

Kaizen Education Foundation- Entity ID 90333
Gilbert Arts Academy

Renewal Executive Summary

I. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

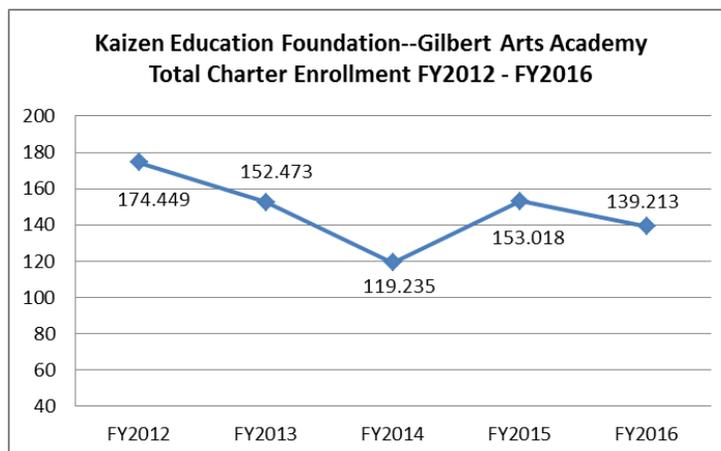
During the five-year interval review of the charter, Kaizen Education Foundation was not required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Gilbert Arts Academy, met the academic expectations set forth by the Board. At the time Kaizen Education Foundation became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Gilbert Arts Academy received an overall rating of "Does Not Meet" the Board's academic standards.

The Charter Holder meets the Board's Financial Performance Expectations.

For fiscal year 2015, the Charter Holder meets the Board's Operational Performance Standard and, to date, has no measures rated as "Falls Far Below Standard" for the current fiscal year.

II. Profile

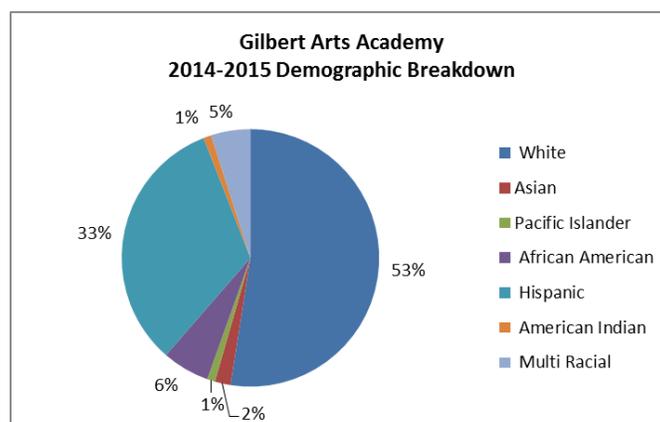
Kaizen Education Foundation operates 1 school, Gilbert Arts Academy, serving grades K-6 in Gilbert. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2012-2015 and 40th day ADM for 2016.



The academic performance of Gilbert Arts Academy is represented in the table below. The Academic Dashboard for the school can be seen in appendix: b. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Gilbert Arts Academy	07/01/2008	K – 6	60.63/ B	65/ B	56.88/ B

The demographic data for Gilbert Arts Academy from the 2014-2015 school year is represented in the chart below.¹



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.²

Category	Gilbert Arts Academy
Free and Reduced Lunch (FRL)	60%
English Language Learners (ELLs)	2%
Special Education	9%

Kaizen Education Foundation has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Gilbert Arts Academy is located in Gilbert near South Lindsay Road and South 29th Place. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 66 schools serving grades K-6 within a five mile radius of Gilbert Arts Academy. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the

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

² Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY15, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY14.

Gilbert Arts Academy				Math 41%	ELA 49%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math (± 5%)	Comparable ELA (± 5%)	Charter Schools	Meets Board’s Standard
A	32	32	32	2	7	7	7
B	23	7	11	7	2	8	7
C	8	2	2	2	1	3	0
D	3	1	0	0	0	1	N/A

The table below presents the number of schools, sorted by FY14 letter grade, within a five mile radius of Gilbert Arts Academy, serving a comparable percentage of students (± 5%) in the identified subgroups.³

Gilbert Arts Academy	2%	60%	9%
Letter Grade	Comparable ELL (± 5%)	Comparable FRL (± 5%)	Comparable SPED (± 5%)
A	32	0	18
B	16	7	12
C	2	3	6
D	2	1	1

IV. Success of the Academic Program

In FY2012, Gilbert Arts Academy was evaluated as “Does Not Meet” the Board’s academic performance standards, with Overall Rating points of 60.63. The Overall Rating points increased by 4.37 from FY2012 to FY2013, changing the evaluation to “Meets”. From FY2013 to FY2014, the school had a decrease of 8.12 points to 56.88 overall, and was evaluated as “Does Not Meet” the Board’s academic performance standards for FY2014. The school has consistently maintained an A-F letter grade of B from FY2012 to FY2014.

The following is a timeline of activities that have occurred related to the academic performance of Kaizen Education Foundation:

January, 2012: Kaizen Education Foundation completed a five-year interval review; the Charter Holder was not required to submit a Performance Management Plan because Gilbert Arts Academy, a school operated by the Charter Holder, met the academic expectations set forth by the Board.

December, 2012: The Board released FY2012 Academic Dashboards; Gilbert Arts Academy received an overall rating of “Does Not Meet” the Board’s academic standards and Kaizen Education Foundation did not meet the Board’s Academic Performance Expectations. The Charter Holder was not assigned a Demonstration of Sufficient Progress (DSP) for Gilbert Arts Academy as part of an annual reporting requirement.

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted. ASBCS, March 14, 2016



October, 2013: The Board released FY2013 Academic Dashboards; Gilbert Arts Academy received an overall rating of “Meets” the Board’s academic standards. In accordance with the Board’s academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October, 2014: The Board released FY2014 Academic Dashboards; Gilbert Arts Academy received an overall rating of “Does Not Meet” the Board’s academic standards. Therefore, Kaizen Education Foundation did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a PMP as part of an annual reporting requirement.

November, 2014: Kaizen Education Foundation timely submitted a Performance Management Plan.

April, 2015: Board staff completed a final evaluation of the Charter Holder’s FY2015 PMP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2015 PMP, Board staff determined that the Charter Holder’s Performance Management Plan was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance and feedback questions.

October, 2015: Board staff provided the Charter Holder, through its authorized representatives, Theodore Frederick and Michele Kaye, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal October 9, 2015 the deadline date on which the renewal application package would be due to the Board January 9, 2016, information on the availability of the Charter Holder’s renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Kaizen Education Foundation (appendix: e. Renewal DSP Submission) was timely submitted by the Charter Representative on **January 8, 2016**. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school’s leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder’s DSP submission. The following representatives of Kaizen Education Foundation were present at the site visit:

Name	Role
Emily Britton	Director of QSI—High School
Nicole McNeil	Director of Language/Literacy
Heidi Sinkovic	Director of Exceptional Student Services
Darla Eddy	Director of Data Management
Lorisa Pombo	Director of Elementary Initiatives
Mary Berg	Vice President of Academic Support
Lisa Figueroa	School Leader
Stacy Hoffman	Director of ELL, Assessment and Data



At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: d. Renewal DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (appendix: c. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. However the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, in 1 out of the 10 measures required by the Board.

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

VI. Viability of the Organization

The Charter Holder meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

VII. Adherence to the Terms of the Charter

For fiscal year 2015, the Charter Holder meets the Board’s Operational Performance Standard set forth in the Performance Framework adopted by the Board and, to date, has no measures rated as “Falls Far Below Standard” for the current fiscal year (appendix: a. Renewal Summary Review).

VIII. Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Kaizen Education Foundation.

Option 2: The Board may deny the renewal. The following language is provided for consideration: Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance,



and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Kaizen Education Foundation on the basis that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the Performance Framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation and currently operates a school that has received an overall rating of “Does Not Meet Standard” in the most recent fiscal year for which academic dashboard data is available.

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



APPENDIX A

RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	03/07/2016	Report Type:	Renewal
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Charter Contract Information

[Hide Section](#)

Charter Corporate Name:	Kaizen Education Foundation		
Charter CTDS:	07-85-70-000	Charter Entity ID:	90333
Charter Status:	Open	Contract Effective Date:	04/10/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Gilbert Arts Academy: 180
Charter Grade Configuration:	K-6	Contract Expiration Date:	04/09/2017
FY Charter Opened:	2003	Charter Signed:	06/09/2009
Charter Granted:	05/11/2009	Charter Enrollment Cap	325
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	7878 N. 16th Street Phoenix, AZ 85020	Website:	—
Phone:	602-953-2933	Fax:	602-277-4900
Mission Statement:	The Gilbert Arts Academy will create a quality learning environment in which students are engaged in meaningful, academically challenging curriculum. Our environment is one which instills accountability and which fosters respect and social responsibility. We are committed to providing life long learning, shared goals with parents and students, positive community relationships and an appreciation for the arts.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Theodore Frederick	ted.frederick@kaizenfoundation.org	—
	2.) Michele Kaye	michele.kaye@leonagroup.com	—

Academic Performance - Gilbert Arts Academy

[Hide Section](#)

School Name:	Gilbert Arts Academy	School CTDS:	07-85-70-001
School Entity ID:	89866	Charter Entity ID:	90333
School Status:	Open	School Open Date:	07/01/2008
Physical Address:	862 E. Elliot Road Gilbert, AZ 85234	Website:	—
Phone:	480-325-6100	Fax:	480-632-2077
Grade Levels Served:	K-6	FY 2014 100th Day ADM:	119.236

Academic Performance Per Fiscal Year

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Gilbert Arts Academy

2012
Traditional2013
Traditional2014
Traditional

1. Growth		Elementary School (K-6)			Elementary School (K to 6)			Elementary School (K to 6)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	42	50	12.5	43	50	12.5	38	50	12.5	
	Reading	58	75	12.5	58.5	75	12.5	44	50	12.5	
1b. SGP Bottom 25%	Math	31	25	12.5	54	75	12.5	47	50	12.5	
	Reading	48	50	12.5	44	50	12.5	46	50	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	67 / 66.1	75	7.5	64.2 / 65.2	50	7.5	63.6 / 64.4	50	7.5	
	Reading	84 / 76.8	75	7.5	80.6 / 77.6	75	7.5	85.5 / 78.2	75	7.5	
2b. Composite School Comparison	Math	-1.2	50	7.5	-1.2	50	7.5	-3.6	50	7.5	
	Reading	4.7	75	7.5	2.7	75	7.5	4.3	75	7.5	
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	63 / 56.6	75	7.5	56.7 / 56.5	75	3.75	50 / 54.2	50	7.5	
	Reading	76 / 68.9	75	7.5	76.7 / 69.7	75	3.75	85.7 / 70.3	75	7.5	
2c. Subgroup SPED	Math	NR	0	0	46.7 / 28	75	3.75	NR	0	0	
	Reading	NR	0	0	46.7 / 37.9	75	3.75	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		B	75	5	B	75	5	B	75	5	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		60.63			100	65			100	56.88	

Financial Performance

[Hide Section](#)

Charter Corporate Name:	Kaizen Education Foundation		
Charter CTDS:	07-85-70-000	Charter Entity ID:	90333
Charter Status:	Open	Contract Effective Date:	04/10/2002

Financial Performance

[Hide Section](#)

Kaizen Education Foundation

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	No	Meets	No	Meets
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	32.83	Meets	52.01	Meets
Default	No	Meets	No	Meets
Sustainability Measures (Negative numbers indicated by parentheses)				
Net Income	\$1,869,154	Meets	\$1,255,996	Meets

