compared with the previous school year's benchmark scores.



Insert Subgroup, students with disabilities – Math data here:

Graph 2c.3 The data in the graph below demonstrates the significant grade level growth in math that special education students have made from the Basic Achievement Skills Inventory (BASI) baseline assessment to the mid-year assessment.



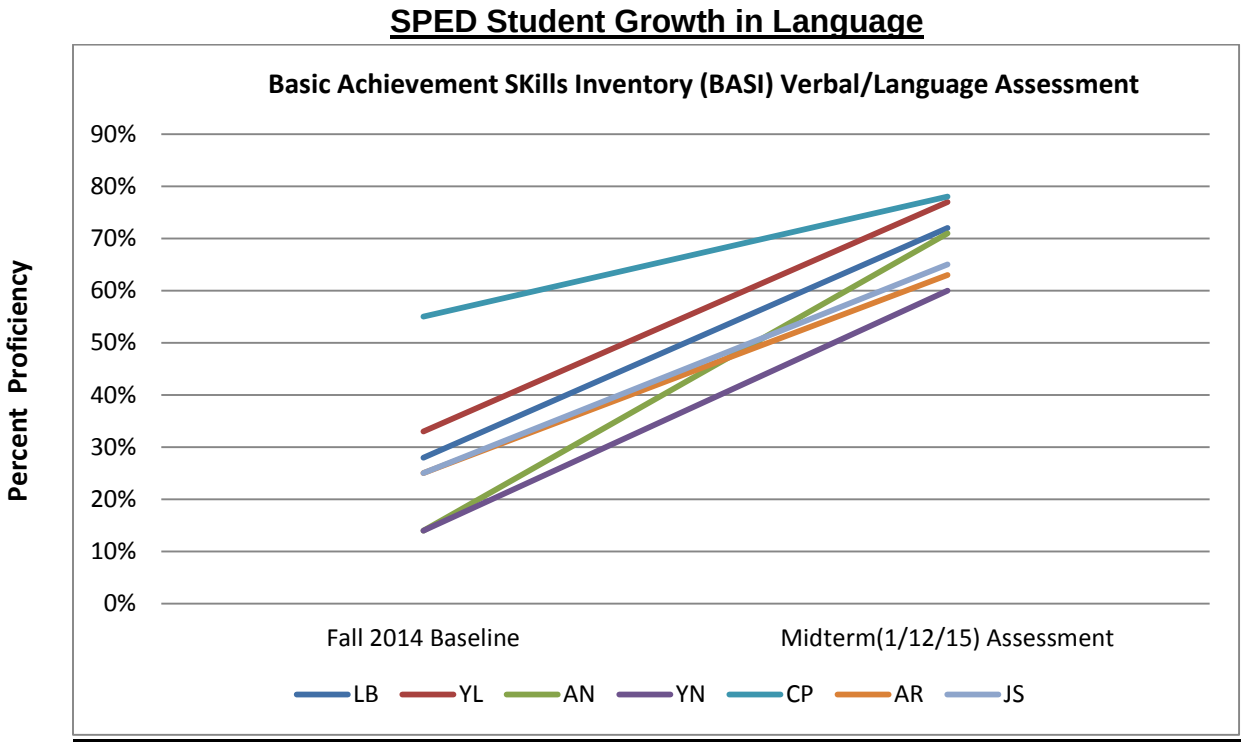
	Fall 2014 Baseline	Midterm(1/12/15) Assessment
LB	27%	61%
YL	30%	71%
AN	14%	53%
YN	15%	71%
CP	30%	73%
AR	33%	76%
JS	54%	77%

Table 2c.4 The table below shows year over year data demonstrating Crown Point High School's success in meeting the needs of special education students.

Academic Year	4-Year Senior SPED Graduation Rate	5-Year Senior SPED Graduation Rate	6-Year Senior SPED Graduation Rate
2013	100%	n/a	100%
2014	100%	100%	n/a

Insert Subgroup, students with disabilities – Reading data here:

Graph 2c.5 The data in the tables below demonstrates the significant grade level growth in reading that special education students have made from the BASI baseline assessment to the mid-year assessment.



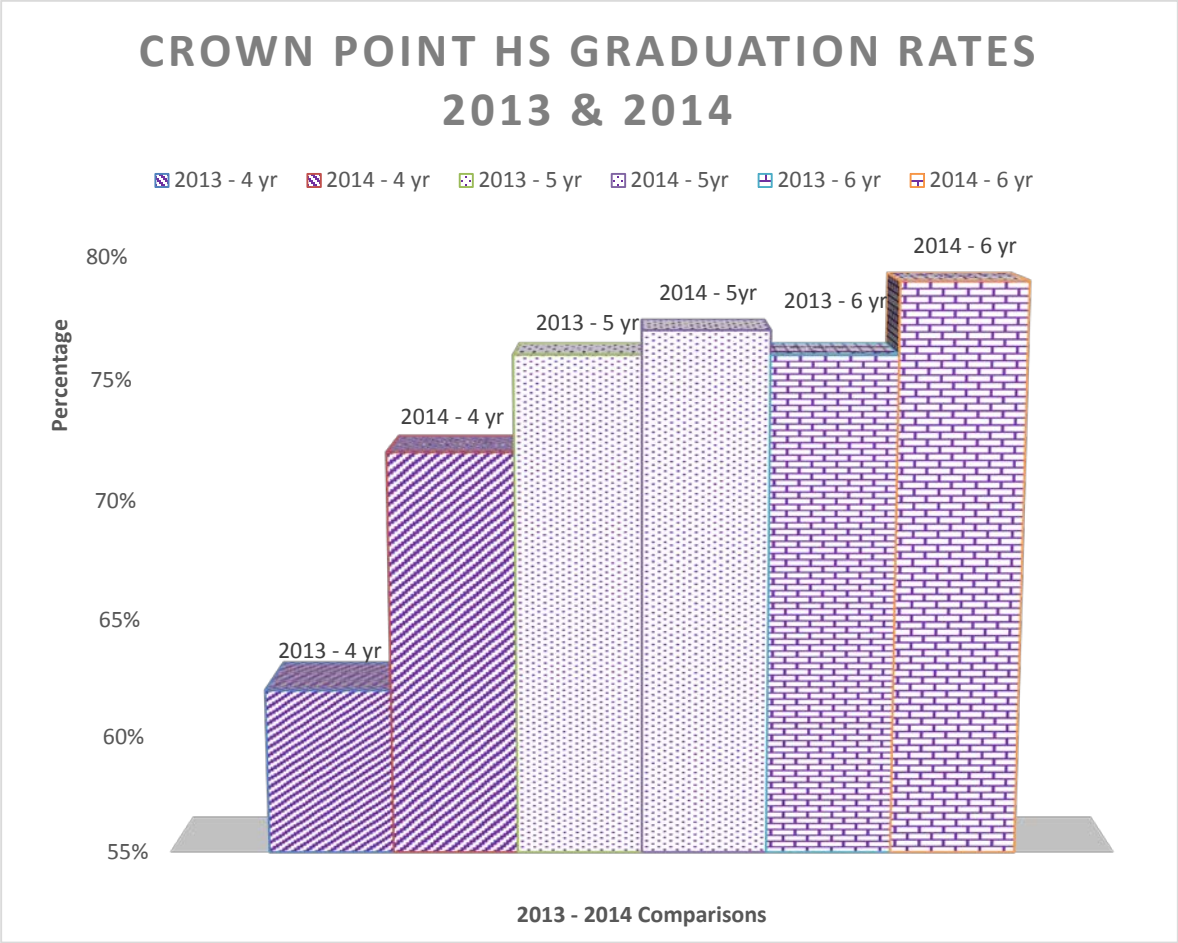
	Fall 2014 Baseline	Midterm(1/12/15) Assessment
LB	28%	72%
YL	33%	77%
AN	14%	71%
YN	14%	60%
CP	55%	78%
AR	25%	63%
JS	30%	65%

Table 2c.6 The table below shows year over year data demonstrating Crown Point High School's success in meeting the needs of special education students.

Academic Year	4-Year Senior SPED Graduation Rate	5-Year Senior SPED Graduation Rate	6-Year Senior SPED Graduation Rate
2013	100%	n/a	100%
2014	100%	100%	n/a

Insert High School Graduation Rate data here:

Graph 4a.1. This data demonstrates a continued improvement in High School graduation rates 2013 compared to 2014, for each of the graduating groups of seniors (4-year, 5-year, and 6-year seniors).

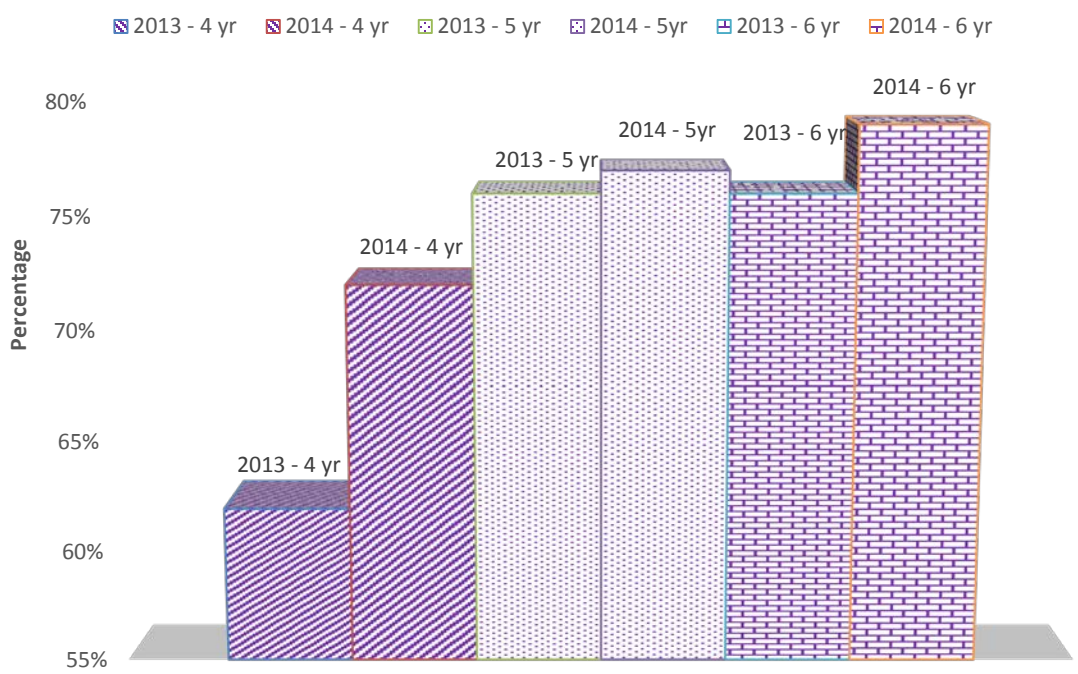


Graph 4a.2. This data demonstrates success in supporting special education students' needs and in providing opportunities for them to graduate.

Academic Year	4-Year Senior SPED Graduation Rate	5-Year Senior SPED Graduation Rate	6-Year Senior SPED Graduation Rate
2013	100%	n/a	100%
2014	100%	100%	n/a

Insert Academic Persistence data here:
(Alternative Schools Only)

Graph 4a.3. This data demonstrates Crown Point's year over year increased success in graduating 5th, and 6th year seniors.



2013 - 4 yr	62%
2014 - 4 yr	72%
2013 - 5 yr	76%
2014 - 5yr	77%
2013 - 6 yr	76%
2014 - 6 yr	79%

2013 - 2014 Comparisons

Valid and Reliable Data

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

Answer (suggested word count is 400 words): AIMS, Galileo, Study Island and A+ assessment data all have been proven valid and reliable in the educational arena. The companies supporting these data sources have conducted research/validity studies. All have standardized processes that make implementation of the assessments consistent to ensure the reliability and validity of the measures. As part of our vetting process, the Charter Holder purchases systems that have been previously used and proven successful at other Arizona High Schools. The administration provides for all Crown Point High School personnel to be trained/mentored in assessment programs to ensure that staff complies with program standardization. The teaching staff annually reviews the content in A+ and confirms its alignment with the appropriate standards. Any area that is deemed deficient by the staff is supported with supplementary materials.

The administration has experience using these systems at other high schools over the last three years, and has noted that student scores on these types of assessments reflect actual student performance indicating the validity of the measures (D.2.1, D.2.2). Data triangulation is another way to verify validity and reliability. The data triangulation method consists of using several independent data sources (Galileo, A+, Study Island, AIMS and soon AzMerits) to evaluate the same outcomes. These data points are reviewed to verify the validity and reliability of test scores. All of the assessments used by Crown Point reflect both the breadth and depth of the AZ College and Career Ready Standards and the State Assessment

Data triangulation illustrates the convergence process to identified outcomes and establishes the validity of those outcomes. Similar outcomes have been recorded, using data triangulation with the above named assessments at other Arizona high schools. Crown Point High School implements a cycle of teaching, assessment, and intervention with benchmark assessments supported by short formative assessments three or four times during the school year. Repetitions of the cycle provide an increased data pool of information about student learning. This information, coupled with information on statewide test performance, provides the opportunity for a multi-test approach to the assessment of standards mastery to ensure validity and reliability. The multi-test approach has several benefits for the student and school stakeholders:

- Any test, including statewide achievement tests used to make high-stakes decisions, has some degree of measurement error. The use of a multi-test approach reduces the impact of a single test on high-stakes decisions.
- The multi-test approach increases the likelihood that the assessments used to assess mastery cover the full range of content that has actually been taught (D.2.3).
- The multi-test approach increases timely access to assessment information that can be used in the overall determination of mastery.