Fixed Charge Coverage Ratio	1.86	Meets	1.62	Meets
Cash Flow (3-Year Cumulative)	\$1,664,619	Meets	\$4,011,547	Meets
Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015 FY 2014 FY 2013
	\$934,493	\$730,126	—	\$2,346,928 \$934,493 \$730,126

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name:	Kaizen Education Foundation		
Charter CTDS:	07-85-70-000	Charter Entity ID:	90333
Charter Status:	Open	Contract Effective Date:	04/10/2002

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	--
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Does Not Meet	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	Teacher Resumes (Audit Repeat)	--
Open Meeting Law	No issue identified	--

Board Alignment	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	--
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2015-11-19 10:51:31

APPENDIX B

ACADEMIC DASHBOARD

Academic Performance

[Edit this section.](#)

Gilbert Arts Academy

		2012 Traditional Elementary School (K-6)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	42	50	12.5	43	50	12.5	38	50	12.5
	Reading	58	75	12.5	58.5	75	12.5	44	50	12.5
1b. SGP Bottom 25%	Math	31	25	12.5	54	75	12.5	47	50	12.5
	Reading	48	50	12.5	44	50	12.5	46	50	12.5
2. Proficiency										
2a. Percent Passing	Math	67 / 66.1	75	7.5	64.2 / 65.2	50	7.5	63.6 / 64.4	50	7.5
	Reading	84 / 76.8	75	7.5	80.6 / 77.6	75	7.5	85.5 / 78.2	75	7.5
2b. Composite School Comparison	Math	-1.2	50	7.5	-1.2	50	7.5	-3.6	50	7.5
	Reading	4.7	75	7.5	2.7	75	7.5	4.3	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	63 / 56.6	75	7.5	56.7 / 56.5	75	3.75	50 / 54.2	50	7.5
	Reading	76 / 68.9	75	7.5	76.7 / 69.7	75	3.75	85.7 / 70.3	75	7.5
2c. Subgroup SPED	Math	NR	0	0	46.7 / 28	75	3.75	NR	0	0
	Reading	NR	0	0	46.7 / 37.9	75	3.75	NR	0	0
3. State Accountability										
3a. State Accountability		B	75	5	B	75	5	B	75	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		60.63			65			56.88		
		100			100			100		

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Kaizen Education Foundation	Schools	Gilbert Arts Academy
Charter Holder Entity ID	90333	Purpose of DSP Submission	Renewal
Site Visit Date	February 10, 2016		

Evaluation Overview:

The following serves as an evaluation of the Demonstration of Sufficient Progress process and includes:

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development.
 - Whether questions were sufficiently answered at the site visit
 - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 2 out of the 12 measures required by the Board. For more detailed analysis see Data Inventory (appendix: d. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – [Data](#)).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	No	N/A	N/A	Yes	Yes
2b. Subgroup, ELL – Math	Yes	Yes	No	Yes	Yes
2b. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, FRL – Reading	No	N/A	N/A	Yes	Yes
2b. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes

Curriculum: *The area of Curriculum is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements.

For more detailed analysis see Curriculum Inventory (appendix: e. Renewal DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards ? What criteria guide that process?	YES	C.A.2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	YES	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?	YES	C.B.1
Once the Charter Holder has chosen to adopt new and/or supplemental curriculum , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	YES	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	YES	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity ? How have these expectations been communicated to instructional staff?	YES	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools ? How have these expectations been communicated to instructional staff?	YES	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	YES	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	YES	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?	YES	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	C.F.1

Assessment: *The area of Assessment is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements.

For more detailed analysis see Assessment Inventory (appendix: e. Renewal DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Developing the Assessment System		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	YES	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <u>instructional methodology</u> ? What criteria guide that process?	YES	A.A.3
B. Adapted to Meet the Needs of Subgroups		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	A.B.1
C. Analyzing Assessment Data		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	YES	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <u>curriculum</u> based on the data analysis? What criteria guide that process?	YES	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <u>instruction</u> based on the data analysis? What criteria guide that process?	YES	A.C.3

Monitoring Instruction: *The area of Monitoring Instruction is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements.

For more detailed analysis see Monitoring Instruction Inventory (appendix: e. Renewal DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Instruction		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> • Aligned with ACCRS standards, • Implemented with fidelity, • Effective throughout the year, and • Addressing the identified needs of students in all four subgroups? 	YES	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	YES	M.A.2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	YES	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	YES	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	YES	M.B.3
C. Adapted to Meet the Needs of Subgroups		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	YES	M.C.1
D. Providing Feedback that Develops the Quality of Teaching		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	YES	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	YES	M.D.2

Professional Development: *The area of Professional Development assessment is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements.

For more detailed analysis see Professional Development Inventory (appendix: e. Renewal DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Development of the Professional Development Plan		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	YES	P.A.1
What is the Charter Holder’s ongoing process to ensure the professional development plan is aligned with instructional staff learning needs ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan ? How are the areas of high importance determined?	YES	P.A.3
B. Adapted to Meet the Needs of Subgroups		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups .	YES	P.B.1
C. Supporting High Quality Implementation		
What is the Charter Holder’s ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	YES	P.C.1
What is the Charter Holder’s ongoing process to identify concrete resources , necessary for high quality implementation, for instructional staff?	YES	P.C.2
D. Monitoring Implementation		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	P.D.2

APPENDIX D

RENEWAL DSP SITE VISIT

INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation

Required for: Renewal

School Name: Gilbert Arts Academy

Evaluation Criteria Area: Data

Site Visit Date: February 10, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[D.1] 2014-2015 Student Growth and Achievement Reports 2015-2016 Student Growth and Achievement Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <ul style="list-style-type: none"> Comparison of percent of students above typical growth for FY15 and FY16 in Math indicates that the school has improved performance. In FY15, 49% of students demonstrated typical growth, and 67% of students demonstrated typical growth. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	
<p>[D.2] 2014-2015 Student Growth and Achievement Reports 2015-2016 Student Growth and Achievement Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided demonstrate evidence of maintained academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <ul style="list-style-type: none"> Comparison of percent of students above typical growth for FY15 and FY16 in Math indicates that the school has demonstrated maintained performance. In FY15, 53% of students demonstrated typical growth, and 53% of students demonstrated typical growth. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	
<p>[D.3] 2014-2015 Student Growth and Achievement Reports 2015-2016 Student Growth and Achievement Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%</p> <ul style="list-style-type: none"> Comparison of percent of students in the bottom 25% above typical growth for FY15 and FY16 in Math indicates that the school has improved performance. In FY15, 27% of students demonstrated typical growth, 	

	<p>and 50% of students demonstrated typical growth.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.4] 2014-2015 Student Growth and Achievement Reports 2015-2016 Student Growth and Achievement Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%</p> <ul style="list-style-type: none"> Comparison of percent of students above typical growth for FY15 and FY16 in Reading indicates that the school has demonstrated improved performance. In FY15, 50% of students demonstrated typical growth, and 52% of students demonstrated typical growth. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.5] 2014-2015 Galileo Custom Reports showing Percent Correct 2015-2016 Galileo Custom Reports showing Percent Correct</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <ul style="list-style-type: none"> Comparison of proficiency data demonstrated an average change in percentile ranking of 6.5 points. In FY15, the percentile at the mid-year benchmark in grades 2-6 was 35.9. In FY16, by the mid-year benchmark was percentile was 42.3. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.6] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>Not applicable</p>	

<p>[D.7] 2014-2015 Galileo Custom Reports showing Percent Correct 2015-2016 Galileo Custom Reports showing Percent Correct</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</p> <ul style="list-style-type: none"> The Charter Holder has an ELL population that has been inconsistent from year to year. Additionally, the population provides a small sample size that does not allow for accurate analysis of comparative data. As a result, comparative data in Galileo is unavailable. <p>Final Evaluation:</p>	
<p>[D.8] 2014-2015 Galileo Custom Reports showing Percent Correct 2015-2016 Galileo Custom Reports showing Percent Correct</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.9] 2014-2015 Galileo Custom Reports showing Percent Correct 2015-2016 Galileo Custom Reports showing Percent Correct</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <ul style="list-style-type: none"> Comparison of proficiency data demonstrated an average change in percentile ranking of 3.6 points. In FY15, the percentile at the mid-year benchmark in grades 2-6 was 33.8. In FY16, by the mid-year benchmark was percentile was 37.4. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.10] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>Not Applicable</p>			
<p>[D.11] 2014-2015 Galileo Custom Reports showing Percent Correct 2015-2016 Galileo Custom Reports showing Percent Correct</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <ul style="list-style-type: none"> Comparison of proficiency data demonstrated an average decrease in percentile ranking of -3.3 points. In FY15, the percentile at the mid-year benchmark in grades 2-6 was 26.7. In FY16, by the mid-year benchmark was percentile was 23.3. However, because of the nature of the fluctuation SPED population and small sample size, the students consistently enrolled year over year were compared. The average change in these students shows growth of 8 points in percentile ranking, from 44.0 to 52.0. <p>Final Evaluation:</p> <table border="1" data-bbox="571 727 1913 829"> <tr> <td data-bbox="571 727 1245 829"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1245 727 1913 829"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
<p>[D.12] 2014-2015 Galileo Custom Reports showing Percent Correct 2015-2016 Galileo Custom Reports showing Percent Correct</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <ul style="list-style-type: none"> Comparison of proficiency data demonstrated an average change in percentile ranking of 10.8 points. In FY15, the percentile at the mid-year benchmark in grades 2-6 was 9.4. In FY16, by the mid-year benchmark was percentile was 25.3. <p>Final Evaluation:</p> <table border="1" data-bbox="571 1154 1913 1250"> <tr> <td data-bbox="571 1154 1245 1250"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1245 1154 1913 1250"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation

Required for: Renewal

School Name: Gilbert Arts Academy

Evaluation Criteria Area: Curriculum

Site Visit Date: February 10, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.A.1] TLG Curriculum: ELA, ELA DOK Chart, Math, Math Quarter Focus Standards ELA Monitoring Progress Charts Math Monitoring Progress Charts Calendars and agendas: Curriculum Calendar, Leaders, Leader Retreat, Coaches Evaluation Meeting-Results Evaluation Meeting-Coaching Curriculum Quality Rubric Lesson Plan Rubric Performance Management Plan Overview	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • Quarterly meetings to monitor the current curriculum alignment to AZCCRS using assessment data and standards, as outline in the TLG chart. • The leadership team monitors and analyzes curriculum using multiple data points such as lesson plans, lesson observations, formative and summative assessments. • Criteria for evaluation includes student interest, prior knowledge, standards-based content, articulated learning outcomes, instructional strategies, assessment strategies, and instructional resources. 	
	Final Evaluation: <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	
[C.A.2] Benchmark Assessment Data Coaching Logs/Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA/LAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Lesson Plan Rubric Action Plans	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • School leadership team plans and trains instructional staff on the process to monitor and evaluate alignment to AZCCRS. • School leadership implements common lesson plans, evaluates lesson plans, and analyzes data to ensure the curriculum is effective as instructed. • Quality Curriculum Evaluation Rubric, Curriculum Maps and Lesson Plans are used and monitored. 	
	Final Evaluation: <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	

<p>[C.A.3]</p> <p>Classroom Walkthrough Data Goals Assessment Reports Action Plans</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school analyzes data to verify alignment to standards and the relationship and/or gaps in student achievement and monitoring of instruction. • The school establishes instructional goals that are based on benchmark assessments to set points of comparison to determine curricular gaps. • The school conducts quarterly analysis of the data to identify gaps. • The school collects data of alignment to standards using the curriculum pacing guides as a tool. <p>Final Evaluation:</p>	
<p>[C.B.1]</p> <p>Product Selection Evidence TLG Curriculum Adoption/Monitoring Cycle Chart Professional Development Calendar PD Flow Chart Sign-in Thinking Maps Curriculum Guides and Maps ELA DOK Chart Classroom Walkthrough Data Coaching Logs Curriculum Quality Rubric Lesson Plan Rubric Assessment Data Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Charter Holder defines curriculum using state standards. • An informal needs assessment is conducted to determine needs for curriculum, and results are discussed. • Data is collected, reviewed and analyzed on current curriculum. • Meetings are conducted to review data. • Curriculum Quality Rubric is used to determine quality of implemented curriculum. • Product Selection Evidence is maintained at the corporate level to track emails, rubrics and decisions. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.B.2]</p> <p>Curriculum Quality Rubric Lesson Plan Rubric Assessment Reports Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Planning a meeting to review options aligned to the school’s supplemental needs. • Review materials using the rubric to ensure the materials align to the needs of the students. • Identify strengths and weaknesses of supplemental materials and resources using rubric on standards, coherence, and rigor. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[C.C.1]</p> <p>Action Plan Quality Curriculum Evaluation Rubric TLG Curriculum Adoption/Monitoring Cycle Chart</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Monitoring and evaluating the implementation of curriculum and alignment to AZCCRS. • Data is collected to determine the effectiveness of implementation based on the criteria for focus standards, coherence, and rigor. • Study data aligned to Quality Curriculum Evaluation Rubric to determine areas of refinement and reinforcement. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.C.2]</p> <p>TLG Curriculum Adoption/Monitoring Cycle Chart Quality Curriculum Evaluation Rubric Action Plan Product Selection Evidence</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The adoption cycle used at the corporate level is used first, and then each school makes their decisions on adoption and revision of curriculum. • Charter Holder defines curriculum using state standards. • An informal needs assessment is conducted to determine needs for curriculum, and results are discussed. • Curriculum Quality Rubric is used to determine quality of implemented curriculum. • Product Selection Evidence is maintained at the corporate level to track emails, rubrics and decisions. <p>Final Evaluation:</p>	
<p>[C.D.1]</p> <p>Professional Development Calendar PD Flow chart School Leader Meeting Agenda Curriculum Coach Meeting Agenda Classroom Walkthrough Data TET Rubric Lesson Plan Rubric Coaching Log Form</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school provides ongoing professional development on rubrics and curriculum expectations listed in the walk-through form/tool. • The criteria from the TET includes Lesson Delivery, Rigor, Assessment, and Engagement. • Expectations are observed using the tool, lesson plan reviews, and cognitive coaching support. • The school updates action plans monthly to focus on supporting instructional staffs’ needs to ensure curriculum is implemented with fidelity. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.2]</p> <p>Professional Development Calendar Professional Development Flow chart Thinking Maps Follow-Up Follow-up Plans</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school plans professional development to communicate expectations and access to curricular tools. • The school collects data via walk-through forms with a focus on Rigor and engagement. • The school studies the data to determine consistent use of curricular tools. <p>Final Evaluation:</p>	
<p>[C.D.3]</p> <p>Curriculum and Instruction Cycle Teacher Goals Class Goals Classroom Walkthrough Data Coaching Log Form Lesson Plan Feedback Form Lesson Plan Feedback Log Assessment Calendar Intervention Groups Summative and formative assessments</p> <ul style="list-style-type: none"> • ELA Portfolio • Math Portfolio • Portfolio Rubric • Formative Assessment 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Review curriculum maps annual to ensure there are multiple opportunities to practice and apply grade level standards throughout the year and across content area. • The school compares instructional quality data to student assessments of grade level standards to determine any gaps. • Data is analyzed quarterly and intervention groups are developed to ensure students have opportunity to master standards. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.E.1]</p> <p>ELA Curriculum Maps Math Curriculum Maps Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough Data PMP Overview Coaching Log Form Orientation Meeting Agendas PD Flow Chart Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • TLG and the school review and update curriculum maps to ensure implementation of curriculum is tightly aligned to AZCCRS. • Ongoing professional development to ensure teachers are planning lessons aligned to the AZCCRS. • Aligning maps to lesson planning. • Collect evidence of curriculum, instruction, and assessment to determine standards based instruction weekly using walkthrough data, lesson plan data, and assessment data. <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>Benchmark Assessment Data Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough Data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curriculum maps are audited to ensure alignment to the standards even after adoptions/revisions take place. • Lesson plans and walkthrough data are correlated to parallel curriculum map alignment. • Benchmark data demonstrates if students are mastering all standards. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.F.1]</p> <p>Bottom 25%</p> <ul style="list-style-type: none"> • Teacher Intervention group rosters • Focus group rosters • GAA Lesson Plan • Teacher Goals • Class Goals • Assessment Data <p>ELL Students</p> <ul style="list-style-type: none"> • QSI Professional Development Google Site • Schools ILLP • GAA Lesson Plan • Teacher Goals • Class Goals • Assessment Data <p>FRL</p> <ul style="list-style-type: none"> • Intervention Group Rosters • GAA Lesson Plan • Teacher Goals • Class Goals • Assessment Data • Student IEPs • GAA Lesson Plan • Teacher Goals • ESS Meeting Sign-ins 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Intervention groups are created in Galileo to track improvement on standards based assessment. • Students are provided additional support by the classroom teacher and a Title 1 paraprofessional. • Individual Language Learning Plans are created and updated quarterly to differentiate the curriculum for ELLS. • FRL students create individual goals to improve mastery of grade-level standards. • Individual Education Plans document the learning accommodations for students with disabilities. • The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide differentiates and skill-based services. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="569 695 1245 1148"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 695 1896 1148"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation

Required for: Renewal

School Name: Gilbert Arts Academy

Evaluation Criteria Area: Assessment

Site Visit Date: February 10, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.A.1] TLG Assessment Flow Chart Assessment Calendar Benchmark Assessment Data Growth Data Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log PD Calendar PD Flow Chart Action Plans	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Galileo is a valid and reliable assessment • Galileo produces standards-based reporting by teacher, class, and student • Benchmarks provide normed-growth data that evidences how students are improving • Building formative assessments based on the data. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.A.2] ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Assessment Calendar PD Plan 15-16 Coaching Logs	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers have quarterly curriculum maps that allow them to compare assessments to curriculum. • Lesson plan work was done to ensure that core instruction standards are planned in alignment with the assessment. • Lesson plan feedback is provided regarding alignment of plans to standards. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[A.A.3]</p> <p>Thinking Based Curriculum</p> <ul style="list-style-type: none"> • ELA/Math Quarter Plan • ELA DOK Chart • Math • Math Quarter Focus Standards <p>Assessment Cycle Classroom Walkthrough Data Lesson Plan Feedback Form Lesson Plan Feedback Log PD Flow Chart Coaching Log Form Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers have quarterly curriculum maps that allow them to compare assessments to instruction. • Lesson plan work was done to ensure that core instruction standards are planned in alignment with the assessment. • Lesson plan feedback is provided regarding alignment of plans and related assessments to standards. • DOK charts focus on standards and the related assessments. <p>Final Evaluation:</p>	
<p>[A.B.1]</p> <p>Site Data Leona You Tube Videos about creating reports Bottom 25%</p> <ul style="list-style-type: none"> • Galileo Assessments • State Assessments • Attendance Reports • Galileo Intervention Reports <p>ELL Students</p> <ul style="list-style-type: none"> • Schools ILLP • ELAS Google Site- 	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Intervention groups are created in Galileo to track improvement on standards based assessment. • Students create individual goals to improve mastery of grade-level standards. Students use multiple assessments to track their learning goals. • After each quarterly assessment or benchmark, Attachment B (of the ILLP) is updated to track student progress. • The teachers collaborate with site Special Education Coordinator and Special Education teacher to provide assessments that adhere to the differentiated and skill-based services. <p>Final Evaluation:</p>	

<p>Standard Picker</p> <ul style="list-style-type: none"> • Assessment Data • State Assessments • Galileo Intervention Reports <p>FRL</p> <ul style="list-style-type: none"> • Galileo Assessments • State Assessments • Attendance Reports • Galileo Intervention Reports <p>Students with disabilities</p> <ul style="list-style-type: none"> • Galileo Assessments • State Assessments • Attendance Reports • Galileo Intervention Reports • ESS Meeting Agendas • IEP Reports 	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[A.C.1]</p> <p>Benchmark Assessment Data Spreadsheets PMP Overview Grade Level Intervention Group Goals Focus Group Goal 15-16 Teacher Goals Class Goals Assessment Calendar PD Flow Chart Coaching Log Form Assessment Reports Galileo Intervention Group Goals</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Implementation of the TLG Assessment calendar and data analysis schedule. • The school team plans a schedule to analyze the type of assessments listed in the assessment system and subgroup system. • TLG and the school collect data of academic performance across assessment for all students and disaggregate data for the bottom 25%, ELL, FRL, and ESS. • The school studies areas of strength and needs to develop focus goals. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.2]</p> <p>ELA Portfolio Math Portfolio Portfolio Rubric Quality Curriculum Evaluation Rubric Assessment Reports Action Plan Teacher Goals Class Goals Meeting Results for Coaches</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Galileo benchmarking allows for data-driven instruction Portfolios are targeted to align to the standards taught in the classroom Coaches train teachers in ensuring that progress monitoring aligns to curriculum maps Teachers create focus goals for themselves and students to match curriculum to needs found in the data analysis <p>Final Evaluation:</p>	
<p>[A.C.3]</p> <p>Assessment Data Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough Data TET Rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Galileo benchmarking allows for data-driven instruction Portfolios are targeted to align to the standards taught in the classroom Coaches train teachers in ensuring that progress monitoring aligns to curriculum maps Teachers create focus goals for themselves and students to match curriculum to needs found in the data analysis Coaching and evaluations are used. The Assessment component is used to determine that a teacher needs coaching to make an adjustment to assessment. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation

Required for: Renewal

School Name: Gilbert Arts Academy

Evaluation Criteria Area: Monitoring Instruction

Site Visit Date: February 10, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[M.A.1]</p> <p>TET Rubric Curriculum and Instruction Cycle GAA Lesson Plan ELA Curriculum Maps Math Curriculum Maps Assessment Calendar Teacher Goals Class Goals Action Plan Coaching Cycle</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school has implemented a process for alignment of instruction and curriculum to CCRS by using the TLG Teacher Evaluation Tool (TET) and Curriculum and Instruction Cycle. • The school has a calendar and follow the cycle that includes pre-instruction, live instruction, post-instruction and evaluation using the TET rubric. • The school uses testing data to determine increased improvement and identify areas of weakness to revise using evidence. • The school uses data of academic performance over the past two years and throughout the current year to ensure an increase in achievement for the bottom 25%, ELLs, FRL, and ESS by planning academic support for subgroups. • The school revises teacher goals and individual growth plans to improve instruction focusing on Delivery, Assessment, Rigor, and Engagement. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		