Galileo benchmark testing, Study Island progress indicators, and A+ assessments, all provide valid and reliable information as predictors of AIMS success. Analysis of these results provides a comprehensive picture of student achievement that is correlated to AIMS outcomes by ATI (D.2.4, D.2.5).

By administering AIMS, Galileo, Study Island and A+ in a standardized manner, the assessment data accurately reflects student performance and content knowledge. Used together, these three methods verify the validity and reliability of the data from each assessment.

Conclusions Drawn From Data

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

Answer (suggested word count is 400 words):

The data analysis conducted on each measure demonstrates Crown Point's success in promoting student academic growth.

The current year data demonstrates a significant increase in academic achievement: No students were in the FFB category on the Fall Reading AIMS (D.3.1)! Two-thirds of continuing students moved up AIMS categories! And, current Galileo results show no students in the High–Risk category (D.3.2)!

Analysis of data (D.3.3) indicates Crown Point High School is moving in the right direction to successfully accomplish its mission of helping students to graduate, including those behind in credits or at risk of failure.

1. Growth Data Analysis:
- AIMS scale scores are utilized to analyze year to year individual student growth (D.3.4).
- Course pre/post assessment results are analyzed to measure and monitor student academic growth.
- All continuing enrollment students with FFB Spring 2014 AIMS results were included in the Bottom 25% analysis (D.3.5).

Results: Data analysis illustrates a growth in student achievement, including those students in the bottom 25%. Graph D.3.6 and D.3.7, show there is significantly more growth this current year (Spring 2014 to Fall 2015) as compared to last year's (Fall 2014 to Spring 2014). Graph D.3.8 and D.3.9 show AIMS to AIMS decreases in the number of students in the FFB category, indicating the success of the targeted assistance provided to students.

A significant indicator of academic growth, and moving students towards skills and standards acquisition, is the large number of students moving up at least one AIMS category (Graph D.3.10 and D.3.11); thus, illustrating the success of the current curriculum and instructional framework.

2. Proficiency Data Analysis:
- Individual student Galileo results are analyzed to address sub-group needs.
- Galileo scores are analyzed for school aggregate

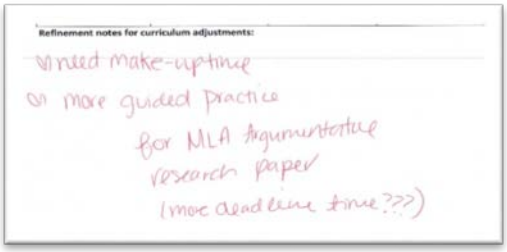
Results: Graph D.3.12 and D.3.13 illustrate the increase in students mastering AIMS concepts as well as the need for continued targeted assistance.

3. Special Education Sub-group Data Analysis:

The BASI is analyzed to determine student growth based on each administration (3 times a year) in both math and ELA Graph D.3.14 and D.3.15. The student canvas analysis is used to show progress toward IEP goals. Additionally, graduation rates are analyzed to monitor academic success.
Results: All SPED students have made growth and progress toward IEP goals with increases in students' academic achievement. Of those students whose annual IEP cycles have ended, 100% have mastered their reading and math goals. For those students who have new IEP goals, all students are making significant monthly progress towards "mastery" of their reading and math goals (D.3.16). The special education graduation rate is 100%.

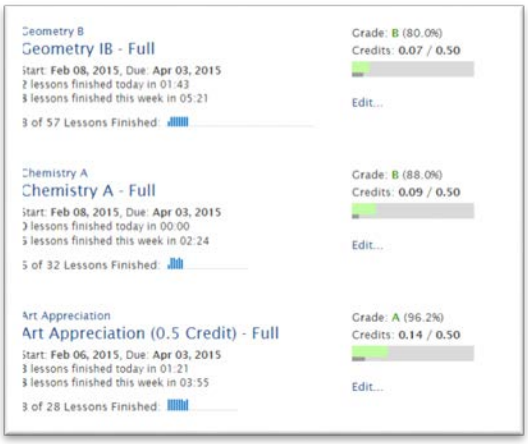
4. Graduation Rate Data Analysis:
- Graduation rates are analyzed for each cohort.
Results: Graph D.3.17 demonstrates a continued improvement in year over year graduation rates for each of the graduating groups of seniors (4-, 5-, and 6-year seniors). These results demonstrate that Crown Point High School's academic system is successfully targeting the population it serves in helping students graduate even when they are behind in credits.

Area II: Curriculum

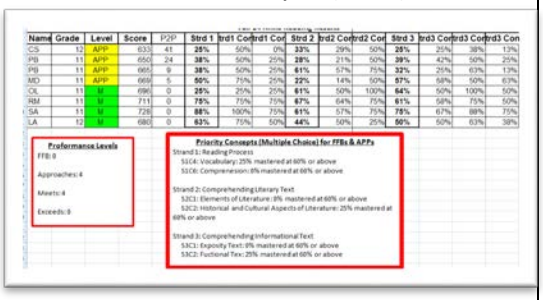
Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): The A+ curriculum and content delivery system adopted by the Governing Board was developed using a stringent, research-based process that starts with a review of state academic standards (Arizona College and Career Ready Standards) to determine required learning outcomes. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams. The Charter Holder has many successful years utilizing this curriculum in similar educational settings. The vendor conducts alignment studies and continuously evaluates content for effectiveness. In addition to the evaluation done by the vendor, Crown Point utilizes an ongoing internal curriculum evaluation process to identify gaps and to ensure the curriculum and content improves student achievement and standard mastery as measured by the statewide assessment. The small school setting at Crown Point allows this ongoing evaluation to occur throughout the school year. • Instructional staff annually reviews the A+ content. • Staff reviews student completion and performance rates at the end of each term.	List documents that serve as evidence of implementation of this process: 1. Weekly Lesson Plan refinement notes (C.1.1)  Refinement notes for curriculum adjustments: need make-up time more guided practice for MLA Argumentative research paper (more deadline time???)

- Teachers conduct weekly reviews of lesson plans for effectiveness and student progress.
- Teachers use the Connector program within the A+ system to monitor class wide student pace, performance and participation. This data is also used to evaluate the effectiveness of the curriculum.
- Benchmark and formative assessment data are analyzed by staff to ensure students are meeting standards and evaluated for curricular effectiveness.
    - A+ and Study Island assessments are administered often throughout the term.
    - Galileo is administered 3 times per year.
- Statewide assessment results are the ultimate measurement to which student achievement and standard mastery is measured. These results provide additional indicators on curriculum effectiveness.
- Special Education staff monitors and reviews student progress toward IEP goals which is also used to measure effectiveness of curriculum.
- Staff conducts data meetings each term to discuss all the information gathered in the evaluation process and holistically review the curriculum for effectiveness. Staff records any additional curriculum lessons used for RTI in addition to core content.

2. Connector Course Progress Reports (C.1.2)



3. AIMS Data Analysis (C.1.3)



Name	Grade	Level	Score	P2P	Strd 1	Strd1 Con	Strd1 Cor	Strd 2	Strd2 Con	Strd2 Cor	Strd 3	Strd3 Con	Strd3 Con	Strd3 Con
CS	12	APP	633	41	25%	50%	0%	33%	29%	50%	25%	25%	38%	13%
PB	11	APP	650	24	38%	50%	25%	28%	21%	50%	39%	42%	50%	25%
PB	11	APP	665	9	38%	50%	25%	61%	57%	75%	32%	25%	63%	13%
MD	11	APP	669	5	50%	75%	25%	22%	14%	50%	57%	68%	50%	63%
OL	11	M	696	0	25%	25%	25%	61%	50%	100%	64%	50%	100%	50%
RM	11	M	711	0	75%	75%	75%	67%	64%	75%	61%	58%	75%	50%
SA	11	M	728	0	88%	100%	75%	61%	57%	75%	78%	67%	88%	75%
LA	12	M	680	0	63%	75%	50%	44%	50%	25%	50%	50%	63%	38%

Proformance Levels
FFB: 0
Approaches: 4
Meets: 4
Exceeds: 0

Priority Concepts (Multiple Choice) for FFBs & APPs
Strand 1: Reading Process
S1C4: Vocabulary: 25% mastered at 60% or above
S1C6: Comprehension: 0% mastered at 66% or above
Strand 2: Comprehending Literary Text
S2C1: Elements of Literature: 0% mastered at 60% or above
S2C2: Historical and Cultural Aspects of Literature: 25% mastered at 60% or above
Strand 3: Comprehending Informational Text
S3C1: Exposity Text: 0% mastered at 60% or above
S3C2: Fuctional Tex: 25% mastered at 66% or above

3. Study Island reports (C.1.4a, b)
   Galileo reports (C.1.4c, d)
   AIMS reports (C.1.4e, f)
   Student data triangulation (C.1.5)

4. ESS data meeting (C.1.6, C.1.7)

5. Data meeting agendas (C.1.8a, C.1.8b)
   AZ Merit Training information(C.1.9)

6. A+ standards alignment (C,1.10)

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

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
Curriculum gaps are identified during the ongoing curriculum evaluation process described above. Student performance is the critical component to identifying areas	

where the curriculum may not be fully meeting student needs. How each evaluation process identifies gaps is described below. • Annual A+ review – Staff identifies any standard misalignment or deficiencies. ▪ Completion and performance rates – Staff identifies and reviews any course where the completion/performance rate is below 70%. Detailed student performance is reviewed for students not meeting the minimum 70% criteria to determine if there are curricular gaps. • Weekly lesson plan and classwide progress evaluation – Teachers identifies any need for curriculum reform and/or adjustments. • Benchmark and formative assessments – analyze performance against the standards to identify content/skills areas where there is low performance by a number of students and identify where gaps exist. • Statewide assessment – student achievement is analyzed and used in the same manner as the benchmark and formative assessments. • Special Education department monitoring – Progress data is used to identify possible gaps in the curriculum. • Data meetings – Data gathered from the multiple sources and analyzed together to form a fuller picture of student progress and curricular effectiveness in order to identify gaps.	1. Weekly Lesson Plans refinement notes (C.2.1a, C.2.1b) 2. ESS data meeting (C.2.2a) Student Canvas (C.2.2b) 3. AIMS Data Analysis (C.2.3) Study Island reports (C.2.4) Galileo reports (C.2.5) 4. Annual curriculum meeting agendas (C.2.6)
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): The initial adoption process includes a needs assessment, analysis of options by staff, especially instructional staff, recommendations and board approval. Analysis of available options includes standards alignment, professional development needs, available assessments and content. The adoption process is further outlined in answer #5 of this section. Part of the process also includes the benchmarks and formative assessments where students receive supplemental Study Island coursework to	List documents that serve as evidence of implementation of this process:

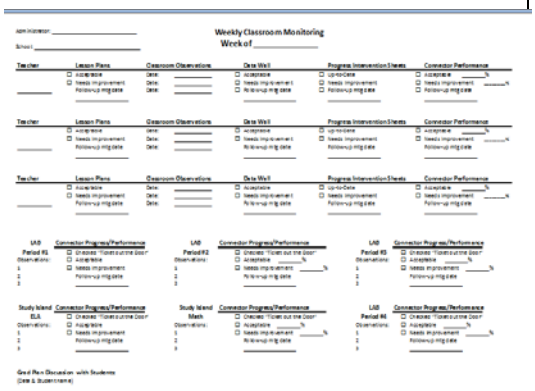
target the needs identified by the assessments. Overall curriculum revisions are incorporated in the course for reoccurring deficiencies. Staff uses the continuous evaluation process described above to evaluate curriculum against the standards for effectiveness and to identify gaps. Staff then uses the data gathered from these processes to recommend revisions, supplements, supports and intervention. If the gaps and/or deficiencies are significant, staff can recommend replacing the existing curriculum. Below is a description on how the evaluation process informs these adjustments. 1. Administration of a needs assessment ▪ Leadership team reviews summary sheets for strengths and weaknesses 2. Leadership team reviews elements associated with selection - Research - Curriculum/content - Cost 3. Leadership team reviews effectiveness of selection - Testimonials - Historical use - Evaluation based in part on success at other schools with similar student populations 4. Special Education curriculum is deemed adaptable based on students' Individual Education Plan (IEP). 5. Review and approval by Board Finally, once the performance data is available for AZMerit, staff will conduct an analysis on the effectiveness of the current curriculum against the Arizona College and Career Ready Standards (ACCRS) for revisions or consideration of adopting alternative curriculum.	1. Needs assessment (C.3.1) Team Data forms (C.3.2a, C.3.2b) Student Canvas forms (C.3.3) IEP Binders/communication logs (C.3.4a, C.3.4b, C.3.5) 1. Summer 2015 Data meetings; Summer 2015 Curriculum Review.
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Listed below is the staff involved with each portion of the adoption and revision of curriculum. All teaching and leadership staff, as well as the Charter Holder and the highly qualified A+ development team are involved with the process of revising the curriculum. ▪ Adoption Process – Charter Holder, Leadership Team (which include the Lead Teacher) and the Governing Board ▪ Annual A+ review – Instructional Staff and Leadership Team as well as the A+ Development Team ▪ Completion & performance rates – Principal and Instructional Staff ▪ Weekly lesson plan and student progress evaluation – Instructional Staff ▪ Benchmark and formative assessments Statewide assessment – Instructional Staff ▪ Special Education department monitoring – Special Education Staff ▪ Data meetings – Data Committee and Leadership Team who then collaborates with the Charter Holder on recommended revisions. ▪ All staff will be involved in AZMerit assessment analysis and any resulting curriculum adoption or revision discussions indicated by AZMerit results. Finally, even the students are involved, as it is ultimately their achievement data driving the curriculum evaluation and revision process.	1. Board Minutes (C.4.1) 2. Data meeting agenda (C.4.2) 3. Summer 2015 Data Meetings (C.4.3)
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): The new leadership (established in June of 2014) selected the A+ platform after a comprehensive review of the following: 1. school's needs 2. proven success in similar student demographic academic settings 3. course offerings and course content 4. student academic data and demographics 5. Board review/approval	List documents that serve as evidence of implementation of this process: 1. June 2014 Standards & Rubric for school improvement (C.5.1) 2. Other Charter Schools' Letter Grades (implementing same program with similar demographics) (C.5.2a, C.5.2b, C.5.2c) 3. A+ course outlines (C.5.3a)