<p>[M.A.2]</p> <p>ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Classroom Walkthrough Data Assessment Report Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school analyzes multiple data points to monitor the integration of AZCCRS are taught effectively, monitored, and assessed to increase student mastery. • The school collects evidence of curriculum, instruction, and assessments to determine standards-based instruction is effective. • Data will be compared across lesson plans, observations and assessment to monitor needs. <p>Final Evaluation:</p>	
<p>[M.B.1]</p> <p>Benchmark Assessment Data Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough Data Teacher Goals Class Goals TET Rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Using data analysis for continuous improvement to monitor and revise the instructional process using criteria outline on the Leona Group Teacher Evaluation Tool (TET). • The school leader (with assistance from the curriculum coach and TLG Academic Services) plans the action steps for the process to collect evidence aligned to instructional practices such as TET tool, teacher goals, grade level goals, lesson plans, curriculum maps, and assessments. • The cycle includes pre-instruction, live instruction, post-instruction, and evaluation using the TET rubric. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.B.2]</p> <p>Curriculum Instruction Cycle Teacher Goals Class Goals Teacher Barometer Classroom Walkthrough Data Coaching Log Form Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school conducts observation and coaching sessions to provide feedback to develop instructional quality. • The school uses data from the evaluation instrument to identify areas of strength and need. <p>Final Evaluation:</p>	
<p>[M.B.3]</p> <p>Action Plan Curriculum and Instruction Cycle Coaching Log Form GAA Lesson Plan Classroom Walkthrough Data PD Calendar PD Flow Chart</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school evaluation process identifies strengths, weaknesses, and needs of instructional staff by analyzing data to verify instructional effectiveness and to adjust instruction in a timely manner. • The school has planned action steps to outline the process of analyzing data to verify instructional and curricular effectiveness of instructional staff. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.C.1]</p> <p>Bottom 25%: Teacher Intervention Group Rosters, Focus Group Rosters, GAA Lesson Plan, Teacher Goals, Class Goals, Assessment Data</p> <p>ELL Students: TLG Google ELAS Site, Schools ILLP, GAA Lesson Plan, Teacher Goals, Assessment Data</p> <p>FRL Students: Intervention Group Rosters, GAA Lesson Plan, Teacher Goals, Class Goals, Assessment Data</p> <p>Students with Disabilities: Students IEPs, GAA Lesson Plan, Teacher Goals, Assessment Data, ESS Meeting Sign-ins</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Intervention groups will be analyzed weekly to improve instruction for students. • Teachers will have instructional goals set to address the bottom 25% of their students and non-proficient ELL students. • Teachers will track improvement on Attachments A and B of student ILLPs. • Teachers are required to include ELPO standards in their lesson plans. • Teachers will plan for accommodations in their lesson plans. <p>Final Evaluation:</p>	
<p>[M.D.1]</p> <p>Benchmark Assessment Data Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Teacher Goals Class Goals QSI Professional Development Google Site Classroom Walkthrough Data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school analyzes multiple data points to determine instructional staff members’ strengths, weaknesses, and needs. • The school uses a continuous improvement systems approach to analyze the implementation strategies by multiple sources of data. • The school collects data using TET tools, goals, lesson plans, classroom observations, Cognitive Coaching, curriculum maps and assessments. • The school studies the needs of the instructional staff aligned to the criteria outlined in the TET rubric. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.D.2]</p> <p>ELA Curriculum Maps Math Curriculum Maps Lesson Plan Feedback Form Lesson Plan Feedback Log Elementary Website QSI Professional Development Google Site Coaching Log Form Teacher Goals Class Goals Classroom Walkthrough Data Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school uses the analysis of multiple data points to provide feedback to instructional staff on strength, weakness, and learning needs based on the criteria in the TET rubric. • The school provides cognitive coaching sessions outlined by the coaching longs that will provide evidence for one area of reinforcement (strength) and one area of refinement (weakness) and one strategy to increase area of weakness. • Weekly feedback is on strength and needs is provided in an email after reviewing lesson plans. • Teachers receive consistent feedback about class observations via an email and coaching. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation

Required for: Renewal

School Name: Gilbert Arts Academy

Evaluation Criteria Area: Professional Development

Site Visit Date: February 10, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[P.A.1]</p> <p>TET Rubric PD Calendar PD Flow Chart Professional Development Cycle QSI Professional Development Google Site TLG QSI Elementary Website Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough Data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school leader, curriculum coach, and TLG Academic Services work together by using an ongoing process that is outlined in the Professional Development Cycle. • The school plans a needs-based assessment based on TET rubric, curriculum, assessment, data, and monitoring instruction. • The school collects data from multiple sources including surveys, assessments, individual growth plans, observation data and lesson plans. • The school defines professional development needs in the areas of Data Analysis, Curriculum, Assessment, Monitoring Instruction. • TLG uses HESS Cognitive Rigor Matrix as a framework for developing modules and topics throughout the year. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.A.2]</p> <p>ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Elementary Website Coaching Log Form PD Calendar Professional Development Flow and Follow-up QSI Professional Development Google Site TET Rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Identifying high quality strategies to be implemented, monitored, and coached to increase effectiveness of instruction. Needs are planned using evidence from curriculum, instruction, and assessment to identify areas of focus. High quality strategies are aligned to meet the needs of students, and strategies included in professional development and individualized coaching practices. <p>Final Evaluation:</p>	
<p>[P.A.3]</p> <p>Benchmark Assessment Data Professional Development Cycle Coaching Log Form Elementary Website Teacher Goals Class Goals PD Calendar/Plan PD Flow Chart QSI Professional Development Google Site TET Rubric Professional Development Survey Data K-8 Walkthrough Responses Action Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process to determine and address the areas of high importance in the professional development plan.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Analyzing data to verify instructional effectiveness to adjust focus as needed. Data is continuously collected from multiple data points aligned to the TET rubric to monitor and adjust professional development opportunities. Data is analyzed to determine areas of high importance and specific needs of teachers. A teacher barometer is created to adjust coaching plan at least once a quarter. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.B.1]</p> <p>Professional Development Cycle Class Goals Focus Goals Galileo Intervention Group Reports Coaching Log Form GAA Lesson Plan ILLP & Lesson Planning (K-8).webm Youtube Video Leona YouTube Videos regarding creating reports Classroom and SPED Teacher Conference and Collaboration Agenda SPED Services Training Sign in</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Differentiated practices are embedded into each professional development session, including best practices, Thinking Maps, Kagan Strategies, SIOP strategies, and a variety of accommodations. • Specialized trainings in exceptional student services and ELLs Individualized Language Learning Plans with English Language Proficiency standards are provided using a variety of platforms from one-on-one, face-to-face group, whole staff, and online support. <p>Final Evaluation:</p>	
<p>[P.C.1]</p> <p>ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Elementary Website Classroom Walkthrough Data QSI Professional Development Google Site Teacher Goals Class Goals PD Calendar/Plan PD Flow Chart Coaching Log Form</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Implementation of the coaching model to provide systematic support to the instructional staff. • Follow-up with teachers on professional development or a coaching session. • Teachers’ needs are aligned to the implementation support which includes a coach modeling a lesson, co-teaching a lesson, co-planning or sharing a cognitive coaching session. • Coaching logs are updated to document the support to the instructional staff on implementation of strategies learned in professional development. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.C.2]</p> <p>Professional Development Cycle PD Calendar/Plan PD Flow Chart ELE Website QSI Professional Development Google Site Coaching Log Form Teacher Goals Class Goals GAA Lesson Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder utilizes staff survey, walkthrough, coaching logs, and lesson plan feedback data to determine resources for the Google website. • The Charter Holder provides multiple ways to access resources. These include PD and the Google Site. <p>Final Evaluation:</p>	
<p>[P.D.1]</p> <p>Walkthrough Data Coaching Log Form ELA Curriculum Maps Math Curriculum Maps GAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Student Portfolios</p> <ul style="list-style-type: none"> • Professional Development • Portfolio Rubric <p>Teacher Goals Class Goals Website</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Creating an action plan to monitor implementation to increase the effectiveness of strategies learned at professional development. • Data is collected using the TET tool, goals, lesson plans, classroom observation, cognitive coaching, curriculum maps, and assessment to determine the effectiveness of instruction and assessment to determine next steps. • Implementation of strategies and the implications for assessments are analyzed to determine the areas teachers need support to implement strategies. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.D.2]</p> <p>Professional Development Cycle PD Calendar/Plan Coaching Log Form Teacher Goals Class Goals GAA Lesson Plan PD Flow Chart</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The evaluation process begins with planning the action steps to provide follow up support on the Professional Development Flowchart that is aligned to professional development plan. • Follow-up support is documented in the coaching log and used to update teacher goals. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

APPENDIX E
RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION

Charter Holder Name	Kaizen Education Foundation dba Gilbert Arts Academy	Schools	Gilbert Arts Academy
Charter Holder Entity ID	90333	Dashboard Year	FY 2014
Submission Date	January 8, 2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.



Demonstration of Sufficient Progress Report

AREA I: DATA

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

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. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: <u>Gilbert Arts Academy</u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Does Not Meet	Does Not Meet	Yes
Improvement—Math (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Meets	Meets	No
Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	Meets	Does Not Meet	Yes
Subgroup, FRL—Reading	Meets	Meets	No
Subgroup, students with disabilities—Math	Meets	No Rating	Yes
Subgroup, students with disabilities—Reading	Meets	No Rating	Yes
High School Graduation Rate (High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	Not Applicable

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See Terms to Know in the DSP Guide for Charter Holders)



DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	Reading Galileo achievement data was analyzed by giving three benchmark tests in 2013-14 (fall, winter, spring) and four benchmark tests in 2014-15 (fall, winter, spring and summer) and analyzing growth.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Math Galileo achievement data was analyzed by giving three benchmark tests in 2013-14 (fall, winter, spring) and four benchmark tests in 2014-15 (fall, winter, spring and summer) and analyzing growth.
High School Graduation Rate	Not Applicable	Gilbert Arts Academy is a K-6 school.
Academic Persistence	Not Applicable	Gilbert Arts Academy is a traditional school.

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board’s standards.

All data follows a series of steps in order to use it with fidelity: **First**, the school has clear testing protocols in place for all testing to ensure that the testing environment yields authentic results. **Second**, the CMO provides structured training for testing coordinators and school leaders to ensure that all protocols are met for the testing administration as outlined by ATI/Galileo, Pearson, and ADE. **Thirdly**, ATI/Galileo, Pearson, AzMerit designed by the American Institute for Research have provided evidence of validity and reliability as third-party assessment vendors. ATI/Galileo uses IRT (Item Response Theory) to ensure validity and reliability. Pearson and ADE presented reliability and validity evidence to the Arizona State Board of Education sufficient to have the AIMS test selected for all children in Arizona. The data provided from both the AIMS assessment and ATI/Galileo provides large comparison samples because each tool is used by many schools within Arizona to evaluate their students’ growth and achievement.

Complete the table below. For each measure, provide the following information:

1. *HOW the data was analyzed:*
 - a. *Which data was used?*
 - b. *What criteria were used in the process?*
2. *WHAT conclusions were drawn from the analysis?*
 - a. *What trends were identified? (Incorporate declines and improvement)*
 - b. *How did the data identify gaps in curriculum and/or instruction?*
 - c. *What other factors are evident based upon the analysis?*



Demonstration of Sufficient Progress Report

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
<p>Student Median Growth Percentile (SGP)—Math</p>	<p>A full review of GALILEO math benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4) was used to determine if growth is showing an increase in math. Students in the upper right and lower right quadrants of our GALILEO scatter plot graphs (which are the students who met the sufficient growth cut scores) were included in % showing appropriate growth.</p>	<ul style="list-style-type: none"> ● 2013-14 Analysis: In 2013-2014, only 45% of students demonstrated typical or above-typical growth between the August and December Math benchmarks; that number grew to 54% between the August and March Math benchmarks, demonstrating a 9% improvement. ● 2014-15 Analysis: In 2014-2015, the testing landscape shifted significantly to better align to the new CCRS testing format and standards. As such, students' typical to above typical growth went from 48% (from August to December) to 54% (from August to May), showing a 6% increase in overall growth. ● Conclusion: In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a computer based test. These were two new skills for both teachers and students. As a result of the abrupt changes from 2013-2014 to 2014-2015, it is clear that students did not show as much growth in 2014-2015 with the new standards as they did in 2013-14. ● And so we... Due to this decline, we have adjusted our entire program for the



current 2015-2016 school year. Our plan with math is to provide teachers with better CCRS-aligned resources through our purchase of the new Envision math program.. We have also added a curriculum coach to assist teachers with learning new strategies to teach the more rigorous standards. Students are also undergoing more practice with the online computer-based skills needed to take these rigorous assessments online (which is new to many of them). So far this year (2015-2016) our math growth scores are now increasing due to these changes.