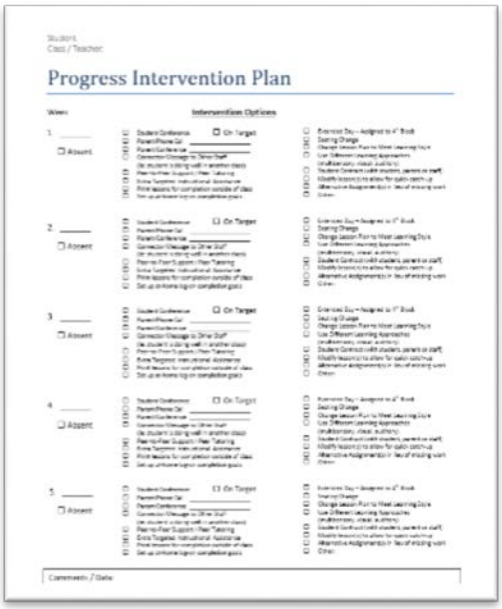
All were key review components when determining the best Content Delivery System for Crown Point High School. Additionally, it should be noted that the student academic data reflect the need to support an alternative education avenue for at risk students. The current leadership has a clear vision of how to best serve the alternative population, and then determined the best curriculum, instruction and assessment systems to meet the needs of our students. The school's process for adopting, evaluating, and revising the core curriculum is based on ongoing evaluation and revision processes described above. These processes are expedited due to the small size of the school allowing for flexibility to ensure student needs are met.	Star Suite Course Outlines (C.5.3b) Edmentum Course Outlines (C.5.3c) 4. Board minutes related to curriculum adoption (C.5.4)

Implementing Curriculum

6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?

Answer (suggested word count is 400 words): The Charter Holder has a clearly defined process which includes expectations that student academic progress and proficiency reports are regularly reviewed by teachers and administration in order to monitor student progress, evaluate curriculum and alignment of supplemental materials, and to identify areas of need. School leadership completes a Weekly Classroom Monitoring form to document monitoring of classrooms and course progress, and needed follow-up steps. 1. Curriculum implementation is monitored through course completion and pacing reviews done weekly by school leadership. ▪ The Content Delivery system has an additional component, the Connector program, which creates a graphic interface that allows easy	List documents that serve as evidence of implementation of this process: Weekly Classroom Monitoring form C.6.1 

and clear access to course level and student data. ▪ Leadership is consistently monitoring student pace, performance and participation. ▪ Leadership is continually meeting with teachers regarding student pace, performance and participation. ▪ Class reports are reviewed with teachers whose classes are not on pace, and who need support in implementing the curriculum with fidelity. 2. Curriculum implementation is monitored through classroom walkthroughs ▪ The small size of Crown Point High School provides the Charter Holder and leadership frequent opportunities to monitor and support the school staff. ▪ Leadership walks campus and classrooms daily ▪ Walkthrough evaluation forms include a component related to instruction and curriculum, as well as areas for feedback.	1. Connector Class reports (C.6.2) 2. Walkthrough Observation forms (C.6.3) **Crown Point Observation Walk-through** Teacher: Date: **PD Focus area (Choose 1 or 2)** Student engagement Academic rigor Instructional strategies Curriculum / Pacing PD Follow-up Monitoring **Feedback** Positives: Deltas: Observation Notes
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): Crown Point High School's curriculum is delivered by a highly-qualified instructional and support staff. Teacher-led instruction and supplemental computer instruction are coordinated and planned to ensure students have an opportunity to complete full-fill graduation requirements in a timely manner. 1. Individualized class schedules ▪ Once enrolled, students are evaluated through a review of transcripts to determine individual student needs (i.e. credits, passing AIMS) and an individualized class schedule is created. ▪ The extended school year allows for more instructional days to provide students with	List documents that serve as evidence of implementation of this process: 1. Class schedules (C.7.1a) School Calendar (C.7.1b) Course completion (C.7.1c) Connector screen shot (C.7.1d) A+ Standards alignment (C.7.1e)

enough academic time to address all standards for grade-level content areas. ▪ An additional class (4th Block) gives students an opportunity to extend their learning beyond their regular day, enabling more courses to be completed within an academic year or for students to catch up in regular day courses. 2. Pacing Guides & Lesson Plans ▪ Class schedules are designed into 2 hour blocks to optimize time on coursework. ▪ Lesson design allows for completion of 2 lessons per block. ▪ Teachers follow the A+ course design and teach the lessons according to the pacing guides. ▪ The Connector program provides daily data related to course progress/pace so staff and students are aware of the timeframe needed to complete all coursework, and thus the standards embedded within the course. 3. Progress Intervention Plan ▪ Teachers hold regular data chats with students and utilize the Progress Intervention Plan as documentation. ▪ Leadership monitors completed Progress Intervention Plans and the Connector, and intervenes if class is not on pace. 4. Graduation Plans ▪ Graduation plans are updated regularly to ensure all students are on track to meet State graduation expectations and AIMS assessment requirements.	2. Pacing guides (C.7.2a) Lesson Plans (C.7.2b) 3. Progress Intervention Plan (C.7.3)  4. Grad Plan template (C.7.4)
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Leadership regularly monitors completion of Progress Intervention Plans, lesson plans, and data walls, which are tools indicating rate of progress. Staff are aware of the following expectations: 1. Progress Intervention Plans are completed weekly. 2. Lesson Plans/pacing guilds are completed weekly. 3. Lesson plans must reflect alignment to the course Pacing Guides 4. Data walls are to be updated weekly. 5. Minimum 70 % Pass requirement for all lesson assessments and final course exams. Expectation Communication: 6. Staff are made aware of these expectations during the pre-service professional development as well as consistently mentioned during walkthroughs and follow-up coaching. 7. New staff review the pre-service presentation materials talk with leadership regarding expectations. 8. Leadership regularly monitors course proficiency and progress on the Connector and provides feedback to staff. 9. Expectations are also routinely referenced during staff meetings.	1. Completed Progress Intervention Plans (C.8.1) 2. Completed weekly lesson plans (C.8.2) 3. Connector course progress reports (C.8.3) 4. Pictures of current data walls (C.8.4) 5. Pre-Service agenda (C.8.5) 6. Pre-Service agenda & sign-in (C.8.6) 7. Teacher Expectations sign-off sheet (C.8.7) 8. Weekly Classroom Monitoring (C.8.8) 9. Staff Meeting agendas (C.8.9)
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Monitoring usage of these tools is embedded into the leadership Weekly Classroom Monitoring protocol. 1. During walkthroughs, leadership monitors –	List documents that serve as evidence of implementation of this process:

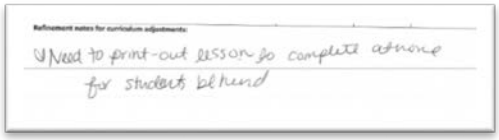
▪ Implementation of curriculum by observing pacing and alignment of instruction with lesson plans and pacing guides. ▪ Completion of Progress Intervention Plans. Data chat occurrences and intervention options are captured through the completion of the Progress Intervention logs. ▪ Completion of Data Walls. Data from the Connector is utilized to make classroom data walls and to have individualized data chats with students Completion of the above is evidence indicating instructional alignment of A+ lessons with the usage of the Connector, and appropriate pacing for successful course completion. 2. When reviewing Connector reports, leadership monitors course completion progress to assess use of pacing guides and appropriate lesson planning. Data from the content delivery system is seamlessly integrated to display course proficiency as well, providing an opportunity to monitor the implementation of the minimum 70% pass criteria.	1. Completed weekly lesson plans (C.9.1a) 2. Completed Progress Intervention Plans (C.9.1b) Pictures of current data walls(C.9.1c) 3. Connector course progress reports (C.9.2a) Weekly Classroom Monitoring (C.9.2b)

Alignment of Curriculum

10. How does the Charter Holder know the curriculum is aligned to standards?

Answer (suggested word count is 400 words): The curricular and instructional design ensure that the curriculum is aligned to the standards. 1. At the beginning of the school year, and on a continuous basis during the year, teachers review the core content to ensure that the content is aligned to standards. ▪ Teachers add additional content and instruction to ensure each content area is covered. 2. At the end of the year, the leadership team reviews any identified gaps and the modifications, and additions made by the teachers.	List documents that serve as evidence of implementation of this process: 1. Pre-Service Agendas (C.10.1a) Lesson Plans (C.10.1b) Pacing Guides (C.10.1c) A+ Standards Alignment documents (C.10.1d)

3. All courses are aligned with the Arizona College and Career Ready Standards. ▪ The adopted content has been aligned by the vendor to state standards. The teacher review process ensures the content and standards alignment at the school level. ▪ A+ is contracted to provide comprehensive curriculum support for updated alignment and implementation of the Arizona College and Career Ready Standards. ▪ Math curriculum is supplemented with Study Island, to provide students direct additional support for mastery of the Arizona College and Career Ready Standards. For Special Education students, a specialized reading and/or math curriculum may be developed using multiple research-based programs and resources specifically designed for remediation that are aligned to the Arizona College and Career Ready Standards. 4. The school also looks at the correlation between student performance on Galileo assessments, and state standard testing to acess if we are teaching standards. ▪ Proof of success is alignment of the three indicators. o A non-aligned indicator/s alerts the teacher and the leadership team that there is a potential issue with the content alignment. ▪ Data meetings address curriculum effectiveness and gap analysis by reviewing student Study Island, Galileo, and AIMS assessments 5. Curriculum alignment of the standards being assessed with AZMerit will be done by review of the AZMerit assessment results, as well as review of the vendor alignment documentation provided by A+ and Study Island.	2. Summer 2015 Curriculum Review (C.10.2) 3. A+ Alignment Documentation (C.10.3a) Study Island alignment (C.10.3b) 4. Galileo Data (C.10.4a) AIMS Data (C.10.4b) Data Triangulation Document (C.10.4c) 5. Summer 2015 Data Meetings (C.10.5)

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Crown Point's unique blended learning delivery system allows for individualization based on student needs. Specific attention is given to students who are non-proficient in math and reading, and those in the bottom 25%. Crown Point High school implements a systems approach to provide academic support to at-risk students. 1. Differentiation within the core curriculum ▪ Students complete a formative pre-assessment to identify background knowledge in all core subject areas. ▪ Re-teaching opportunities are provided as needed to make sure skills and concepts are mastered. ▪ Differentiation is also done through customized assessments and supplemental course material. 2. Small group direct instruction ▪ Teachers monitor student progress and conduct teacher-led small group intervention to clarify difficult concepts and provide support for increased understanding. ▪ Formative pre- and post-assessments occur regularly to determine both class and individual student progress and to allow for quick adjustments in instruction. 3. Use of Data ▪ Instructors monitor student completion and proficiency reports in real time and provide needed assistance. ▪ The Connector program provides a graphic interface that allows easy and clear access to student data.	List documents that serve as evidence of implementation of this process: 1. Individualized class schedules (C.11.1a, C.11.1b) Course Pretest (C.11.2) Alternate lesson example (C.11.3) Lesson Plan refinement notes (C.11.4)  Refinement notes for curriculum adjustments: Need to print-out lesson so complete at home for students behind 2. Targeted Intervention Group (C.11.5) 3. Connector Student report (C.11.6) Progress Intervention Plan (C.11.7) Progress Report / Course Report (C.11.8)

- Staff have regular data chats with students to discuss progress and student needs.
- Students are aware of their completed work and lesson proficiency levels. Student progress indicators are the first thing a student sees when logging in to complete assignments.
- Regular staff meetings are held to review student data and determine students who will be recommended for additional support.

4. Extended day
   - As part of Crown High School's RTI process, students can be assigned to extended day tutor sessions in Math and Reading as needed.
   - A system is in place to assess students and to identify strands and concepts not yet mastered to the level of AIMS proficiency.

5. Supplemental Support
   - Curriculum is supplemented with Study Island, AIMS tutoring, and various web-based resources to help students master Arizona College and Career Ready Standards.
   - A variety of teacher resources are used for supplementing students' skill development including, additional review, worksheets, activities, skills practice, lesson reading guide, etc.
   - Supplemental activities are used to support instructional delivery and for alternative and/or differentiated instruction.