Student Median Growth Percentile (SGP)—**Reading**

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4) was used to determine if growth is showing an increase in reading. Students in the upper right and lower right quadrants of our GALILEO scatter plot graphs (which are the students who met the sufficient growth cut scores) were included in % showing appropriate growth.

- **2013-14 Analysis:**
In 2013-2014, only 54% of students demonstrated typical or above-typical growth between the August and December Reading benchmarks; that number fell to 47% between the August and March Reading Combo benchmarks, demonstrating a 7 % decrease.
- **2014-15 Analysis:**
In 2014-2015, the testing landscape shifted significantly to better align to the new CCRS testing format and standards. As such, students' typical to above typical growth went from 58% (from August to December) to 53% (from August to May), showing a 5% decrease in overall growth.
- **Conclusion:**
In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a computer based test. These were two new skills for both teachers and students.



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- As a result of the abrupt changes from 2013-2014 to 2014-2015, it is clear that students did not show growth.
 - **And so** as a result, we have identified the need to improve curriculum alignment to AZCCRS, hire additional support to support alignment of instruction to new standards and increase student access to computer based learning/testing. A revision of the Performance Management Plan led to aligning professional development, assessment, data, curriculum and monitoring instruction to focus on increasing the effectiveness of lesson planning, engagement and rigor. As a result we have a professional development plan and flowchart that provides a framework to identifying, monitoring and improving learning experiences aligned to AZCCRS. Follow-up is consistently provided by a curriculum coach and implementation is monitored regularly using multiple data points including lesson plan data, classroom walkthrough data, assessment data and professional development data.
-

Student Median Growth Percentile (SGP) Bottom 25%/Improvement—**Math**

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4) was used to determine if growth is showing an increase in math. Students in the upper right and lower right quadrants of our GALILEO

- **2013-2014 Analysis:**
In 2013-2014, 52 % of students demonstrated typical or above-typical growth between the August and December Math benchmarks; that number grew to 62% between
-



scatter plot graphs (which are the students who met the sufficient growth cut scores) were included in % showing appropriate growth.

the August and May Math benchmarks, demonstrating a 10% increase.

2014-2015 Analysis

In 2014-2015, the testing landscape shifted significantly to better align to the new CCRS testing format. As such, students' typical to above typical growth only grew from 24% (from August to December) to 25 % (from August to May), showing a 1% improvement in students who showed adequate growth.

- **Conclusion:**

In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a computer based test. These were two new skills for both teachers and students.

As a result of the abrupt changes from 2013-2014 to 2014-2015, it is clear that students did not show as much growth in 2014-2015 with the new standards as they did in 2013-14.

- **And so as** a result, we have identified the need to improve curriculum alignment to AZCCRS, hire additional support to support alignment of instruction to new standards and increase student access to computer based learning/testing. A revision of the Performance Management Plan led to aligning professional development, assessment, data, curriculum and monitoring instruction to focus on increasing



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the effectiveness of lesson planning, engagement and rigor. As a result we have a professional development plan and flowchart that provides a framework to identifying, monitoring and improving learning experiences aligned to AZCCRS. Follow-up is consistently provided by a curriculum coach and implementation is monitored regularly using multiple data points including lesson plan data, classroom walkthrough data, assessment data and professional development data. Based on the data, we have shifted our intervention model to include more push-in support in collaboration with the classroom teacher. We created intervention groups to monitor progress throughout the year.

Student Median Growth
Percentile (SGP) Bottom
25%/Improvement—
Reading

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4) was used to determine if growth is showing an increase in reading. Students in the upper right and lower right quadrants of our GALILEO scatter plot graphs (which are the students who met the sufficient growth cut scores) were included in % showing appropriate growth.

- **2013-2014 Analysis:**

In 2013-2014, 57 % of students demonstrated typical or above-typical growth between the August and December reading benchmarks; that number decreased to 43 % between the August and May benchmarks, demonstrating a decrease of 24% in the bottom 25% of students who continued to show adequate growth in reading.

- **2014-2015 Analysis:**



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In 2014-2015, the testing landscape shifted significantly to better align to the new CCRS testing format. As such, students' typical to above typical growth fell from 57% (from August to December) to 43% (from August to May), showing a 14% overall decline.

- **Conclusion:**

In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a computer based test. These were two new skills for both teachers and students.

As a result of the abrupt changes from 2013-2014 to 2014-2015, it is clear that students did not show growth neither in 2013-14 nor in 2014-2015 .

- **And so as a result, we have identified the need to improve curriculum alignment to AZCCRS, hire additional support to support alignment of instruction to new standards and increase student access to computer based learning/testing. A revision of the Performance Management Plan led to aligning professional development, assessment, data, curriculum and monitoring instruction to focus on increasing the effectiveness of lesson planning, engagement and rigor. As a result we have a professional development plan and flowchart that provides a framework to identifying, monitoring and**
-



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improving learning experiences aligned to AZCCRS. Follow-up is consistently provided by a curriculum coach and implementation is monitored regularly using multiple data points including lesson plan data, classroom walkthrough data, assessment data and professional development data.

Based on the data, we have shifted our intervention model to include more push-in support in collaboration with the classroom teacher. We created intervention groups to monitor progress throughout the year.

Percent Passing—Math

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4) was used to determine if growth is showing an increase in math. Students Meeting and Exceeding Benchmark Goals in the Galileo Aggregate Multi-Test Report were included in % showing appropriate growth.

- **2013-14 Analysis:**
In 2013-2014, 71% of students demonstrated proficiency between the August and December Math benchmarks; that number decreased to 67% between the August and May Math benchmarks, demonstrating a 4% decrease in proficiency.
- **2014-15 Analysis:**
In 2014-2015, the testing landscape shifted slightly to better align to the new CCRS testing format. The students' proficiency was at 55 % (from August to December) and when proficiency was re-tested in May it was 66 % (from August to May), showing a 11% increase in overall proficiency.
- **Conclusion:**
In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a computer based test.



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These were two new skills for both teachers and students.

As a result of the abrupt changes from 2013-2014 to 2014-2015, it is clear that students did not show as much proficiency in 2014-2015 with the new standards as they did at the beginning of 2013-14.

- **And so** as a result, we have identified the need to improve curriculum alignment to AZCCRS, hire additional support to support alignment of instruction to new standards and increase student access to computer based learning/testing. A revision of the Performance Management Plan led to aligning professional development, assessment, data, curriculum and monitoring instruction to focus on increasing the effectiveness of lesson planning, engagement and rigor. As a result we have a professional development plan and flowchart that provides a framework to identifying, monitoring and improving learning experiences aligned to AZCCRS. Follow-up is consistently provided by a curriculum coach and implementation is monitored regularly using multiple data points including lesson plan data, classroom walkthrough data, assessment data and professional development data.

Subgroup, ELL—Math

N/A

- **2013-14 Analysis:**
The ELL subgroup only contained one student.



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- **2014-15 Analysis:**
The ELL subgroup only contained two FAY students.
- **Conclusion:**
The ELL subgroup did not provide sufficient data to report.
- **And so we...**
Although inconclusive, we have adjusted our entire program for the current 2015-2016 school year. Our plan with math is to provide teachers with better CCRS-aligned resources through our purchase of the new Envision math program.. We have also added a curriculum coach to assist teachers with learning new strategies to teach the more rigorous standards. Students are also undergoing more practice with the online computer-based skills needed to take these rigorous assessments online (which is new to many of them).

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- **2013-14 Analysis:**
The ELL subgroup only contained one student.
 - **2014-15 Analysis:**
The ELL subgroup only contained two FAY students.
 - **Conclusion:**
The ELL subgroup did not provide sufficient data to report.
 - **And so we...**
Although inconclusive, we have adjusted our entire program. Our focus with reading is providing teachers with more CCRS-aligned

Subgroup, ELL—Reading

N/A



resources and training. We have also included a curriculum coach to assist teachers with learning new strategies to teach the more rigorous standards. Students are also undergoing more practice with the online computer-based skills needed to take these rigorous assessments online (which is new to many of them).

Subgroup, FRL—Math

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4) was used to determine if growth is showing an increase in math. Students Meeting and Exceeding Benchmark Goals in the Galileo Aggregate Multi-Test Report were included in % showing appropriate growth.

- **2013-14 Analysis:**
In 2013-2014, 71% of students demonstrated proficiency between the August and December Math benchmarks; that number decreased to 67% between the August and May Math benchmarks, demonstrating a 4% decrease in proficiency.
 - **2014-15 Analysis:**
In 2014-2015, the testing landscape shifted slightly to better align to the new CCRS testing format. The students' proficiency was at 55% (from August to December) and when proficiency was re-tested in May it was 66 % (from August to May), showing a 11% increase in overall proficiency.
 - **Conclusion:**
In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a computer based test. These were two new skills for both teachers and students.

As a result of the abrupt changes from 2013-2014 to 2014-2015, it is clear that students did not show as much proficiency in 2014-2015 as in the beginning of 2013-14.
 - **And so as a result, we have**
-



identified the need to improve curriculum alignment to AZCCRS, hire additional support to support alignment of instruction to new standards and increase student access to computer based learning/testing. A revision of the Performance Management Plan led to aligning professional development, assessment, data, curriculum and monitoring instruction to focus on increasing the effectiveness of lesson planning, engagement and rigor. As a result we have a professional development plan and flowchart that provides a framework to identifying, monitoring and improving learning experiences aligned to AZCCRS. Follow-up is consistently provided by a curriculum coach and implementation is monitored regularly using multiple data points including lesson plan data, classroom walkthrough data, assessment data and professional development data. Based on the data, we have shifted our intervention model to include more push-in support in collaboration with the classroom teacher. We created intervention groups to monitor progress throughout the year.

Subgroup, students with disabilities—**Math**

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4)

- **2013-14 Analysis:**
In 2013-2014, 29% of students demonstrated proficiency between
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was used to determine if growth is showing an increase in math. Students Meeting and Exceeding Benchmark Goals in the Galileo Aggregate Multi-Test Report were included in % showing appropriate growth.

the August and December Math benchmarks; that number increased to 57% between the August and May Math benchmarks, demonstrating a 26% increase in proficiency.

- **2014-15 Analysis:**

In 2014-2015, the testing landscape shifted slightly to better align to the new CCRS testing format. The students' proficiency was at 14% (from August to December) and when proficiency was re-tested in May it remained at 14 % (from August to May), showing that proficiency remained the same. However the data was taken from a very small subgroup in which there were no students included in 2 of the 4 grade levels reviewed.

- **Conclusion:**

The Students with Disabilities subgroup did not provide sufficient data to report.

- **And so we...**

Although inconclusive, we have adjusted our entire program for the current 2015-2016 school year. Our plan with math is to provide teachers with better CCRS-aligned resources through our purchase of the new Envision math program.. We have also added a curriculum coach to assist teachers with learning new strategies to teach the more rigorous standards. Students are also undergoing more practice with the online computer-based skills needed to take these rigorous assessments online (which is new to many of them).

Subgroup, students with disabilities—**Reading**

A full review of ELA GALILEO benchmark assessment data from SY 2013-14 (Test #1-2 and Test #1-3) & SY 2014-15 (Test #1-2 and Test #1-4)

- **2013-14 Analysis:**

In 2013-2014, 29% of students demonstrated proficiency between



Demonstration of Sufficient Progress Report

was used to determine if growth is showing an increase in reading. Students Meeting and Exceeding Benchmark Goals in the Galileo Aggregate Multi-Test Report were included in % showing appropriate growth.

the August and December Reading benchmarks. When proficiency was re-tested in May it remained at 29 % (from August to May).

- **2014-15 Analysis:**

In 2014-2015, the testing landscape shifted slightly to better align to the new CCRS testing format. The students' proficiency was at 13% (from August to December) and when proficiency was re-tested in May it was at 0 % (from August to May), showing a 13% decrease. However, the data was taken from a very small subgroup in which there were no students included in 2 of the 4 grade levels reviewed.

- **Conclusion:**

The Students with Disabilities subgroup did not provide sufficient data to report.

- **And so we...**

Although inconclusive, we have adjusted our entire program. Our focus with reading is providing teachers with more CCRS-aligned resources and training. We have also included a curriculum coach to assist teachers with learning new strategies to teach the more rigorous standards. Students are also undergoing more practice with the online computer-based skills needed to take these rigorous assessments online (which is new to many of them).

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AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Evaluating Curriculum

Question #1: What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?

Answer

The school implements an ongoing process to evaluate our curriculum that includes monitoring, reviewing, developing and revising the curriculum. The process begins with planning quarterly meetings to monitor the current curriculum alignment to AZCCRS using assessment data and standards as outlined in the TLG chart. The leadership team monitors and analyze curriculum using multiple data point such as lesson plans, lesson observations, formative assessments and summative assessments. The Quality Curriculum Evaluation Rubric outlines the follow criteria: student interest, prior knowledge, standards-based content, articulated learning outcomes, instructional strategies, assessment strategies and instructional resources. The curriculum focus, coherences and rigor are consistently evaluated to determine the strength of the curriculum. The people responsible for this process are the school leader, curriculum coach and TLG Academic Services.

Documentation

- TLG Curriculum
- Monitoring Progress Charts
- Calendars and agendas
- Evaluation Meeting
- Rubrics/Criteria
- Performance Management Plan

Question # 2: What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards? What criteria guide that process?

Answer

The school uses a systematic approach as an ongoing process to evaluate how effective the curriculum enables students to meet all standards. This continuous process is used to improve and evaluate the effectiveness of the curriculum with a point of focus. The school leadership team plans and trains instructional staff on the process to monitor and evaluate the implementation of curriculum and alignment to AZCCRS. The school also collects data based on the Teacher Evaluation Tool and Quality Curriculum Evaluation Rubric (QCER) to determine the effectiveness of implementation and alignment to determine the next steps. The school uses the data to determine the areas of refinement (weaknesses) and reinforcement (strengths). Finally, the school updates the action plan focused on curriculum to improve the refinements.

Documentation

- Assessment Data
- Coaching logs
- Curriculum Maps and Lesson Plans
- Feedback on lesson plans and log
- Rubrics
- Action Plans



Demonstration of Sufficient Progress Report

Question # 3: What ongoing process does the Charter Holder use to identify curricular gaps? What criteria guide that process?

Answer

In order to effectively identify curricular gaps, the school analyzes data to verify alignment to standards and the relationship and/or gaps in student achievement and monitoring of instruction. On a quarterly basis the school establishes instructional goals that are based on benchmark assessments to set points of comparison to determine curricular gaps. In addition, the school implements curriculum outlined in our pacing guide. The school also conducts quarterly analysis of the data to identify gaps and determine effectiveness of instruction aligned to curriculum and assessments.. The school then collects data of alignment to standards using the curriculum pacing guides as a tool. Lastly, the school identifies the needs and then updates the action plans to seek out supplemental materials instruction and support. The people responsible for this process are the school leader, curriculum coach and TLG Academic Services.

Documentation

-Classroom Walkthrough data
-Goals
-Assessment reports
-Action plans



B. Adopting Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?

Answer

If Step 1 for **evaluating the effectiveness of the curriculum** determines there is a need to adopt supplemental curriculum, the team will follow the process for TLG curriculum monitoring, review, developing and adopting curriculum. The school will set meetings to monitor current curriculum alignment to AZCCRS using instructional and assessment data. The school evaluates curriculum via quarterly analysis of instructional and assessment data. The data to determine need based on the criteria is outlined in the QCE, lesson plan and TET rubrics. The school has standardized implementation of curriculum maps and lesson plans across schools after identifying gaps. Professional development aligned to the Performance Management Plan is planned, implemented and monitored. Lastly, the school will revise and update action plans for curriculum that is aligned to TLG curriculum monitoring review.

Documentation

- TLG Curriculum Adoption/Monitoring Cycle Chart
- Professional development calendar, surveys and sign-in sheets
- Thinking Maps Curriculum guides and maps
- Classroom Walk-through Tool data
- Coaching logs
- Rubrics/criteria
- Assessment data
- Action plans for curriculum

Question #2: Once the Charter Holder has chosen to adopt new and/or supplemental curriculum, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

Answer

The school analyzes options based on criteria for supplemental resources or materials by planning a meeting to review options aligned to the school's supplemental needs. The school will review materials using the rubric to ensure the materials align to the needs of the students. The school will update action plans with dates for an on-going analysis of data to identify gaps and determine effectiveness. Lastly, the school will identify strengths and weaknesses of supplemental materials and resources using rubric on standards, coherence and rigor.

Documentation

- Rubrics for criteria
- Assessment reports
- Action plans

C. Revising Curriculum



Demonstration of Sufficient Progress Report

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

Answer

TLG uses an evaluation process to monitor and revise curriculum. The process begins with monitoring and evaluating the implementation of curriculum and alignment to AZCCRS. Data is collected to determine the effectiveness of implementation based on the criteria for focus standards, coherence and rigor. The school will also study data aligned to Quality Curriculum Evaluation Rubric to determine areas of refinement and reinforcement. If revisions are necessary, develops or updates action plans to identify the team and stages for researching, selecting and revising curriculum. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services.

Documentation

-Action Plans
-Quality Curriculum Evaluation (QCE) Rubric
-TLG Curriculum Adoption/Monitoring Cycle Chart

Question #2: Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

Answer

Once it is determined that the curriculum must be revised, the school leadership team begins the process outlined in the TLG Curriculum Adoption/Monitoring Cycle Chart. Leadership team updates and implements action plans based on the data or needs identified using the Quality Curriculum Evaluation Rubric. Based on the specific areas of need(s), then the research, selection and revisions are performed as outlined in the action plan. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. Finally a plan for communicating, implementing and evaluating the effectiveness of the revision is conducted by the leadership team.

Documentation

-TLG Curriculum Adoption/Monitoring Cycle Chart
-Quality Curriculum Evaluation Rubric
- Action plans

D. Implementing Curriculum

Question #1: What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

Answer



Demonstration of Sufficient Progress Report

The school has multiple measures to ensure fidelity of implementation. The school provides ongoing professional development on rubrics and curriculum expectations listed in our walk-through form/tool. The criteria from the TET includes Lesson Delivery, Rigor, Assessment and Engagement. The curriculum expectations are observed using the tool, lesson plan reviews and cognitive coaching support. In addition, the school leadership team practices inter-rater reliability using the Teacher Evaluation Tool (TET), observation rubric and lesson plan rubric to ensure the data collected is valid and reliable. The school analyzes the data and provides a coaching session to guide teachers to reflect on curriculum implementation. Lastly, the school updates action plans monthly to focus on supporting instructional staffs' needs to ensure curriculum is implemented with fidelity..

Documentation

- Professional Development Calendar and Flowchart
- Meeting agendas
- Walk-through forms
- TET Rubric
- Lesson Plan Rubric
- Coaching logs

Question #2: What is the Charter Holder's ongoing process to ensure consistent use of curricular tools? How have these expectations been communicated to instructional staff?

Answer

The school communicates expectations for using curriculum maps, lesson plan templates, curriculum and assessments. The school plans professional development to communicate expectations and access to curricular tools. In addition, the school collects data via walk-through form with a focus on Rigor and Engagement. Rigor and engagement were determined based on analyzing data from instruction and assessment. The school then studies the data to determine consistent use of curricular tools. Finally, the school plans for follow-up to ensure the tools are used to support alignment with instruction.

Documentation

- Professional development calendar and flowchart
- Plan for follow-up
- Data collected via follow-ups

Question #3: What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

Answer

The school conducts observations and coaching sessions to provide feedback that will develop instructional quality and standards integration. The school reviews curriculum maps annually to ensure there are multiple opportunities to practice and apply grade level standards throughout the year and across content areas. The school uses data from our evaluation instrument to identify areas of strength/need based on Delivery, Assessment, Rigor and Engagement. The school compares instructional quality data to student assessments of grade level standards to determine any gaps. Data is analyzed quarterly and intervention groups are developed to ensure students have opportunity to master standards. Then, the school develops



Demonstration of Sufficient Progress Report

a plan of action to increase instructional quality and standards integration to increase achievement. Teachers are observed and provided with timely feedback with goals and professional development. The leadership team reviews data to develop coaching plan to support teachers who are not implementing lessons that provide opportunity to master grade-level standards.

Documentation

Curriculum and Instruction Cycle
Teacher goals
Walkthrough data
Coaching logs
Lesson plan data
Assessment calendar
INtervention groups
Summative and formative assessments

E. Alignment of Curriculum

Question #1: What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?

Answer

Through the implementation of curriculum aligned to grade-level standards the school is able to verify that the curriculum is aligned to AZCCRS. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. TLG and the school review and update curriculum maps to ensure implementation of curriculum is tightly aligned to AZCCRS. TLG and the school provide on-going professional development to ensure teachers are planning lessons aligned to the AZCCRS. The school communicates and monitors plans by aligning maps to lesson planning. TLG and the school will collect evidence of curriculum, instruction and assessment to determine standards based instruction weekly using walk through data, lesson plan data and assessment data. The school continues to study areas of need and areas of improvement. TLG and the school updates and revises the action plan for curriculum regularly.

Documentation

-Curriculum maps
-Lesson plans and data
-Walkthrough data
-PMP
-Coaching logs
-Meeting agendas
-Action plan



Question #2: When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?

Answer

When adopting or revising curriculum, the school implements the evaluation process to monitor and revise curriculum to ensure that curriculum maintains alignment to AZCCRS. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. TLG and the school plans the calendar to implement the process to monitor and evaluate changes to curriculum implementation and alignment to AZCCRS. The school collects data to determine the effectiveness of implementation and alignment to determine the next steps. TLG and the school uses data aligned to TET to determine areas of refinement and reinforcement providing timely feedback to teachers to communicate expectations. The school revises teacher goals to improve alignment between quality of instruction and state standards.

Documentation

- Benchmark assessment data
- Coaching logs
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and logs
- Walkthrough data

F. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Curriculum Table

Subgroup	Exempt	How does the Charter Holder assess each subgroup to	List documents that serve as
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Demonstration of Sufficient Progress Report

		determine effectiveness of supplemental and/or differentiated instruction and curriculum?	evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are provided with additional support by the classroom teacher and by a Title 1 parapro. .	<ul style="list-style-type: none"> - Teacher intervention group rosters - Focus group rosters - Teacher lesson plans - Teacher goals - Assessment data
ELL students	<input type="checkbox"/>	Individual Language Learning plans are created and updated quarterly to differentiate the curriculum for ELLs. All English Language Arts standards have been aligned to English Language Proficiency Standards to ensure ELLs have access to grade level content while simultaneously developing literacy in English.	<ul style="list-style-type: none"> - TLG Google ELAS site - Schools ILLPs - Teacher lesson plans - Teacher goals - Assessment data
Students eligible for FRL	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are provided with additional support by the classroom teacher and by a reading para-professional.	<ul style="list-style-type: none"> - Intervention group rosters - Teacher lesson plans - Teacher goals - Assessment data
Students with disabilities	<input type="checkbox"/>	Individual Education Plans document the learning accommodations for students with disabilities. The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide differentiates and skill-based services to access grade level curriculum and standards.	<ul style="list-style-type: none"> - Student IEPs - Teacher lesson plans - Teacher goals - Assessment data - ESS meeting sign-ins

AREA III: ASSESSMENT

Answer the questions for each of the following three sections. Provide documentation that will clearly demonstrate implementation of the processes.