4. 4th Block schedule (C.11.9)
   AIMS Review to assess student needs for 4th Block (C.11.10)

Fall 2014-15 AIMS RESULTS

Student Name	Grade Level	WRT	RDG	MA
BJ	11	M (487)		APP (474))
BF	11	APP (450)	APP (662)	FFB (443)
CE	11			M (497)
CA	11			APP (483)
DM	11	APP (473)		FFB (467)
MD	11	APP (450)	APP (669)	APP (474))
MR	11	FFB (421)		FFB (435)
MS	11	M (499)		
OJ	11	APP (456)	M (677)	FFB (446)
OL	11		M (696)	FFB (458)
PB	11	APP (464)	APP (665)	FFB (465)
PB	11	FFB (421)	APP (650)	FFB (446)
RM	11		M (711)	FFB (465)
SA	11	M (480)	M (728)	M (434)
AD	12	APP (464)		
CM	12			FFB (463)
CS	12	APP (473)		FFB (432)
CS	12	FFB (394)	APP (633)	FFB (435)
C J	12	APP (477)		
EA	12			APP (481)
GA	12			FFB (453)
GB	12			APP (476)
GJ	12	M (516)		FFB (463)
LM	12			M (488)
LA	12	APP (437)	M (680)	FFB (467)
MJ	12			FFB (470)
MA	12			FFB (460)
MB	12			FFB (451)
SR	12			FFB (463)
SM	12			FFB (463)
VT	12	APP (441)	M (684)	FFB (458)
VR	12			M (511)

5. AIMS tutoring schedule (C.11.11)
   Lesson plans (C.11.12)

12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
Not required to be addressed. The Arizona State Board of Charter Schools Renewal Summary Dashboard for Crown Point High School indicates section 2c. Proficiency Subgroup ELL Math has met the standard two years in a row.	Not required to be addressed.

13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
All (100%) students at Crown Point High School have free or reduced lunch status. Most students at Crown Point High school were not successful in traditional school settings, and are seeking an alternative educational environment. Crown Point's unique blended learning delivery system allows for individualization based on student needs. Crown Point High school implements the same systems approach to provide academic support to free or reduced lunch students as it does for all students. 1. Differentiation within the core curriculum 2. Small group direct instruction 3. Use of Data 4. Extended day 5. Supplemental Support The Response to Intervention (RTI) process also applies to all Crown Point students. Student achievement data is utilized to assess students' needs. Based on those needs, Crown Point High School incorporates the RTI tier levels to promote student growth at every academic level. Tier 1 is focused within the core curriculum, with instruction and interventions targeting all students. Students who do not perform at expected levels through Tier 1 instruction are provided with additional supplementary interventions (Tier 2). Students who continue to have difficulty receive Tier 3 intervention services, which is most often one-on-one instruction.	1. Individualized class schedules (C.13.1) Alternate lesson examples (C.13.2) 2. Targeted Intervention Group (C.13.3) 3. Connector Student report (C.13.4) Progress Intervention Plan (C.13.5) Student Progress Report (C.13.6) 4. 4th Block schedule (C.13.7) 5. AIMS tutoring schedule (C.13.8) Lesson plans (C.13.9)
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
To ensure the curriculum addresses the needs of students with disabilities: • A specialized reading and/or math curriculum may be developed using multiple research-based programs and resources specifically designed for remediation that are aligned to the Arizona College and Career Ready Standards. (i.e. Ablenet Math and Buckle Down) • The use of the A + content with needed accommodations is encouraged to support their individual deficits and learning challenges. • Special Education students may be working at an adjusted pace with more time to review concepts and apply these skills to new problems. • Technology is used for self-paced math and reading instruction. • The Highly Qualified Special Education teacher meets regularly with classroom teachers to ensure that attention is given to any modifications and/or accommodations required so that students are able to access the regular curriculum with appropriate support. • The Director of Special Education reviews all lesson plans monthly to ensure alignment with standards and district reading/math curriculum and observes lessons to ensure differentiation is occurring. • Monthly walkthroughs are conducted to monitor teaching to standards and implementation of lesson plans. • The LEA provides standards-aligned, Daily Practice and Review reading/math activities, and Test prep activities using Study Island, as a supplemental curriculum.	1. IEP goal progress monitoring using Student Canvas (C.14.1) 2. Lesson Plans (C.14.2a, C.14.2b) 3. Walkthrough observation forms (C.14.3) 4. IEP binders/communication logs (C.14.4a, C.14.4b, C.14.5) 5. ESS Data meeting forms (C.14.6a, C.14.6b) 6. Formal Teacher Observations (C.14.7) 7. Staff development agenda (C.14.8a, C.14.8b)

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): Crown Point High school consistently implements a comprehensive assessment system and uses data from multiple sources to make timely adjustments to curriculum and instruction. A comprehensive assessment system aligns formative assessments, progress monitoring, and summative data to assess students on clearly defined performance measures and provide staff and students with information related to potential AIMS outcomes, as well as skill development needs. 1. Formative assessments: ▪ Pre- and post-assessments are embedded into the curriculum to guide instruction and provide targeted lessons to close skill gaps. ▪ Lesson assessments provide instructors with real-time data to inform next lesson content. 2. Progress Monitoring ▪ On-going formative assessments embedded within the lessons and tracking of lesson completion provide staff and students with current data to monitor progress. ▪ The content delivery system provides real-time assessment data related to pace and content mastery of each lesson. 3. Summative assessments: ▪ Study Island and Galileo assessments are used to determine student proficiency levels on standards.	List documents that serve as evidence of implementation of this process: 1. A+ A / B course assessments (A.1.1a, A.1.1b) Lesson tests (A.1.2) 2. Connector Course Progress report (A.1.3) 3. Assessment Calendar (A.1.4) Study Island data (A.1.5a, A.1.5b)

▪ Course lessons and final exams must be mastered at a minimum 70% or better to receive course credit. ▪ AIMS results are analyzed to determine student proficiency levels on standards. ▪ Course completion data/ final course exam is utilized to track student progress towards graduation requirements. 4. As part of a comprehensive assessment system, additional data is collected and reviewed: ▪ Student attendance and tardy data ▪ Interventions Utilized ▪ School Climate Survey ▪ Staff evaluations	Galileo Data (A.1.6a, A.1.6b) AIMS data (A.1.7) Course final exam data (A.1.8a, A.1.8b) 4. Student attendance and tardy data (A.1.9) Progress Intervention Plans (A.1.10) School Climate Survey (A.1.11) Staff evaluations (A.1.12)
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): Crown Point High School's selection process includes a needs assessment, analysis of options and approval by the Board. The new leadership (established in June of 2014) selected the A+ platform, as well as Galileo and Study Island Assessments, after a comprehensive review of the following: 1. school's needs 2. proven success in similar student demographic academic settings 3. curricular alignment 4. measurement of standards 5. seamless integration of data 6. user-friendly graphic interface All were key review components when determining the best Assessment System for Crown Point High School.	List documents that serve as evidence of implementation of this process: 1. June 2014 Standards & Rubric for school improvement (A.2.1) 2. Other Charter Schools' Letter Grades--implementing same program with similar demographics (A.2.2a, A.2.2b) 3. Galileo Research/Testimonials (A.2.3a, A.2.3b) Study Island Research/Testimonials (A.2.4) 4. Board minutes related to assessment adoption (A.2.5)

3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): The content delivery system (CDS) allows for a seamless alignment of assessment, curriculum, and instruction. In order to foster an environment of RTI, leading to a high level of student achievement, the content delivery system has summative and formative assessments in place to guide and empower teacher instruction. All instructional methodologies are driven by real time data provided by the embedded, aligned assessment system. 1. Pre- and post-assessments are embedded into the curriculum to guide instruction. ▪ Students' results on formative lesson assessments in each course give teachers immediate feedback on student performance, participation, and progress. ▪ Immediate feedback enables the teacher to proactively respond to individual student need. ▪ Based on the assessment results, teachers may make adjustments as deemed necessary. ▪ Assessment data is utilized to place students in AIMS / College and Career Ready Standards courses and to target specific student skill area deficiencies. ▪ Crown Point High School's instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need.	List documents that serve as evidence of implementation of this process: 1. Course Pre- Post assessment samples (A.3.1a, A.3.1b) Connector interface example (A.3.2a, A.3.2b, A.3.2c) 4th Block AIMS Prep roster (A.3.3a, A.3.3b) AIMS Data Review Documents (A.3.4a, A.3.4b) Study Island Skill based lessons (A.3.5) A+ Standards Alignment Documentation (A.3.6a, A.3.6b)

2. Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. ▪ At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at minimum 70% level. ▪ Summative assessment data is used to help identify curricular and instructional changes to meet students' needs. ▪ An AIMS / College and Career Ready Standards Academy helps students and teachers to identify core skill gaps, provides for targeted instructional opportunities, and clearly assesses mastery of state standards.	2. Course final exams (A.3.7) Connector view of student class performance (A.3.8) Data meeting agendas (A.3.9) Study Island AIMS Prep course data (A.3.10) 4th Block schedule (A.3.11)
3. Individualization to address various learning styles ▪ To successfully meet the needs of each student, lessons and supplemental activities assist teachers with differentiating instruction for ability levels and experiences. ▪ The web-based delivery platform provides multiple capabilities to address diverse learning styles. ▪ Students can work from the computer, or print lessons and submissions if they prefer hard copy.	3. A+ Lesson examples (A.3.12) Study Island lesson examples (A.3.13) Progress Intervention Plan document (A.3.14)
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
Crown Point High school consistently implements a comprehensive assessment system and uses data from multiple sources to make timely adjustments as needed to curriculum and instruction. 1. Student progress is assessed daily. ▪ The Connector program (within the A+ System) creates a graphic interface that allows stakeholders easy and clear access to student data. ▪ Teachers are consistently utilizing this formative data by monitoring student pacing, performance and participation. ▪ Students are aware of their completed work and lesson proficiency levels every time they log in to the system.	1. Connector graphic interface example (A.4.1)
2. Student proficiency is assessed throughout the week and at end of term. ▪ Lesson pre and post assessments provide on-going data throughout the week on course knowledge attainment. ▪ Course reports track student progress and are completed weekly by teachers and students. ▪ End of course summative exams provide summative course data.	Progress report /course report example (A.4.2) 2. Pre & post assessments (A.4.3) End of course data (A.4.4)
3. Students take benchmark assessments 3 times a year. ▪ Galileo assessments are used as both formative and summative assessments. ▪ Skill and standards deficiencies are identified to drive instruction and/ or course changes.	3. Galileo reports (A.4.5)

4. Students take AIMS assessments in the Fall and Spring. ▪ Summative AIMS data is utilized to determine the need for supplemental assistance services, such as additional classes and or tutoring assistance.	4. AIMS results (A.4.6)
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): The content delivery system provides a seamless graphic interface to display relevant data. On-going formative assessments and tracking of lesson completion helps staff and students monitor and analyze student progress. 1. Connector program data – ▪ Staff are required to have weekly data chats with students. The review of the Connector and Progress Intervention Plan are part of the data chat protocol. ▪ The content delivery system provides real-time assessment data related to student achievement and content mastery of each lesson. ▪ Student progress indicators are the first thing a student sees when logging in to complete assignments. ▪ Students and staff are able to see student's current course pacing against the pacing guide to demonstrate if the student is on-track for timely course completion. ▪ Students and staff can view student performance on assignments and	List documents that serve as evidence of implementation of this process: 1. Connector screen shot (A.5.1) Progress Intervention Plan documents (A.5.2) Student Log-in Progress Indicator (A.5.3) Progress Report /Course Report (A.5.4)

exams to see an overall current class grade. ▪ Students and staff can review student activity to note participation and time spent on lessons and tests. ▪ Progress report documents are updated throughout the year and parents are notified by teachers at any time throughout the term of student academic achievement. 2. Study Island, Galileo, and AIMS triangulation data ▪ Analysis of Study Island, Galileo, and AIMS data is done regularly upon receipt of the data. ▪ Study Island, Galileo, and AIMS data is reviewed to determine class placement and supplemental assistance for students to master standards needed for AIMS. The small size of Crown Point High school provides many opportunities for staff and student interaction with data. Data discussions are part of the school culture.	2. Triangulation Data (A.5.5) 4th Block schedule (A.5.6) Data Meeting Agendas (A.5.7)
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): Crown Point High School teachers and leadership have an ongoing process for evaluating instructional and curricular effectiveness. Student achievement is central to this process. 1. Connector data is used weekly to assess effectiveness instruction and curriculum. ▪ Completion of lessons and student proficiency are evaluated. ▪ Teachers are consistently monitoring student pacing, performance and	List documents that serve as evidence of implementation of this process: 1. Connector course completion screen shot (A.6.1) Progress Intervention Plans (A.6.2) Lesson Plans/Notes Adjustment Page (A.6.3) Teacher Improvement Plan (A.6.4)

participation, and using that information to make adjustments. ▪ Notes for reform and/or adjustments are made on the weekly lesson plan. ▪ Leadership monitors class progress and if needed, takes action immediately to ensure student success. (ie: Not waiting until end of term.)	
2. Connector data is reviewed every 7 weeks (at the end of each term) to assess effectiveness of instruction and curriculum. ▪ Student completion rates and performance rates are evaluated by each teacher and the principal to identify possible gaps in the curriculum are instructional adjustments. ▪ Course progress reports are printed as data to discuss student status in classes as well as advancement towards graduation. ▪ A minimum 70% Pass rate is applied. Student performance is reviewed for students not meeting that criteria to determine root causes (including teacher effectiveness, curricular effectiveness, student participation, etc).	2. Connector course completion data (A.6.5) Progress Reports (A.6.6) Data Meeting Agendas (A.6.7)
3. Galileo and AIMS data are reviewed to determine if students are meeting the standards.	3. Galileo Data (A.6.8) AIMS Data (A.6.9) Data meeting Agendas (A.6.10)
4. Special Education department regularly monitors and reviews student progress towards IEP Goals and makes adjustments in curriculum and instruction as needed.	4. ESS Data Team Mtgs. (A.6.11a, A.6.11b) Student Canvas (A.6.12) Communication Logs (A.6.13)
5. Formal data meetings are held each term, in addition to the ongoing data reviews, as	5. Data meeting Agendas (A.6.14)

part of the continuous improvement cycle. Data meetings offer an avenue for feedback and discussion as a method of reviewing the effectiveness of curriculum and instruction.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): The content delivery system (CDS) allows for a seamless alignment of assessment, curriculum, and instruction. In order to foster an environment of RTI, leading to a high level of student achievement, the content delivery system has summative and formative assessment programs in place to guide and empower teacher instruction. The speed of intervention is a critical component at Crown Point High School. Immediate access to assessment data allows for daily review of data and quick action to be taken as needed. 1. Daily formative assessments are embedded into the curriculum to guide instruction. ▪ Students' results on formative assessments give teachers immediate feedback on student performance, participation, and progress. ▪ Immediate feedback enables the teacher to proactively respond to individual student needs, early in the term. ▪ Based on the assessment results, teachers may make adjustments as deemed necessary. ▪ Instructors utilize this data to create opportunities for small group direct instruction. ▪ Crown Point High School's instructional program includes additional web-based prescriptive	List documents that serve as evidence of implementation of this process: 1. Lesson tests (A.7.1) Connector student page (A.7.2) Alterative Assignment example (A.7.3) Progress Intervention Plan documents (A.7.4)

remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need. ▪ Formative assessments data provides the teacher with information to differentiate instruction for ability levels and experiences. ▪ Students can work from the computer, or print lessons and submissions if they prefer hard copy.	
2. Class pace is analyzed weekly by leadership. ▪ Weekly class pace analysis allows for timely adjustments and intervention, ensuring students stay on track for course completion.	2. Pacing Guides (A.7.5) Connector Course reports (A.7.6)
3. Each term (7 weeks) summative assessments indicate student knowledge acquisition and mastery on identified state standards. ▪ Summative assessment data is used to help identify curricular and instructional changes to that course to meet students' needs. ▪ AIMS assessment data is utilized by teachers to identify core skill gaps, provides for targeted instructional opportunities, and possible changes to student schedules. ▪ AIMS assessment data is utilized to place students in AIMS / College and Career Ready Standards courses and to target specific student skill area deficiencies. ▪ An AIMS / College and Career ready Standards Academy would begin immediately in the new term.	3. Connector course view (A.7.7) Final exam data (A.7.8) AIMS data (A.7.9) Data Triangulation document (A.7.10) Data meeting agendas (A.7.11) 4th Block Schedule (A.7.12)

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Crown Point High School embraces and utilizes technology. This allows instructors to monitor student completion and proficiency reports in real time and provide needed assistance. Specific attention is given to students who are non-proficient in core areas, and those in the bottom 25%. Crown Point High school implements a systems approach to provide academic support to all at-risk students. Foundation to this system is the tight alignment of curriculum, instruction and assessment. 1. Differentiation within the core curriculum ▪ Students complete a formative pre-assessment to identify background knowledge. ▪ Re-teaching opportunities are provided as needed to make sure skills and concepts are mastered. ▪ Differentiation is also done through customized assessments and supplemental course material. 2. Small group direct instruction based on formative assessments. ▪ Formative pre- and post-assessments occur regularly throughout the term to determine both class and individual student progress and to allow for quick adjustments in instruction. ▪ Formative assessments and progress monitoring provide opportunities for	List documents that serve as evidence of implementation of this process: 1. Course Pre-Assessments (A.8.1) Lesson Assessments (A.8.2) Progress Intervention Plans (A.8.3) Lesson Plans (A.8.4) 2. Pre- Post Assessment data (A.8.5a, A.8.5b) Lesson Assessments (A.8.6) Targeted Intervention Group (A.8.7)

staff to conduct targeted teacher-led small group interventions.	
3. Use of Data to identify needed support ▪ Instructors monitor student completion and proficiency reports in real time and provide needed assistance. ▪ The Connector program creates a graphic interface that allows easy and clear access to student data. ▪ Staff have regular data chats with students to discuss progress and student needs. ▪ Student progress indicators are the first thing a student sees when logging in to complete assignments. ▪ Student data is regularly reviewed to determine students in need of additional support.	3. Connector screen shots (A.8.8) Progress Intervention Plan documents (A.8.9) Progress Reports / Course Reports (A.8.10) Student Log-in Screen (A.8.11)
4. Extended day to provide extra content time ▪ As part of Crown High School's RTI process, students can be assigned to extended day tutor sessions in Math and Reading as needed. ▪ A system is in place to identify strands and concepts students have not yet mastered to the level of AIMS proficiency.	4. AIMS data review documents (A.8.12) 4th Block Schedule (A.8.13) Study Island Data (A.8.14)
5. Supplemental Support ▪ Based on assessment results, curriculum is supplemented with Study Island, AIMS tutoring, and various web-based resources. ▪ A variety of teacher resources are used for supplementing students' skill development including worksheets, activities, skills practice, lesson reading guide, etc.	5. Study Island Data (A.8.15) AIMS Tutoring Schedule (A.8.16) Guided Notes as supplement to lesson (A.8.17)

▪ Supplemental activities are used daily to support instructional delivery and for alternative and/or differentiated instruction.	
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Not required to be addressed. The Arizona State Board of Charter Schools Renewal Summary Dashboard for Crown Point High School indicates section 2c. Proficiency Subgroup ELL Math has met the standard two years in a row.	List documents that serve as evidence of implementation of this process: Not required to be addressed.
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): All students at Crown Point High School qualify for free or reduced lunch. The technology utilized by Crown Point High School allows instructors to monitor student completion and proficiency reports in real time and provide needed assistance for all students. The seamless interface of the Connector provides easily read, current data to students on progress and proficiency. Crown Point High school implements a systems approach to provide academic support to all at-risk students. Foundation to this system is the tight alignment of curriculum, instruction and assessment. 1. Differentiation within the core curriculum ▪ Students complete a formative pre-assessment to identify background knowledge.	List documents that serve as evidence of implementation of this process: 1. Course Pre-Assessments (A.10.1) Lesson Assessments (A.10.2) Progress Intervention Plans (A.10.3) Lesson Plans (A.10.4)

▪ Re-teaching opportunities are provided as needed to make sure skills and concepts are mastered. ▪ Differentiation is also done through customized assessments and supplemental course material. 2. Small group direct instruction based on formative assessments. ▪ Formative pre- and post-assessments occur regularly throughout the term to determine both class and individual student progress and to allow for quick adjustments in instruction. ▪ Formative assessments and progress monitoring provide opportunities for staff to conduct targeted teacher-led small group interventions. 3. Use of Data to identify needed support ▪ Instructors monitor student completion and proficiency reports in real time and provide needed assistance. ▪ The Connector program creates a graphic interface that allows easy and clear access to student data. ▪ Staff have regular data chats with students to discuss progress and student needs. ▪ Progress reports are available on the Content Delivery Systems to inform parents of student status in classes as well as advancement towards graduation. ▪ Student progress indicators are the first thing a student sees when logging in to complete assignments.	2. Pre- Post Assessment data (A.10.5) Lesson Assessments (A.10.6) Targeted Intervention Group (A.10.7) 3. Connector screen shots (A.10.8) Progress Intervention Plan documents (A.10.9) Progress Reports (A.10.10) Student Log-in Screen (A.10.11) Staff Meeting Agendas (A.10.12)

▪ Student data is regularly reviewed to determine students in need of additional support. 4. Extended day to provide extra content time ▪ As part of Crown High School's RTI process, students can be assigned to extended day tutor sessions in Math and Reading as needed. ▪ A system is in place to identify strands and concepts students have not yet mastered to the level of AIMS proficiency. 5. Supplemental Support ▪ Based on assessment results, curriculum is supplemented with Study Island, AIMS tutoring, and various web-based resources. ▪ A variety of teacher resources are used for supplementing students' skill development including worksheets, activities, skills practice, lesson reading guide, etc.	4. AIMS data review documents (A.10.13) 4th Block Schedule (A.10.14) Study Island Data (A.10.15) 5. Study Island Data (A.10.16) AIMS Tutoring Schedule (A.10.17) Guided Notes as supplement to lesson (A.10.18) Lesson Plans (A.10.19)
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): Crown Point High School's assessment system has the flexibility to meet the needs of all learners. Teachers make instructional, curricular, and assessment adjustments for students' learning styles and needs. • To increase reading and math proficiency among special education students, the standardized and norm-referenced Basic Achievement Skills Inventory (BASI) Comprehensive Assessment is given, at grade level, three times per year (baseline	List documents that serve as evidence of implementation of this process: - IEP accommodations list (A.11.1) - IEP binders (A.11.2) - Student Canvas (A.11.3) - Data team meetings (A.11.4)

measure, mid-year measure, and a summative measure). • The BASI is comprised of five subtests: Vocabulary, Written Language, Reading Comprehension, Math Calculation, and Math Application. The five subtests are organized into two composite areas—Verbal Total (Vocabulary, Written Language, and Reading Comprehension) and Math Total—(Math Computation and Math Application). • The data provided by this assessment assists the special education staff in identifying appropriate, individualized educational programming to improve student learning based upon the identified academic strengths and weaknesses. In addition to the standardized testing, monthly, individualized formative assessments, using curriculum based measures, are given in reading fluency, basic reading, reading comprehension, written expression, math calculation, and applied problems in order to progress monitor the IEP goals of each student. IEP goals are aligned to the Arizona Career and College Ready Standards (ACCRS). Curriculum based measures are created using EasyCBM, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Key Math, Test of Oral and Written Language (TOWL), and the Kaufman Test of Educational Achievement (KTEA) Brief. The special education staff participates in a data team process. The team meets monthly to disseminate data regarding reading and math skills. The team provides evidence of disaggregated data analysis and identifies	

targets for identified students. Additionally, reading/math goals are reviewed, revised, or created. All IEP goals are aligned to grade level ACCRS. Monthly progress data for each student is documented and tracked on a Student Data Tracker. This indicates actions that have greatest likelihood of improving achievement for identified students. Based upon the progress results, the team determines if curricular changes or adjustments need to be made in order to ensure progress in the general curriculum. This information is provided to all general education English/Math teachers. Progress toward IEP goals and increases in students' academic achievement is monitored frequently by the Special Education Director. Of those students whose annual IEP cycles have ended, 100% of their reading and math goals have been mastered which indicates mastery of the ACCRS. For those students who have new IEP goals, all students are making significant monthly progress towards "mastery" of their reading and math goals.	

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words): Ensuring consistent implementation of the curriculum is one of leadership's primary responsibilities. When curriculum in implemented consistently with fidelity, this ensures State standards are integrated into daily instruction. School leadership completes a Weekly Classroom Monitoring form to document monitoring of classrooms and course progress. 1. All courses are aligned with the Arizona College and Career Ready Standards. When curriculum in implemented consistently, this ensures State standards are integrated into daily instruction. ▪ Teachers and Leadership ensure curriculum alignment to the standards, as outlined in the curriculum section. ▪ A+ is contracted to provide comprehensive curriculum support for the alignment and implementation of the Arizona College and Career Ready Standards. ▪ Curriculum alignment of the standards being assessed with AZMerit will be done by review of the AZMerit assessment results, as well as review of the vendor alignment documentation provided by A+ and Study Island.	List documents that serve as evidence of implementation of this process: 1. A+ Alignment documentation (M.1.1) Study Island Alignment documentation (M.1.2)

2. Curriculum implementation (and the integration of the ACCRS standards into instruction), is monitored by teachers on a daily basis, as well as through course completion and pacing reviews done weekly by school leadership. ▪ The Connector program creates a graphic interface that allows easy and clear access to course level and student data. ▪ Leadership is consistently monitoring student pacing, performance and participation. ▪ Leadership is continually meeting with teachers regarding student pace, performance and participation. ▪ Class reports are used for discussion data if teachers are not on pace, and implementing the curriculum with fidelity.	2. A+ Lesson Standards (M.1.3) A+ Lesson Plans (M.1.4) Pacing Guides (M.1.5) Connector screen shot (M.1.6) Weekly Classroom Monitoring documentation (M.1.7) Connector Course Reports (M.1.8)
3. Curriculum implementation (and the integration of the ACCRS standards into instruction) is monitored through classroom walkthroughs ▪ The small size of Crown Point High School provides the Charter Holder frequent opportunities to monitor and support the school staff. ▪ Leadership walks campus and classrooms daily ▪ Walkthrough evaluation forms include a component related to instruction and curriculum.	3. Weekly Classroom Monitoring documentation (M.1.9) Walk through forms with feedback (M.1.10)
4. Student proficiency and progress reports are regularly reviewed by teachers and administration in order to monitor student progress, fidelity to the curriculum and determine alignment to standards.	4. Connector screen shot (M.1.11) Achievement Data (M.1.12) Data Meeting agendas (M.1.13)