Demonstration of Sufficient Progress Report

A. Developing the Assessment System

Complete the table below with the Charter Holder’s applicable information.

Assessment System Table

Assessment Tool	What grades use this assessment tool?	How is it used? (Formative, summative, benchmark, etc.)	What performance measures are assessed?	What assessment data is generated?	When/how often is it administered?
DIBELS	K-2	Benchmark	Reading	Proficiency	3 times per year
CBM	K-2	Benchmark	Math	Proficiency	3 times per year
DIBELS	K-2	Formative	Reading	Growth	Bi-weekly (for Tier III)
AZELLA	K-6 ELLs	Diagnostic	English Language	Proficiency	Annually
AZMerit	3-6	Summative	Reading & Math	Proficiency	Annually
ATI-GALILEO	2-6	Benchmark	Reading & Math	Growth & Proficiency	4 times per year
ATI-GALILEO	2-6	Formative	Reading & Math	Growth & Proficiency	4 times per year

Question #1: What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

Answer

The ongoing process the school uses to evaluate assessment tools follows the TLG evaluation process to monitor and revise the assessment cycle. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. The school utilizes a data systems approach as a process to analyze the implementation of assessment and alignment to the AZCCRS. The school consistently collects data quarterly to determine the effectiveness of instruction and assessment to determine next steps (lesson plans, TET observations, and student data). Within TLG and the school teams data is analyzed to determine assessment tools align to school goals and areas of need. TLG and school teams will also create action plans to revise, replace, and or supplement assessment tools.

Documentation

- TLG Assessment Flow Chart and Calendar
- Benchmark assessment data
- Coaching logs
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log
- Professional development plans and Flowchart
- Action plans



Demonstration of Sufficient Progress Report

Question #2: What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

Answer

The school uses multiple assessments to clearly define performance measures of assessment aligned to curriculum. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. TLG and the school team plans the calendar and action plan for evaluating the alignment of assessments to curriculum. The school follows the TLG Assessment calendar and collects performance based assessments in portfolios. TLG and the school collects evidence from multiple data points that include curriculum, instruction, and assessment to determine achievement of performance measures. Throughout the implementation process TLG and the school will study the alignment and develop action plans to strengthen the alignment between assessment and curriculum.

Documentation

- Curriculum Maps
- Lesson plans
- Assessment data and calendar
- Action plan

Question #3: What is the Charter Holder's ongoing process to evaluate how the assessments are aligned to the **instructional methodology**? What criteria guide that process?

Answer

To evaluate how the assessments are aligned to instructional methodology the school's ongoing process is to analyze data to verify effectiveness of the alignment between instructional methodology to assessment. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. TLG and the school team plans observations and coaching sessions to observe instruction, analyze data and provide feedback. The school monitors and adjusts curriculum and instruction based on feedback from observation to impact assessment in a timely manner. TLG and the school collects data based on class goals to ensure assessments are aligned to instructional methodology. TLG and the school team updates action plans by conducting on-going analysis of data to identify gaps and determine effectiveness that will support or adjust the alignment of instructional methodology to assessment.

Documentation

- Thinking Based Curriculum
- Assessment Cycle
- Walkthrough and lesson plan data
- Professional Development Flowchart
- Coaching logs
- Action plans



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B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are able to use multiple assessments to track their learning goals.	-Galileo assessments -State assessments -Attendance reports -Galileo Intervention Reports
ELL students	<input type="checkbox"/>	Individual Language Learning plans are created and updated quarterly to differentiate the curriculum for ELLs. After each quarterly assessment or benchmark, Attachment B is updated to track student progress. If student’s data demonstrates additional needs, a WICP or Written Individualized Compensatory Plan is developed for each student.	-ILLP’s -ELAS google site -Galileo assessments -State assessments -Attendance reports -Galileo Intervention Reports
Students eligible for FRL	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are able to use multiple assessments to track their learning goals.	-Galileo assessments -State assessments -Attendance reports -Galileo Intervention Reports
Students with disabilities	<input type="checkbox"/>	Individual Education Plans document the learning accommodations for students with disabilities. The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide assessments that adhere to the differentiated and skill-based services to access grade level curriculum and standards.	-Galileo assessments -State assessments -Attendance reports -Galileo Intervention Reports



Demonstration of Sufficient Progress Report

C. Analyzing Assessment Data

Question #1: What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

Answer

The school’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System table in Section A and the Subgroup Assessment Table in Section B involves the implementation of the TLG Assessment calendar and data analysis schedule which allows for the school team to analyze for subgroup growth and proficiency. The people responsible for overseeing this process are the school leader, curriculum coach, and TLG Academic Services. TLG and the school team plans a schedule to analyze the type of assessments listed in the assessment system and subgroup system. TLG and the school collects data of academic performance across assessment for all students and desegregate data for the bottom 25%, ELLs, FRL and ESS (Special Education). The school studies areas of strength and needs to develop focus goals for each group including enrichment goals for top 25%. TLG and the school develops action plans to define next steps for using data and analyzing progress of on-going assessments.

Documentation

- PMP
- Grade level Goals
- Teacher Goals
- Assessment Calendar
- PD Flowchart and Calendar
- Coaching logs
- Assessment reports
- Galileo intervention groups charts

Question #2: What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?

Answer

TLG and the school’s ongoing process to make adjustments to curriculum based on the data analysis is through the implementation of analyzing data to verify curricular effectiveness and to adjust curriculum in a timely manner. The people responsible for overseeing this process are the school leader, curriculum coach, TLG Academic Services, and instructional staff. The school plans action steps to use data to adjust curriculum, and collects evidence to analyze and determine effectiveness and identify gaps. Portfolios are created to document formative assessments and student artifacts. TLG and the school team studies the evidence to determine strengths and weaknesses based on standards focus, coherence and rigor as outlined in the QCE rubric. The school includes action plans for improving identified gaps in the curriculum.

Documentation

- Portfolio of data collected for student achievement and instructional improvement
- QCER Rubric



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- Assessment reports
- Action plans
- Goals
- Portfolio rubric

Question #3: What is the Charter Holder's ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?

Answer

TLG and the school makes adjustments to instruction based on the data analysis through the ongoing process of monitoring and revising instructional processes using the TLG TET as a framework. The school uses data analysis to analyze the alignment of assessment, instruction, and alignment to AZCCRS. TLG and the school collects data using the TET tool, teacher goals, grade level goals, lesson plans, curriculum maps, and assessments. The school studies both qualitative and quantitative data to determine the effectiveness of instruction and assessment to determine the next steps. The school will update action plans based on strengths and needs to adjust instruction to meet the needs of all students.

Documentation

- Assessment data
- Coaching logs
- Curriculum maps and Lesson Plans
- Feedback on lesson plans
- Classroom walkthrough data
- Rubrics



AREA IV: MONITORING INSTRUCTION

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Instruction

Question #1: What is the Charter Holder’s ongoing process to monitor that the instruction taking place is

- Aligned with AZCCRS standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

Answer

The school leader, curriculum coach and TLG academic services all work together to ensure that we are monitoring the instruction on our campus. The school has implemented a process for alignment of instruction and curriculum to CCRS by using the TLG Teacher Evaluation Tool (TET) and Curriculum and Instruction Cycle. The school has a calendar and we follow the cycle that includes pre-instruction, live instruction, post-instruction and evaluation using the TET rubric. The school also uses our testing data to determine increased improvement and identify areas of weakness to revise using our evidence. The school sets goals for each grade level using data aligned to yearly goals and benchmark goals to determine growth and proficiency over time. The school then uses data of academic performance over the past two years and throughout the current year to ensure an increase in achievement for the bottom 25%, ELLs, FRL and ESS (Special Education) by planning academic support for subgroups. In addition, the school revises teacher goals and individual growth plans to improve instruction focusing on Delivery, Assessment, Rigor and Engagement.

Documentation

- TET Rubric
- Curriculum and Instruction Cycle
- Lesson plans
- Curriculum maps
- Calendar
- Teacher goals
- Action plans
- Coaching cycle

Question #2: How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

Answer

The school analyzes multiple data points to monitor the integration of AZCCRS are taught effectively, monitored and assessed to increase student mastery. The school begins by planning action steps to analyze data points throughout the year. The school then collects evidence of curriculum, instruction and assessments to determine standards-based



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instruction is effective. Data will be compared across lesson plans, observations and assessments to monitor needs. Action plans will be updated quarterly to strengthen student growth scores.

Documentation

- Curriculum maps
- Lesson plans
- Walkthrough data
- Assessment report
- Action plans
- Walkthrough data

B. Evaluating Instructional Practices

Question #1: How does the Charter Holder evaluate the instructional practices of all staff?

Answer

The school evaluates the instructional practices of instructional staff by using data analysis for continuous improvement to monitor and revise the instructional process using criteria outlined on The Leona Group Teacher Evaluation Tool (TET). The school leader (with assistance from curriculum coach and TLG Academic Services) plans the action steps for the process to analyze the implementation of assessment, instruction and alignment to AZCCRS throughout the year. The school then collects evidence aligned to instructional practices such as TET tool, teacher goals, grade level goals, lesson plans, curriculum maps and assessments. The school then plans using a calendar and follows the cycle that includes pre-instruction, live instruction, post-instruction and evaluation using the TET rubric. The school and the teachers then sets goals for each grade level using data aligned to yearly goals and benchmark goals to determine growth and proficiency over time. The school uses academic performance data over the past two years and throughout the current year to ensure increase achievement for the bottom 25%, ELLs, FRL and ESS (Special Education). The school then revises teacher goals and individual growth plans to improve instruction focusing on Delivery, Assessment, Rigor and Engagement.

Documentation

- Benchmark assessment data
- Coaching logs
- Curriculum maps and lesson plans
- Feedback on lesson plans and log
- Classroom walkthrough data
- Teacher goals and growth plans
- Rubrics

Question #2: What is the Charter Holder's ongoing process to identify the quality of instruction?

Answer



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The school conducts observation and coaching sessions to provide feedback that will develop instructional quality and standards integration in an ongoing process to identify the quality of instruction. The school uses data from our evaluation instrument to identify areas of strength and need. The school then develops a plan of action to increase instructional quality and standards integrations. Teachers are observed and provided with timely written feedback (that includes goals and professional development) that is aligned to the outcomes of analysis. The leadership team analyzes data to determine school-wide needs and plans professional development that will increase quality of instruction. The action plans are updated to reflect next steps.

Documentation

- Curriculum and Instruction Cycle
- Teacher Goals
- Teacher Barometer
- Walkthrough data
- Coaching logs
- Action plans

Question #3: How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

Answer

The school evaluation process identifies strengths, weaknesses and needs of instructional staff by analyzing data to verify instructional effectiveness and to adjust instruction in a timely manner. The school has planned action steps to outline the process of analyzing data to verify instructional and curricular effectiveness of instructional staff. The school has developed a calendar that includes observing and collecting data from classrooms, professional development and curriculum planning. In addition, the school collects data from a variety of tools including lesson plans, classroom walkthroughs and teacher collaboration with a focus on Delivery, Assessments, Rigor, Engagement, Physical Space and Emotional Environment. The school updates action plans by conducting on-going analysis of data to identify gaps and determine effectiveness that will support or adjust steps within the Curriculum and Instruction Cycle.