▪ Data meetings address curriculum effectiveness and gap analysis by reviewing student mastery in courses and AIMS.	
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): Student achievement is the focal point for the Charter Holder when monitoring effectiveness of standards-based instruction. Assessment data and course completion data are the main avenues the charter holder utilizes to monitor the effectiveness of standards-based instruction throughout the year. The Charter Holder and leadership monitor participation, pace and performance weekly to make timely instructional interventions if needed. 1. Assessment data ▪ The content delivery system's alignment of curriculum and assessment provide the Charter Holder timely data to monitor instructional effectiveness. ▪ Connector reports are monitored for class progress, proficiency and participation, in week 2, 3, 4, as well as end of term (week 7) as ongoing indicators of effective instruction. ▪ Student performance on outcome assessments, as well as formative assessments is reviewed. ▪ Analysis of AZMerit assessment results will be done to guide any needed updates to curriculum and instruction as identified by AZMerit results. 2. Course completion data	List documents that serve as evidence of implementation of this process: 1. Lesson test data (M.2.1) Connector screen shots (M.2.2) 2. Course completion data (M.2.3) Connector Course reports (M.2.4)

▪ Successful course completion indicates content mastery, including the state standards embedded within the curriculum. ▪ Leadership regularly monitors course proficiency and progress on the Connector and provides feedback to staff. ▪ The Charter Holder analyzes class course completion data as another indicator of effective instruction. 3. Walkthrough Observations ▪ Instructional strategies, implementation of curriculum and alignment of instruction with lesson plans and pacing guides are all monitored during classroom walkthrough observations. ▪ Completion of Progress Intervention Plans and also provide the Charter Holder information related to instructional practices. ▪ The small school setting at Crown Point High school provides the Charter Holder frequent opportunities to visit classrooms and observe instruction.	Data meeting agendas (M.2.5) 3. Walk through observation forms (M.2.6) Progress Intervention Plan documentation (M.2.7) Weekly Classroom Monitoring documentation (M.2.8) Annual teacher evaluations (M.2.9)
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): In accordance with the State requirements related to Arizona's Framework for Measuring Educator Effectiveness, Crown Point High School has implemented a teacher evaluation process based on the Danielson Framework. It contains four domains: 1.) Planning & Preparation 2.) The Classroom Environment	List documents that serve as evidence of implementation of this process: Teacher Evaluation Framework

3.) Instruction 4.) Professional Responsibility Within these domains are indicators of staff performance. A rubric has been developed for each indicator that clearly articulates the expectations for four distinctive levels of effectiveness (highly effective, effective, developing, and ineffective). The process involves several steps. 1. Self – assessment ▪ The teacher does an initial self-rating in all indicators in each domain. ▪ Based on the self-assessment, the teacher creates a personal professional development plan. 2. Observations ▪ During the course of the year, one announced classroom observation and several unannounced informal classroom observations are done. ▪ Prior to the announced observation, the teacher provides a detailed lesson plan corresponding to the lesson being observed. ▪ During the observation, the data is recorded based on the established indicators. ▪ A post-observation conference is held to review and discuss the teacher's performance. The professional development plan may be revised at this time. ▪ The information and discussions during these steps are intended to be formative rather than summative. 3. Additional relevant data	1. Teacher Evaluation Framework (M.3.1) - Self-Assessment 2. Observation notes (M.3.2) Pre & Post conference notes (M.3.3)

▪ Student performance data is reviewed related to student course completion rates and student growth on benchmark assessments. ▪ Other aspects, such as lesson planning, classroom management and effective use of instructional time, are also an integral part of teacher evaluation. 4. Summative ▪ The "summative" evaluation is based on multiple measures of the teacher's performance over the entire school year, including student performance data. ▪ The teacher brings artifacts and assessment data to support his/her performance. Crown Point High School uses a rigorous, transparent, and equitable evaluation system, designed and developed with teacher and administrative involvement, which takes into account data on student growth as a significant factor. The teachers and administrator at Crown Point High Schools are all Highly Qualified, but more importantly, Highly Effective! The evaluation framework provides feedback in a positive way to support and enhance the dedicated, professional staff at Crown Point High School. Student achievement will improve as a result of providing a framework and support system for teachers.	3. Student Achievement data (M.3.4) Walk through observation data (M.3.5) 4. Completed Teacher Evaluation (M.3.6)
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): The teacher evaluation process includes multiple data points collected throughout	List documents that serve as evidence of implementation of this process:

the school year. Collection and review of the data used during the evaluation process provides on-going information related to teacher strengths, weaknesses and needs. The information and discussions during the evaluation process are intended to be formative rather than summative, to support teacher growth and improvement. 1. The self-assessment component to the process provides insight to the leadership team on staff strengths, weaknesses and needs, as well as a reflective opportunity for staff. 2. Teachers' personal professional development plans help leadership support teacher development, as well as aid in identifying teacher needs. 3. Walkthrough observation data provides immediate information related to level of effectiveness and instructional strengths, weakness and needs. 4. Student assessment data provides critical information on instructional effectiveness and curriculum fidelity to help identify staff strengths, weakness and needs. 5. The summative review and discussion allow further self-reflection and provide leadership more data into staffs' strengths, weaknesses, and needs.	1. Teacher self-assessment (M.4.1) 2. Teachers' personal professional development plans (M.4.2) 3. Walk through observation form (M.4.3) 4. Student Achievement Data (M.4.4) Data meeting agendas (M.4.5) School Climate Survey (M.4.6) 5. Completed Teacher Evaluation (M.4.7)
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): Crown Point High School small school setting allows for timely feedback. Feedback is	List documents that serve as evidence of implementation of this process:

designed to foster teacher growth and increase instructional effectiveness. 1. Leadership provides regular informal coaching and one-on-one professional development opportunities to communicate feedback related to staff needs by ▪ Arranging peer mentoring. ▪ Providing coaching and resources. ▪ Providing feedback and support of the teachers' personal professional development plans throughout the school year. 2. Walkthrough information is shared and discussed within a couple days of the classroom observation. ▪ Areas of strength are noted on the walkthrough feedback form, ▪ "Delta" areas are also noted on the walkthrough form, indicating change is needed. ▪ Follow-up informal walkthroughs are done on the Deltas, and additional support provided as needed. 3. Feedback from the formal evaluation process ▪ A post-observation conference is held to review and discuss the teacher's performance. ▪ The teacher's personal professional development plan may be revised at this time based on feedback and discussions. ▪ Feedback is provided based on the artifacts and assessment data the teacher provides to support his/her performance. ▪ The information and discussions during the formal evaluation process	1. Weekly Classroom Monitoring documentation (M.5.1) Walkthrough observation forms (M.5.2) Coaching logs (M.5.3) 2. Walkthrough observation forms (M.5.4) 3. Teacher evaluation Pre – Post Observation notes (M.5.5) Connector course screen shot (M.5.6)

are intended to be formative rather than summative. The leadership priority at Crown Point High School is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects and attain graduation diplomas. It is leadership's belief that by providing teachers with specific constructive feedback, by giving staff on-going job embedded support, and by fostering a learning environment, instructional quality will improve. These are the goals embedded into the staff evaluation process.	
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): The Charter Holder continually reviews data related to student achievement and teacher effectiveness. This data review and analysis process is on-going. 1. Weekly walkthrough observations along with current student course data provide real time information about the quality of instruction. 2. Each term, course completion data is reviewed and analyzed to assess teacher performance. 3. AIMS outcome data is reviewed in the Fall and Spring as a measure of instructional effectiveness. 4. Teacher formal evaluations are reviewed annually or as needed.	List documents that serve as evidence of implementation of this process: 1. Walkthrough Observation forms (M.6.1) 2. Course Completion Data (M.6.2) Data meeting agendas (M.6.3) 3. AIMS data analysis (M.6.4) 4. Teacher evaluations (M.6.5)

Currently, the data on teacher quality indicates that Crown Point High school has highly effective instructors as well as those that are developing. Developing staff receive direct support from the leadership team as well as peer mentoring and coaching from an external provider. 5. Struggling staff are placed on an improvement plan and provided with more intensive support to include more frequent coaching, more direct peer support, and closer monitoring by the Charter Holder. 6. Staff who are not effective and exhibit continued lack of improvement are no longer with the school.	5. Teacher Improvement Plan (M.6.6) 6. Dismissal of ineffective staff (M.6.7)
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Specific attention is given to students who are non-proficient in core areas, and those in the bottom 25%. The Charter Holder requires staff to frequently monitor student achievement and provides tools to ensure that data informs instructional practices and students' needs are being met. 1. The Connector program creates a graphic interface that allows easy and clear access to student data. ▪ Staff are required to monitor student progress, pace, and participation. ▪ Contact with parents occurs more often for the lowest performing students, to keep them informed of	List documents that serve as evidence of implementation of this process: 1. Connector student page screen shot (M.7.1) Progress Intervention Plan (M.7.2) Call Logs (M.7.3)

student progress, avenues to support students, and specific outcomes needed for success	
2. Progress Intervention Plans are designed to provide documentation of the data chat process, as well as to provide staff with intervention options. ▪ Staff are required to meet weekly with students and provide intervention options as needed. ▪ To address varied learning needs among students, teachers incorporate differentiated instruction strategies in all aspects of classroom instruction. ▪ Data chats between students and instructors to discuss progress and student needs are held more frequently with the lowest performing students.	2. Progress Intervention Plans (M.7.4) Lesson Plans (M.7.5)
3. Data walls are required to demonstrate lesson planning is aligned with pacing guides and instruction is on track for timely course completion. ▪ Staff are required to keep data walls current to allow students another avenue to check progress towards course completion.	3. Pictures of Data Walls (M.7.5) Pacing Guides (M.7.6)
4. A Minimum 70 % Pass requirement for all lesson assessments and final course exams to ensure instruction is resulting in mastery of content. ▪ Re-teaching, targeted teacher-led small group interventions, and supplemental materials are provided if students have not met the minimum 70% pass rate.	4. Lesson Plans (M.7.7) Example of lesson guide as Supplemental Material (M.7.8)
5. Extended day to provide extra content time	5. 4th Block Schedule (M.7.9) AIMS Data Review (M.7.10)

▪ As part of Crown High School's RTI process, students can be assigned to extended day tutor sessions in Math and Reading as needed. 6. Supplemental Support ▪ Supplemental activities are used daily to support instructional delivery and for alternative and/or differentiated instruction. ▪ Crown Point High School provides a structured, pull-out tutoring program in addition to after school "AIMS Prep" sessions. - The pull-out programs use contract providers to give needed support for basic concepts in math and reading that are identified on the student's AIMS results and course completion reports.	6. Lesson Plans (M.7.11) Progress Report / Course Report (M.7.12) Progress Intervention plans (M.7.13) AIMS tutoring schedule (M.7.14)
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Not required to be addressed. The Arizona State Board of Charter Schools Renewal Summary Dashboard for Crown Point High School indicates section 2c. Proficiency Subgroup ELL Math has met the standard two years in a row.	List documents that serve as evidence of implementation of this process: Not required to be addressed.
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): All students at Crown Point High School are identified with free or reduced lunch status. Crown Point High School's blended learning instructional program allows for individualization and the additional time	List documents that serve as evidence of implementation of this process:

required to engage all students to be successful. The Charter Holder requires staff to frequently monitor student achievement and provides tools to ensure that data informs instructional practices and students' needs are being met. 1. The Connector program creates a graphic interface that allows easy and clear access to student data. ▪ Staff are required to monitor student progress, pace, and participation. ▪ Contact with parents occurs more often for the lowest performing students, to keep them informed of student progress, avenues to support students, and specific outcomes needed for success	1. Connector student page screen shot (M.9.1) Progress Intervention Plan documentation (M.9.2) Call logs (M.9.3)
2. Progress Intervention Plans are designed to provide documentation of the data chat process, as well as to provide staff with intervention options. ▪ Staff are required to meet weekly with students and provide intervention options as needed. ▪ To address varied learning needs among students, teachers incorporate differentiated instruction strategies in all aspects of classroom instruction. ▪ Data chats between students and instructors to discuss progress and student needs are held more frequently with the lowest performing students.	2. Progress Intervention Plans (M.9.4.) Lesson Plans (M.9.5)
3. Data walls are required to demonstrate lesson planning is aligned with pacing guides and instruction is on track for timely course completion.	3. Pictures of Data Walls (M.9.6) Pacing Guides (M.9.7)

▪ Staff are required to keep data walls current to allow students another avenue to check progress towards course completion. 4. Minimum 70% Pass requirement for all lesson assessments and final course exams to ensure instruction is resulting in mastery of content. ▪ Re-teaching, targeted teacher-led small group interventions, and supplemental materials are provided if students have not met the minimum 70% pass rate. 5. Extended day to provide extra content time ▪ As part of Crown High School's RTI process, students can be assigned to extended day tutor sessions in Math and Reading as needed. 6. Supplemental Support ▪ Supplemental activities are used daily to support instructional delivery and for alternative and/or differentiated instruction. ▪ Crown Point High School provides a structured, pull-out tutoring program in addition to after school "AIMS Prep" sessions.	4. Lesson Plans (M.9.8) Example of lesson guide as Supplemental Material (M.9.9) Teacher Evaluations (M.9.10) 5. 4th Block Schedule (M.9.11) 6. Lesson Plans (M.9.12) Progress Intervention plans (M.9.13) AIMS tutoring schedule (M.9.14)
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): The Charter Holder monitors instruction for special education students by: ▪ using a content delivery instructional system that has the flexibility to meet the needs of all learners	List documents that serve as evidence of implementation of this process - Weekly Lesson Plan Review (M.10.1)

▪ reviewing lesson plans where teachers make instructional, curricular, and assessment adjustments for students' learning styles and needs ▪ conducting walkthrough observations to determine if instruction is aligned with established goals as stated in the student's IEP ▪ conducting formal teacher evaluations to provide a summative report of observed instructional delivery and its effectiveness ▪ collecting and analyzing student data to determine growth and achievement, as well as, identifying areas needing more focus, remediation, or modification	- Formal Teacher Observations (M.10.2) - Walkthrough Data forms (M.10.3) - ESS data meeting (M.10.4) - Student Canvas (M.10.5)

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): Identification of professional development needs is based on a comprehensive needs assessment. The plan includes: 1. Pre-service week for teachers ▪ Teachers at Crown Point High School participated in pre-service professional development learning opportunities designed to prepare them to utilize the content delivery system, pacing guides, and assessments to implement the curriculum effectively. ▪ Behavior management sessions and school policies and procedures were also offered to staff during the pre-service. 2. Quarterly professional development opportunities ▪ Academic Vocabulary PD: Sept 1 , 2014 ▪ Intervention and Pacing PD: Nov 10, 2014 ▪ Utilizing Data PD: Feb 16, 2015 ▪ Continuous Improvement & School Improvement Plan Planning: May 28, 2015 ▪ A portion of the professional development day is devoted to sharing of resources and information that staff has gleamed from other	List documents that serve as evidence of implementation of this process: 1. Pre-Service Agenda and Sign-in 2. PD Calendar PD agendas

professional development opportunities. 3. Specific training and on-going support in the form of one-on-one mentoring, to meet staff's needs; ▪ Ongoing one-on-one peer professional development opportunities support staff as they implement the curriculum and assessment system. Topics include – • Cornell Notes • Data Walls • Tech support for A+ • Engagement • Bell work • Pacing • Data Chats ▪ National Leadership (NISL) monthly 2-day sessions for school leadership team. ▪ AZMerit Training	3. Weekly Classroom Monitoring; Walk Through Observation forms; NISL Calendar; NISL Agenda AZMerit Agenda
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): Crown Point High School leadership team applied the strategic process outlined below in creating the professional development plan. 1. Multiple data sources were utilized and reviewed to provide a comprehensive needs assessment. ▪ AIMS data ▪ SIG Data ▪ Student course needs ▪ Curricular expectations ▪ Teacher levels of proficiency	List documents that serve as evidence of implementation of this process: 1. Student achievement data; Teacher personal professional plans;

▪ Teacher personal professional development plans ▪ Teacher input ▪ Self-Readiness Assessment 2. Walkthrough observation data is collected to identify instructional delivery professional development needs. 3. Student data is reviewed to identify areas of strength and weakness. 3. A self-readiness-assessment (SRA) was completed by the staff at the beginning of the school year. This assessment provided information to drive decisions related to school improvement as well as professional development needs. - The SRA assessed 7 areas of school effectiveness: Strong Leadership, Effective Teachers, Additional Instructional Time, Strengthening Instruction Based on Student Needs, Data Informs Instruction, Engaging Families and Community, and School Environment /Non-Academic Factors. 4. School calendar was reviewed to determine best dates and staff availability. 5. Draft of the professional development plan was shared with staff for input. ▪ It was noted and discussed that additional peer and leadership supported professional development would be on-going throughout the school year as needed. ▪ It was also presented that staff were to continue their work on their own personal professional development	2. Data meeting agenda; 3. Self Readiness Assessment (SRA). 4. Master Calendar 5. Staff meeting agenda

plan in addition to these professional learning opportunities. ▪ Additional AZMerit training dates will be added as needed. 6. Final version of the professional development calendar was disseminated to stakeholders.	6. Master Calendar
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): The small size of the school allows for an individualized approach to professional learning. Job embedded, relevant, professional development is provided in an on-going informal manner through leadership support and peer mentoring. 1. Pre-Service Professional Learning ▪ Pre-service topics included information designed to prepare teachers to utilize the content delivery system, pacing guides, and assessments to implement the curriculum effectively. Alignment with needs: - New instructional framework for staff required training on the content delivery system. ▪ Behavior management sessions and school policies and procedures were also offered to staff during the pre-service. Alignment with needs: New staff needs to be aware of expectations in order to be successful in their positions. 2. Quarterly Professional Learning ▪ The initial quarterly professional learning opportunity on academic	List documents that serve as evidence of implementation of this process: 1. Pre-Service Agenda; 2. Master Calendar PD agendas

vocabulary aligned with identified student needs, and staff weaknesses. Alignment with needs: - Low student assessment scores. - Beginning teachers lacking formal teaching education. ▪ The second quarterly professional learning opportunity related to pacing was planned to improve teacher's use of data to drive instructional decisions and better inform stakeholders of student progress. Alignment with needs: - Importance of course pacing and data chats. - Staff new to implementing A+ curriculum. ▪ The third formal professional learning opportunity is targeting data so all staff are focused on student graduation needs. Alignment with needs: - AIMS data and course completion review for teachers to target students instructional needs. - Reinforce staffs' dedication to Charter mission to help students graduate. ▪ The forth formal professional learning opportunity is designed as part of the continuous improvement cycle. Effectiveness of curriculum, instruction, and assessments will be reviewed. Staff input on their needs is an integral part of this review process. Alignment with needs:	3. Walkthrough Observation forms

- Instruction and curricular review process for new staff. - Teacher's personal PD plans 3. Professional development based on walkthrough observation feedback. ▪ The Deltas on the walkthrough observation forms provide an immediate individualized, targeted, instructional professional learning plan. 4. Teachers' Personal Professional Development Plan. ▪ Staff personalize a plan designed to meet their needs and foster growth as highly effective professional educators. ▪ Plans are based on needs identified from the teacher evaluation self-assessment.	4. Teacher's personal professional development plans; Teacher's self-assessment.
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): Crown Point High School has benefited from support from AZ Department of Education School Improvement unit. Professional learning targeted at school reform and transformation has provided the staff and leadership team with information on many research based best practices. 1. The professional development plan focuses on 2 of the principles of highly effective schools: use of data and continuous improvement process. ▪ The Self-Readiness Assessment (SRA) is utilized by ADE's School Improvement Unit to assist schools in identifying their systems in relation to 7 Transformation Principles of highly effective schools (as determined through research studies).	List documents that serve as evidence of implementation of this process: 1. Self Readiness Assessment (SRA)

▪ Crown Point's SRA identified the need for improvement the areas of using data to inform instruction (Principle 5), and Non-Academic Factors Affecting Student Achievement (Principle 6). 2. The academic vocabulary professional development addresses the area of importance related to AIMS outcomes and academic success. ▪ AIMS outcomes are of high importance. ▪ Research has indicated that increasing students' academic vocabulary can help low achieving students dramatically increase their AIMS scores. 3. Professional development addresses data reviews targeted at students' graduation plans. • Graduation is an area of high importance. • Graduation is the mission of the school. 4. On-going informal professional learning targets immediate areas of importance, such as A+ technical support, pacing, discipline, data chats, etc. • All are areas of high importance which impact student achievement and students' academic success.	2. Academic Vocabulary PD materials; AIMS scores 3. Graduation plan documents 4. Weekly Classroom Monitoring; Walkthrough Observation forms.
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The Charter Holder provides for job-embedded coaching through leadership and teacher mentoring to support quality implementation expectations. 1. Active participation in planning and professional development opportunities • The Charter Holder collaborates in the planning of pre-service professional leaning.	List documents that serve as evidence of implementation of this process: 1. Pre-service agenda and sign in sheets

• The Charter Holder participates in the presentation of vision and mission and expectations during pre-service professional leaning. • The Charter Holder provides on-site informal mentoring for leadership and staff. • The small size of the school allows for frequent direct contact and implementation support by the Charter Holder.	
2. Walkthrough observations • The walk through form has a section specifically designed to track implementation of new learning to identify staff needing additional training. • Feedback is provided during walkthrough observations related to observed use of strategies from professional learning supports implementation.	2. Walk through observation forms;
3. Student Achievement • Tools are provided for staff to monitor student progress and performance. • Students' academic success is an indicator that staff are implementing use of tools and strategies presented in professional learning opportunities.	3. Connector Course screen shot; Progress Intervention Plans; Weekly Classroom Monitoring documentation.
4. Teacher performance evaluation process • Areas within the formal evaluations process measure implementation of professional development practices. • The formal evaluation process includes a rubric which provides staff	4. Teacher evaluation framework; Teacher improvement plan process.

a descriptive "picture" of effective implementation of new learning. • Improvement plans provide teachers needing additional support with one-on-one professional learning from peers and the school leadership team.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): The Charter Holder makes all budgeting and resource decisions with student outcomes in mind. The Charter Holder has provided the necessary resources to support high quality implementation of professional development learning. 1. Direct leadership mentoring, and support from the LEA Leadership Team • The Charter Holder provides on-site informal mentoring for leadership and staff. • The Charter Holder leverages the resources and expertise of the LEA Leadership team as needed to support Crown Point High School. • The small size of the school allows for frequent direct contact and support by the LEA Leadership Team. • PD Power Points and recorded sessions are used as a resource for staff. 2. Outside educational service provider • The Charter Holder allocates resources for an outside service provider to provide instructional coaching, teacher mentoring, aligned to the professional development and school improvement plan.	List documents that serve as evidence of implementation of this process: 1. Walkthrough Observation Forms; Peer Support PD Topics; PD Power Points and recorded sessions. 2. Teacher mentor Scope of Work

3. Professional development conferences • The Charter Holder allocates resources for school leadership's attendance at monthly 2-day NISL conferences. 4. Resources and support from the Charter Holder's other schools • The Charter Holder leverages resources from his other schools to support applications of professional learning such as content delivery system implementation, technology support, and other area of expertise as needed.	3. NISL Schedule 4. IT support
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The leadership team monitors fidelity of best practices and implementation of professional learning topics through multiple avenues. 1. Walkthrough observations • The walkthrough observation form utilized by leadership has a component to support implementation of professional development practices. • The small size of the school allows for frequent direct contact and implementation monitoring by the Charter Holder and leadership team. • Walkthroughs allow the Charter Holder to immediately recognize if policies and procedure expectations explained in professional learning are being implemented. 2. Student Achievement	List documents that serve as evidence of implementation of this process: 1. Walkthrough Observation form & feedback; Weekly Classroom Monitoring documentation; Policies Checklist; Lesson Plans.

• Student progress and performance are monitored as indicators that staff are implementing tools and strategies presented in professional learning opportunities. • Course completion and pacing data from the Connector provide immediate identification of staff needing assistance. 3. Teacher performance evaluations • Areas within the formal evaluations process measure implementation of professional development practices. • Teacher improvement plan process provides for closer monitoring of ineffective teachers.	2. Connector course display; Connector student progress display; Pacing guides. 3. Teacher evaluation framework; Improvement Plan process.
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): The leadership team monitors fidelity and supports implementation of professional learning topics through multiple avenues. 1. Walkthrough observations • The walk through form has a section specifically designed to monitor implementation of new learning and to provide specific feedback to staff. • The small size of the school allows for frequent direct contact, monitoring and informal feedback opportunities by the Charter Holder and leadership team. 2. Student Achievement • Charter Holder and leadership team monitor student progress and performance is an indicator that staff are implementing tools and strategies	List documents that serve as evidence of implementation of this process: 1. Walkthrough Observation form & Feedback; Weekly Classroom Monitoring documentation; Lesson Plans. 2. Connector course display; Connector student progress display;

presented in professional learning opportunities. • If low course completion and poor pacing data are noticed (from Connector), immediate additional assistance is provided for those staff members. • Direct conversations with staff related to student achievement and expected outcomes happens regularly. 3. Teacher performance evaluations • The formal evaluations process provides for monitoring and opportunities for feedback and support from leadership.	Staff Improvement Plan. 3. Teacher evaluation framework
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The small size of Crown Point High School allows for an individualized approach to professional learning. Job embedded, relevant professional development is provided in an on-going informal manner through leadership support and peer mentoring. This timely, need based approach, targets professional learning directly on student needs, especially those students in the bottom 25%. 1. Informal professional learning through leadership and peer mentoring ▪ Peer mentoring targets individual teacher needs as well as providing a whole school support system for identified at-risk students.	List documents that serve as evidence of implementation of this process: 1. Weekly Classroom Monitoring documentation; Walk through observation forms.

▪ Support occurs in a timely manner because of the small school setting, allowing for quick adjustments to meet students' needs.	
2. Pre-Service Professional Learning ▪ Prepared teachers to utilize the content delivery system, pacing guides, and assessments, which enables them to implement the curriculum effectively, to monitor and make adjustments for struggling students. ▪ Behavior management sessions provided staff with information on the student demographics, and tips for engaging reluctant learners.	2. Pre-service agenda; Pre-service materials
3. Quarterly Professional Learning ▪ Academic vocabulary professional learning helped staff to build student vocabulary for increased student achievement, especially for low achieving students. ▪ Professional learning related to pacing improves teacher's use of data to drive instructional decisions and better inform stakeholders of student progress; targeting students who are behind in pace and performance. ▪ Professional learning focused on student graduation needs is a proactive approach to supporting the bottom 25% and those at risk of not graduating. ▪ Focusing on the continuous improvement cycle related to evaluating effectiveness of curriculum, instruction, and assessments, enhances the educational system to better meet	3. Materials for Academic Vocabulary PD; Materials for Data PD; Connector course progress screen shot.

the needs of all students, including those in the bottom 25%. 4. Professional development based on walkthrough observation feedback. ▪ The Deltas on the walkthrough observation forms provide strategies designed to improve instruction.	4. Walkthrough observation forms & feedback.
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Not required to be addressed. The Arizona State Board of Charter Schools Renewal Summary Dashboard for Crown Point High School indicates section 2c. Proficiency Subgroup ELL Math has met the standard two years in a row.	List documents that serve as evidence of implementation of this process: Not required to be addressed.
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): All students at Crown Point High School are identified as free or reduced lunch status. The small size of Crown Point High School allows for an individualized approach to professional learning. Job embedded, relevant professional development is provided in an on-going informal manner through leadership support and peer mentoring. This timely, need based approach, targets staff professional learning directly on all students' needs. 1. Informal professional learning through leadership and peer mentoring	List documents that serve as evidence of implementation of this process: 1. Weekly Classroom Monitoring documentation; Walk through observation forms.