Documentation

- Action plans
- Curriculum and Instruction Cycle
- Coaching logs
- Lesson plan and walkthrough data
- PD calendar and flowchart



C. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Monitoring Instruction Table

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	Intervention groups will be analyzed weekly to improve instruction for non-proficient students. Teachers will plan differentiated activities into lesson plans to ensure students are provided with access to grade-level content while developing literacy skills simultaneously. Teachers will have instructional goals set to address the bottom 25% of their students.	<ul style="list-style-type: none"> - Teacher intervention group rosters - Focus group rosters - Teacher lesson plans - Teacher goals - Assessment data
ELL Students	<input type="checkbox"/>	The TLG ELAS Google site provides observation tools, strategies and resources to improve instructional effectiveness for ELs. The ILLP outlines skills students can apply to access grade-level content while developing literacy. Teachers will track improvement on Attachments A and B of student ILLPs. Teachers are required to include ELP standards in their lesson plans.	<ul style="list-style-type: none"> - TLG Google ELAS site - Schools ILLPs - Teacher lesson plans - Teacher goals - Assessment data
Students eligible for FRL	<input type="checkbox"/>	Intervention Groups will be analyzed weekly to improve instruction for non-proficient students eligible for FRL. Teachers will plan differentiated activities into lesson plans. Teachers will have instructional goals set to address any non-proficient students eligible for FRL.	<ul style="list-style-type: none"> - Intervention group rosters - Teacher lesson plans - Teacher goals - Assessment data
Students with disabilities	<input type="checkbox"/>	IEP provide skills that need to be addressed by teachers during instruction. The teachers collaborate with a site coordinator and Special Education teacher to provide accommodations for	<ul style="list-style-type: none"> - Student IEPs - Teacher lesson plans - Teacher goals - Assessment data



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	students with disabilities. Teachers will plan for accommodations in their lesson plans.	- ESS meeting sign-ins
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D. Providing Feedback that Develops the Quality of Teaching

Question #1: How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

Answer

The school analyzes multiple data points to determine instructional staff members’ strengths, weaknesses and needs. The school uses continuous improvement systems approach to analyze the implementation strategies by multiple sources of data. The school also collects data using TET tools, goals, lesson plans, classroom observations, Cognitive Coaching, curriculum maps and assessments to determine the effectiveness of instruction and assessment to determine next steps. The school studies the needs of the instructional staff aligned to the criteria outlined in the TET rubric. The school uses the analysis to provide written feedback in a conference with instructional staff on strength, weakness and learning needs based on the criterion in the TET rubric. The school’s team then updates their goals and action plans to address feedback and ensure follow-up.

Documentation

- Benchmark assessment data
- Coaching logs
- Curriculum maps and lesson plans
- Feedback on lesson plans and log
- Teacher goals
- TLG Google sites
- Walkthrough data

Question #2: How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Answer

The school identifies high-quality strategies to be implemented, monitored and coached to increase the effectiveness of instruction. The school studies the needs of the instruction staff using the criteria outlined in the TET rubric. The school then uses analysis of multiple data points to provide feedback to instructional staff on strength, weakness and learning needs based on the criteria in the TET rubric. The school also provides cognitive coaching sessions outlined by the coaching logs that will provide evidence for one area of reinforcement (strength) and one area of refinement (weakness) and one strategy to increase area of weakness. In addition, the school provides access to professional development and coaching on resources necessary for high quality implementation of learning needs and given strategies. Weekly feedback is on strength and needs is provided in an email after reviewing lesson plans. Teachers receive consistent feedback about class observations via an email and coaching.

Documentation



Demonstration of Sufficient Progress Report

- Curriculum maps
- Lesson plan data
- Elementary website
- PD Google site
- Coaching logs
- Teacher goals
- Walkthrough data
- Action plans



AREA V: PROFESSIONAL DEVELOPMENT

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Development of the Professional Development Plan

Question #1: What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Answer

In order to determine what professional development topics will be covered throughout the year, the school leader, curriculum coach and TLG Academic Services work together by using an ongoing process that is outlined in our Professional Development Cycle. The school plans a needs-based assessment based on TET rubric, curriculum, assessment, data and monitoring instruction. The school collects data from multiple sources including surveys, assessments, individual growth plans, observation data and lesson plans. The school then analyzes the data aligned to the criteria in the performance management plan and TET rubric. The school then defines professional development needs in the areas of Data Analysis, Curriculum, Assessment and Monitoring Instruction. TLG uses HESS Cognitive Rigor Matrix as a framework for developing modules and topics throughout the year. The school then creates an annual professional development plan based on the above steps.

Documentation

- TET rubric
- Professional Development Cycle
- Professional Development Plan and flowchart
- TLG QSI Professional Development Google site
- TLG QSI elementary website
- Lesson plan and walkthrough data

Question #2: What is the Charter Holder’s ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Answer

The ongoing process to ensure the professional development plan is aligned with instructional staff learning needs begins with identifying high quality strategies to be implemented, monitored and coached to increase effectiveness of instruction. Teachers’ needs are planned using evidence from curriculum, instruction and assessment to identify areas of focus. Teachers’ needs are aligned to the instructional areas of the evaluation tool including Delivery, Assessment, Rigor, Engagement, Emotional Environment and Physical Space. High quality strategies, including Thinking Maps and Kagan, are aligned to meet the needs of the students. The strategies are included in professional development and individualized coaching practices. Teachers practice reflective self-assessment for improving instructional practices identified in the teacher goals and implementation.

Documentation



Demonstration of Sufficient Progress Report

- Curriculum maps
- Lesson plans
- Elementary website
- Coaching logs
- Professional Development Plan and Flowchart
- QSI Professional Development google site
- TET Rubric

Question #3: What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan? How are the areas of high importance determined?

Answer

The school’s ongoing process to address the areas of high importance in the professional development plan begins with analyzing data to verify instructional effectiveness to adjust focus as needed. In alignment with the plan of the annual professional development calendar, data is continuously collected from multiple data points aligned to the TET rubric to monitor and adjust professional development opportunities. The TET rubric is used to evaluate teacher effectiveness. The data is analyzed to determine areas of high importance and specific needs of teachers. A teacher barometer is created to adjust coaching plan at least once a quarter. Action plans are updated by conducting on-going analysis of data to identify gaps and determine effectiveness of coaching that will support or adjust the professional development plan.

Documentation

- Professional Development Cycle
- Coaching logs
- Elementary website
- Teacher goals
- Professional Development Plan and flowchart
- QSI Professional Development google site
- TET Rubric
- Professional development survey data
- Teacher barometers
- Action plans

B. Adapted to Meet the Needs of Subgroups

Question #1: Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.

Answer

The school provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups by planning and implementing professional development opportunities aligned to the needs of students in all subgroups. Differentiated practices are embedded into each professional development session including best practices,



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Thinking Maps, Kagan Strategies, SIOP strategies, and a variety of accommodations. Specialized trainings in exceptional student services and ELLs Individualized Language Learning Plans with English Language Proficiency standards are provided using a variety of platforms from one-on-one, face-to-face group, whole staff and online support. Data of academic performance is used throughout the year to ensure increase of achievement for the bottom 25%, ELLs, RL and ESS to determine specific needs for intervention. High quality strategies to differentiate grade-level content and intervention are researched, monitored and analyzed to align instruction to the needs of the subgroup students. Professional development plans, coaching sessions and teacher goals include specific strategies to increase achievement for the subgroup participants. Implementation of the high quality strategies are monitored and followed up on using data from lesson planning, lesson delivery observations and assessment scores.

Documentation

- Professional Development Cycle
- Plans subgroups and teacher goals
- Galileo intervention group reports
- Coaching logs
- Lesson Plans
- ELAS Google Site
- Professional Development Google Site
- Walkthrough data

C. Supporting High Quality Implementation

Question #1: What is the Charter Holder's ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

Answer

The school's ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development begins with the implementation of the coaching model to provide systematic support to the instructional staff. The people responsible for ensuring support are systematic and on-going including the school leader, curriculum coach and TLG Academic Services. A plan is created to follow-up with teachers on professional development or a coaching session. A professional development flow chart is created to identify the goal and criteria to provide consistent direction on implementation and follow-up. The teachers' needs are aligned to the implementation support which includes a coach modeling a lesson, co-teaching a lesson, co-planning or sharing a cognitive coaching session. Evidence is collected to determine the quality of implementation of strategies and the impact of instruction on academic achievement. Coaching logs are updated to document the support to the instructional staff on implementation of strategies learned in professional development.

Documentation

- Curriculum maps
- Lesson plans
- Elementary website



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- Walkthrough data
- K-8 professional development google site
- Teacher goals
- Annual Professional Development Plan
- Professional Development Flowchart
- Coaching logs

Question #2: What is the Charter Holder's ongoing process to identify concrete resources, necessary for high quality implementation, for instructional staff?

Answer

The school provides and updates concrete resources to provide systematic support to the instructional staff on high quality implementation of strategies learned in professional development. The people who oversee the ongoing process include the school leader, curriculum coach and TLG academic services. Action steps are planned to update and disseminate concrete resources necessary for high quality implementation of strategies. Walk-through data, lesson plans, assessment and evaluation data are analyzed to determine areas of high importance to ensure resources are available to close the achievement gap. Access to resources and follow-up with coaching process are updated to provide support on using resources effectively. The data is used to determine the alignment of concrete resources to support instruction and application. Action plans are updated to systematize the process of identifying and implementing concrete resources for quality implementation.

Documentation

- Professional Development Cycle
- Professional development plan and flowchart
- ELE website
- PD google site
- Coaching logs
- Teacher goals
- Lesson plans



D. Monitoring Implementation

Question #1: What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?

Answer

The school monitors the implementation of strategies learned from professional development sessions. The evaluation process begins with creating an action plan to monitor implementation to increase the effectiveness of strategies learned at professional development. Data is collected using the TET tool, goals, lesson plans, classroom observation, cognitive coaching, curriculum maps and assessment to determine the effectiveness of instruction and assessment to determine next steps. The implementation of strategies and the implications for assessments are analyzed to determine the areas teachers need support to implement strategies. Actions steps are then updated to provide coaching services, additional professional development or support. Access to resources is documented for high quality implementation on google sites and elementary website.

Documentation

- Walk through data
- Coaching logs
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log
- Student portfolios
- Teacher goals
- Website

Question #2: How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

Answer

The school has a follow-up plan with instructional staff regarding implementation of the strategies learned in professional development. The evaluation process begins with planning the action steps to provide follow up support on the Professional Development Flowchart that is aligned to professional development plan. Data is collected using the TET tool, goals, lesson plans, classroom observation, cognitive coaching, curriculum maps and assessment to determine the effectiveness of instruction and assessment to determine next steps. The implementation of strategies and the implications for assessments are analyzed to determine the areas teachers need support to implement strategies. Actions steps are then updated to provide coaching services, additional professional development or support. Access to resources is documented for high quality implementation on google sites and elementary website. Follow-up support is documented in the coaching log and used to update teacher goals.

Documentation



- Professional Development Cycle
- Professional development plan
- Coaching logs
- Teacher goals
- Lesson plans
- Coaching logs
- Professional Development Flow-chart

AREA VI: GRADUATION RATE (if applicable)

Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Progress Toward Timely Graduation

Question #1: What is the Charter Holder’s ongoing process to create academic and career plans?

Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

Question #2: What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

B. Addressing Barriers to Timely Graduation

Question #1: What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?



Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

Question #2: What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

AREA VII: ACADEMIC PERSISTENCE (if applicable)

Answer the questions for the following section. Provide documentation that will clearly demonstrate implementation of the processes.

A. Strategies for Continuous Enrollment

Question #1: What is the Charter Holder’s ongoing process to measure levels of engagement? What criteria guide that process?

Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

Question #2: What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for disengagement?



Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

Question #3: What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

Answer

Not applicable. Gilbert Arts Academy is a K-8 school.

Documentation

Not applicable. Gilbert Arts Academy is a K-8 school.