▪ Peer mentoring targets individual teacher needs as well as providing a whole school support system for identified at-risk students. ▪ Support occurs in a timely manner because of the small school setting, allowing for quick adjustments to meet students' needs.	
2. Pre-Service Professional Learning ▪ Prepared teachers to utilize the content delivery system, pacing guides, and assessments, which enables them to implement the curriculum effectively, to monitor and make adjustments for all students. ▪ Behavior management sessions provided staff with information on the student demographics, and tips for engaging reluctant learners.	2. Pre-service agenda; Pre-service materials.
3. Quarterly Professional Learning ▪ Academic vocabulary professional learning helped staff to build student vocabulary for increased student achievement, especially for low achieving students. ▪ Professional learning related to pacing improves teacher's use of data to drive instructional decisions and better inform stakeholders of student progress; targeting students who are behind in pace and performance. ▪ Professional learning focused on student graduation needs is a proactive approach to supporting all students as well as those at risk of not graduating. ▪ Focusing on the continuous improvement cycle related to evaluating effectiveness of	3. Materials for Academic Vocabulary PD; Materials for Data PD; Connector course progress screen shot.

curriculum, instruction, and assessments, enhances the educational system to better meet the needs of all students. 4. Professional development based on walkthrough observation feedback. ▪ The Deltas on the walkthrough observation forms provide strategies designed to improve instruction.	4. Walkthrough observation forms & feedback
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): • Special Education staff is provided with professional development for data-driven decision making/data teams and formative assessment. • Professional development is provided to all staff in the areas of Child Find the Special Education referral process, Special Education policy and procedures, free and appropriate public education, 504 regulations, and FERPA. • Special Education Director attends a Special Education Directors Institute sponsored by Arizona Department of Education at the beginning of the year. • Training is provided on developing successful Individual Education Plans, meaningful goal writing, and differentiated classroom management. Updates on laws and regulations, most current research-based curriculum, adaptive resources, and guidance to support building productive parent-teacher relationships are all aspects of Special Education professional development.	List documents that serve as evidence of implementation of this process: - PD agenda - Walkthrough Data forms - IEP binders/communication logs

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): Graduation is at the heart of Crown Point High School's mission and vision. The Charter Holder makes this his message at almost every opportunity to talk with staff. Graduation attainment for students is the main factor in making all school level decisions. Crown Point High School has adopted the Arizona State credit requirements for High School Graduation. Students must demonstrate mastery of content at a minimum 70% proficiency level on course completion assessments to receive credit. To ensure progress on these requirements, the Charter Holder utilizes several avenues for monitoring and follow-up. 1. Course schedules are based on students' graduation needs. ▪ Once enrolled, students are evaluated through a review of transcripts to determine individual student needs and a class schedule is created to meet the student's needs. (i.e. credits, passing AIMS). ▪ Study Island lessons are aligned to Arizona Standards. Study Island lessons are used as well to provide additional activities and opportunities for students to engage in specific content in order to master needed skills.	List documents that serve as evidence of implementation of this process: 1. Students' class schedules; Transcript evaluation documents; Graduation planning documents; Study Island lessons; Study Island Reports.

2. Progress on coursework is monitored weekly through the connector and Progress Intervention Plans. ▪ The content delivery system provides the Charter Holder and stakeholders real-time course pace, participation, and performance data. ▪ Staff have regular data chats with students. ▪ Students self-monitor progress. ▪ Parents also have access to student data and progress towards graduation. 3. Student achievement results are reviewed as another source of AIMS indicator data (as AIMS is part of the current graduation requirement). ▪ Study Island results are also analyzed down to the performance indicators to assess student needs. ▪ Students not showing proficiency in AIMS basic skills are provided with additional targeted support. ▪ AIMS practice tests are given to gauge progress on Arizona standards and provide students with familiarity with the test and test-taking strategies. 4. Staff Professional Learning day is designated to focus students' graduation attainment needs. ▪ Staff will assess individual student progress towards graduation. ▪ Staff will design plans to include communication avenues and next steps for students.	2. Connector student progress screen shots; Progress Intervention Plans. 3. AIMS data; Study Island Data; Data meeting agendas. 4. PD Calendar; Graduation Plans.
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Crown Point's blended learning instructional program provides the flexibility and additional time required to allow all students to be successful, especially those students traditionally underserved, behind on credits, and those in need of a flexible schedule and alternative learning environment. The content delivery system provides significant alternatives to traditional education for the twenty-first century high school student.	
1. The content delivery system provides real-time course progress and performance data. ▪ Data is regularly analyzed and discussed to determine progress and address deficiencies. ▪ Instructors monitor student completion and proficiency reports in real time and provide immediate assistance. ▪ Data chats occur frequently between students and instructors to discuss progress and student needs. ▪ Students can self-monitor. ▪ Parents also have access to student data and progress towards graduation.	1. Connector student progress screen shots; Progress Intervention Plans; Pictures of Data Walls; Messaging on the Connector.
2. AIMS Prep and Study Island Assessments are utilized to determine if students are not progressing successfully. ▪ These assessments help to identify core skill gaps. ▪ They provide for targeted instructional opportunities as needed. ▪ They clearly assess mastery of state standards so students are identified if struggling with standards. ▪ Study Island results are also analyzed down to the performance indicators to assess student needs.	2. AIMS practice test data; Study Island reports; Data meeting agendas.

▪ AIMS practice tests are given to gauge progress on Arizona standards and provide students with familiarity with the test and test-taking strategies. 3. Staff Professional Learning day is designated to focus on students' graduation attainment. ▪ Staff will assess individual student progress towards graduation. ▪ Staff will design plans to include communication avenues and next steps for students.	3. PD Calendar; Graduation Plans.
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): The foundational philosophy at Crown Point High School is that all students will improve academically by increasing instructional time and focusing instructional efforts on student needs. In order to increase the graduation rate of struggling students, Crown Point constructs an individualized class schedule designed to provide the credits needed, as well as the remediation classes needed, to ensure success in core coursework, and progress towards graduation. Crown Point High school implements a systems approach to provide academic support to struggling students. 1. Differentiation within the core curriculum ▪ Formative pre- and post-assessments occur regularly to determine both class and individual student progress and to allow for quick adjustments in instruction.	List documents that serve as evidence of implementation of this process: 1. Individualized class schedules; Alternate lesson examples ; Lesson Assessments.

▪ Re-teaching opportunities are provided as needed to make sure skills and concepts are mastered. ▪ Differentiation is also done through customized assessments and supplemental course material.	
2. Small group direct instruction ▪ Teachers monitor student progress and conduct teacher-led small group intervention to clarify difficult concepts and provide support for increased understanding.	2. Lesson Plans; Walkthrough Observation forms.
3. Use of Data ▪ Instructors monitor student completion and proficiency reports in real time and provide needed assistance. ▪ The Connector program creates a graphic interface that allows stakeholders easy and clear access to student data. ▪ Staff have regular data chats with students to discuss course progress and student needs. ▪ Students are aware of their completed work and lesson proficiency levels. Student progress indicators are the first thing a student sees when logging in to complete assignments. ▪ Staff review student data regularly and determine students who will be recommended for additional support.	3. Connector Student report Messaging on the Connector. 4. ; Progress Intervention Plan; Progress Report / Course report.
4. Extended day ▪ As part of Crown High School's RTI process, students can be assigned to extended day tutor sessions in Math and Reading as needed.	5. 4th Block schedule; AIMS data review.

▪ A system is in place to assess students and to identify strands and concepts not yet mastered to the level of AIMS proficiency. 5. Supplemental Support ▪ Curriculum is supplemented with Study Island, AIMS tutoring, and various web-based resources to help students master Arizona College and Career Ready Standards. ▪ A variety of teacher resources are used for supplementing students' skill development including, worksheets, activities, skills practice, lesson reading guide, etc.	6. AIMS tutoring schedule; Lesson plans.
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): The charter holder has a proven success record implementing this blended learning content delivery model at several charter schools within Arizona with similar target populations. Ultimately, evaluation of effectiveness lies in student outcomes: credit attainment, standards mastery, and graduation. Use of data for on-going evaluation of student progress is central to determining effectiveness of the strategies supporting student success. 1. Differentiation within the core curriculum ▪ The Charter Holder's evaluation of this strategy is mainly based on successful course completion rates. 2. Small group direct instruction	List documents that serve as evidence of implementation of this process: 1. Course Completion data; Data Meetings. 2. Course Completion data;

▪ The Charter Holder's evaluation of this strategy is also tied to course completion rates. ▪ Reoccurring walk through observations provide the Charter Holder insight into the success of instructional strategies.	Walk through observation forms.
3. Use of Data ▪ The Charter Holder's evaluation of this strategy is also tied to course completion rates. ▪ Monitoring Data Walls and Progress Intervention Forms during walk through observations provide the Charter Holder insight into the successful use of data.	3. Course Completion data; Walk through observation forms; Progress Intervention Forms.
4. Extended day ▪ The Charter Holder's review of AIMS outcomes are an indicator of the success of the AIMS Prep 4th block class. ▪ Student's attaining needed additional credits during 4th Block also demonstrated the effectiveness of this strategy.	4. AIMS scores; Increase in movement of students within AIMS Categories; Course Completion data.
5. Supplemental Support ▪ The Charter Holder's review of student academic achievement data, including course completion, pacing progress, and AIMS outcomes all are indicators of the success of the individualized, targeted support strategies.	5. Course Completion data; Connector student progress screen shots; Connector course progress screen shot; AIMS scores.

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words): Crown Point High School is designed specifically to serve students who have previously dropped out of school or those who are in danger of dropping out. Methods of identifying such students include: ● have attended and withdrawn from at least one other school ● is one year or more behind in the number of credits earned toward graduation ● has literacy and/or numeracy levels below their cohort grade level ● scores significantly low on baseline and benchmark assessments ● do not respond to initial levels of intervention ● have not passed one or more areas on the AIMS assessment ● are identified by teacher observation and interaction ● not making progress as identified on the Connector ● not completing courses ● graduation plan checklist Crown Point's focus on data and its blended learning instructional program provide~~s~~ the flexibility and additional time required to allow all students to be successful, especially those students traditionally underserved, behind on credits, and those in need of a flexible schedule and alternative learning environment.	List documents that serve as evidence of implementation of this process: 1. Connector screen shots; Progress Intervention Plans; Data meeting agendas; Staff meeting agendas; Data focus parent night. 2. Connector messaging; Progress Intervention Plans; Progress Reports / Course Reports; School Climate Survey.

2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words): The mission, instructional systems, and small size of Crown Point, provide the environment to support the needs of all learners, especially those who have not been successful in a traditional school environment and/or whose life circumstances and personal choices have interrupted their high school education. Strategies to address student challenges to completing/continuing their education include: ● the mission posted all over campus that states, "We are here to help you graduate" ● small group or individualized instruction ● communication through the Connector ● one-on-one data chats to help students monitor their own progress ● school incentives to develop pride and motivation ● additional 4th block to provide additional time ● a blended learning instructional framework that allows students the flexibility of individualized class schedules as well as direct instruction ● tutoring opportunities after school and on Saturdays ● phone calls and/or emails to parents and students to monitor progress ● updating and monitoring the grad plan to motivate students toward a successful end goal	List documents that serve as evidence of implementation of this process: 1. Posted school mission 2. A+ standards based curriculum, assessments, and lesson plans; Study Island lessons; Lesson Plans; Progress Intervention Plans; Walk through observation forms. 3. Class schedules; Lesson Plans; Connector course progress screen shots; Connector student progress screen shots. 4. Class Schedules; 4th Block class list; School Calendar. 5. Tutoring schedule; Lesson Plans; 4th Block class list.

3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words): The charter holder evaluates these strategies by: ▪ examining course completion rates ▪ analyzing AIMS scores to identify student movement from one band to another as well as attainment of meets and exceeds ▪ utilizing data to determine growth on benchmark assessments ▪ enrollment in 4th block ▪ attendance for tutoring sessions ▪ graduation numbers ▪ overall daily attendance ▪ improved graduation rate ▪ increased enrollment ▪ monitoring the number of returning students ▪ successful completion of grad plan ▪ teacher input during staff meetings ▪ increased satisfaction on parent surveys	List documents that serve as evidence of implementation of this process: 1. Course Completion data; Data Meetings; AIMS Data; No FFB AIMS Reading students. 2. Course Completion data; Walk through observation forms. 3. AIMS scores Course Completion data. 4. Course Completion data; Connector student progress screen shots; Connector course progress screen shot; AIMS scores. 5. Graduation rates; Enrollment data.